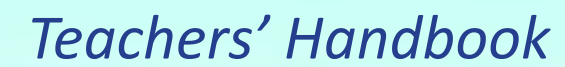


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VALUES AND CITIZENSHIP EDUCATION

CLASS PP

TEACHERS' HANDBOOK

Royal Education Council (2017)

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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 live by 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 Respect: Sonam the artist



Objectives

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

- i. identify two respectful behaviours from the picture,*
- ii. share the importance of respecting places and people after listening to the rhyme Respect Respect Respect,*
- iii. practices respectful behaviours with things and people around by following the pledges.*

Information for teachers

Respect is a feeling of value and care we have for people, places and things. Different people, places and things have their own good qualities, for which people consider them to be valuable and are respected. For example, books are important for children and must be taken good care. Parents and teachers teach children to be a good by being respectful to children as children respect them.

The activity uses a story about how Sonam learns to respect walls and her mother. Through the story children learn to avoid graffiti on walls and other things, such as their desks, tables, chairs. Children develop good behavior and learn to value people and things as they are and respect them accordingly.

Teaching learning materials: Sonam The Artist



Lesson Activity

Part I

- The teacher reads the comic story “Sonam The Artist” aloud for children.
- Then discusses the following suggested questions with children to help them understand the meaning of respect:
 - i. Where did Sonam draw her pictures in the beginning of the story?
 - ii. Why was Sonam’s mother not happy to see the drawings on the wall?
 - iii. What did Sonam’s mother tell her?
 - iv. Is it good to draw or write wherever you like? Why?
 - v. Did Sonam listen to her mother? Why?
 - vi. Where do you normally draw pictures?
 - vii. Why do you think Sonam is a good girl?
- The teacher uses answers given by the children to explain the meaning of respect.
- Then check children’s understanding by asking them to define the term respect and or asking them to give examples of acts of respect.

Part II

The teacher reads out the following statements on respect making children repeat.

Respect Respect Respect
Respect your teachers. They teach you good things.
Respect Respect Respect
Respect your parents. They care for you.
Respect Respect Respect
Respect your friends. They play with you.
Respect Respect Respect
Respect your books. They give you knowledge.
Respect Respect Respect
Respect all things around you.

Part III

The teacher makes children practise respecting things around them by asking them to make simple pledges, such as:

- I will respect my mother's advice by not writing on walls.
- I will respect common property by not scribbling on my table.
- I will respect my family by listening to them.
- I will respect my books by taking care of them.
- I will respect my brother/sister by asking their permission before using their things.

Value Practice and Facilitation

Over the week, the teacher ensures that children do not scribble on walls, floor, tables, and in books.

The parents help children to complete the activity in the workbook by closely following practices of the value by children. Children will be helped to put a 😊 as and when they do a positive act of respect.

| How respectful are you? | Mon | Tue | Wed | Thu | Fri | Sat |
|-----------------------------------------|-----|-----|-----|-----|-----|-----|
| I greet my parents every morning. | | | | | | |
| I speak politely with my parents. | | | | | | |
| I obey my parents. | | | | | | |
| I greet guest. | | | | | | |
| I thank my pet for the joy it gives me. | | | | | | |
| I speak politely to my grandparents. | | | | | | |

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. tell the meaning of punctuality in simple terms after discussing the pictures,*
- ii. explain the importance of being punctual by answering the questions,*
- iii. identify agreeable statements and state ways to improve punctuality for those statements that they disagree with.*

Information for teachers

Punctuality means doing the required task on time. Being punctual helps one to develop self-discipline. If a child is self-disciplined, the child might be able to perform well in studies and in life.

Through this activity, children develop understanding of punctuality and its importance in life. Teacher invites parents to support the practice of punctuality by children and to model the same at home.

Teaching- learning materials: Pictures of daily activities**Part I**

The teacher displays above pictures provided in student's workbook. Children in groups of 5 to 6 are asked to look at each of the pictures carefully and say a few sentences.

The teacher enriches the description by emphasizing the need to be punctual, such as following instructions of teachers, doing class work, attending assembly and prayers and listen to the announcements, eating meals on time.

Part II

Ask the following suggested questions to make children understand the importance of punctuality.

1. Why do you come to school on time?
2. What time does the morning assembly start?
3. If you are late for morning assembly what will you miss?
4. What would happen if you are late for class?
5. Why should you eat your lunch on time?
6. Why should you do your homework on time?
7. If you get up on time, how will it help you?
8. If you are always punctual for any school activity, what would your teacher say about you?

Through discussion, the teacher brings out why it is important to do a task on time. For example, getting up on time gives you time to revise your lessons, reaching to school on time makes you feel good, always attending assembly makes you learn prayers and listen to different speeches, and eating meals on time keeps you healthy. Hence children learning to do a task on time instils punctuality which is an important quality in every one of us.

Part III

The teacher provides time for children to complete the activity. Their responses to the questions will show if the children have understood the meaning and importance of punctuality.

Write **Yes** or **No** against the statements provided in the table

| | | |
|---|------------------------------------------------------------------------|----------|
| 1 | Are you punctual, if you attend the morning assembly every day? | Yes / No |
| 2 | If you start late from home, will you reach the school on time? | |
| 3 | Punctuality means doing your work on time. | |
| 4 | If you do not get up on time in the morning, are you a punctual child? | |
| 5 | Do you remember to do your homework after reaching home? | |
| 6 | To be punctual, we should go to bed on time. | |

Value Practice and Facilitation

The teacher ensures that children maintain the “Punctuality Record Chart” to practise punctuality in activities in the school and at home on a daily basis. Teacher engages parents to follow up the value practice at home.

Punctuality Record Chart

| Date/Day | Punctual behaviour | Remarks |
|-------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------|
| <i>Example, 19th March, Monday</i> | <i>Reached school at 8:15 am, which is 15 minutes early to school time.</i> | <i>Emptied the trash bin</i> |
| | | |
| | | |
| | | |
| | | |



2.2. Determination: I can achieve



Objectives:

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

- i. explain determination in their own words after the teacher led discussion about determination exhibited by the thirsty crow,*
- ii. state two importance of being determined after reflection exercise guided by the questions,*
- iii. state his/her determination in doing well in studies and in maintaining good health.*

Information for teachers

Determination means working hard consistently to achieve a set goal. For example, brushing every morning and evening to keep gums healthy and teeth strong, washing hands before meals and after playing to stay healthy, to revise the day's lesson at least two times before the next day.

This picture story about “The Thirsty Crow” shows how a thirsty crow is ready to work hard to get to drink water even though it might take it a long time and a lot of effort. The questions at the end of the story are aimed at helping children understand the concept of determination and its importance. Highlight the word determination as and when necessary while carrying out the activities so that children keep their focus on the value taught.

Teaching learning material

The story "The Thirsty Crow" given in the worksheet

The Thirsty Crow

There was once a very thirsty crow. It looked for water everywhere. After a long search, it found a vessel with some water at the bottom. The crow tried to drink the water from the vessel, but it could not reach the bottom of the vessel.

For a long time the crow thought of all ways to drink the water from the vessel. At last, it got an idea!



The crow put pebbles one by one into the vessel. It was a tiring process and it made the crow thirstier.



But with its determination the crow kept putting pebbles. After sometime, the water level rose just enough for the crow to reach it. The crow finally, enjoyed the cool water from the vessel and satisfied its thirst.



Lesson Activities

Part I

The teacher narrates the picture story “The Thirsty Crow” to children. Randomly ask a few children to repeat the story. After telling the story, ask the following questions to make children to understand the meaning of determination.

1. What did the thirsty crow see at the bottom of the vessel?
2. Was it easy for the crow to drink water from the vessel? Why?
3. What did the crow do to drink the water from the vessel?
4. Will the crow get water if he did not put pebbles into the vessel?
5. What quality of the crow can you see in this story?

The teacher summarizes the answers shared by children to bring out the concept of determination. The teacher relating to the hard work of the thirsty crow to pick little pebbles and drop them one by one to be able to bring the water level up for it to drink it.

Part II

Discuss the following questions to enable children to reflect on the importance of determination:

1. Why was the crow happy in the end?
2. What quality of the crow makes it possible for it to drink the water?
3. What would you do if you were the crow?
4. How do you think is the crow determined?
5. Is it important to be determined?
6. What kind of determination will you need to have good teeth?

The teacher highlights importance of determination in life to complete important tasks, to fulfil goals, dreams and ambitions basing on the moral of the story. It is important for the teacher to relate to children's life and how necessary it is for children to be determined.

Part III

The teacher asks the following questions and gives think time for children. As children share their responses, the teacher jots down the points on the board and later uses to summarise using key points.

1. What do you have to do every day if you want to perform well in your exam?
2. What do you have to do every day to stay healthy?
3. Do you give up when you face difficulties? What can we do to overcome the difficulties?
4. What did you learn from the story about the Thirsty Crow?

Value Practice and Facilitation

The teacher seeks support of parents to help children practise the given activities and ensure that the support is continuous until children develop the activities into a habit.

| Activities for children | | | | | | |
|-----------------------------------------------|-----|-----|-----|-----|-----|-----|
| Wakes up and sleeps on time every day. | Mon | Tue | Wed | Thu | Fri | Sat |
| Brushs teeth every morning and evening. | | | | | | |
| Washs hands before and after meals every day. | | | | | | |
| Washes hands after using the toilet. | | | | | | |
| Eat meals on time every day. | | | | | | |
| Eats varieties of food. | | | | | | |
| Completes homework on time | | | | | | |

2.3 Responsibility: Learning to be responsible



Objectives

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

- i. explain responsibility in their own words after describing the pictures,*
- ii. state the importance of being responsible towards people, plants and places,*
- iii. identify responsible acts from irresponsible acts.*

Information for teachers

Responsibility means doing the assigned task sincerely as a child and as a learner. For example, keeping one's body clean to stay healthy, doing homework and class work on time by oneself, cleaning one's classroom, taking care of bag and books, etc.

Through the activity “using the teaching learning materials”, children become aware of various forms of responsibilities as they learn from the given pictures. The teacher leads discussion on the questions to enable children to understand the importance of being responsible as well as identify areas where children need to be responsible at school and home.

Teaching Learning Materials: Illustration of different activities, worksheet

Picture 1:

What are the children doing?
Are all the children playing at the same time?



Picture 2:

What does the picture show?
Why are children doing this task?

Picture 3:

What are the children doing in this picture? Why they are doing this?



Picture 4:

What are the children doing?
Why are they doing this?

Lesson Activities

Part I

The teacher draws children's attention to each of the pictures one by one inviting children to interpret each of the pictures. Use the questions to guide the interpretation.

As children describe the pictures, the teacher notes the names of activities and responsibilities on the board or sticks up responsibilities prepared on pieces of papers. The teacher stresses on the meaning of responsibility and how it is important to fulfill one's responsibility with sincerity.

Part II

Teacher extends the discussion by letting children think and talk about the following questions:

1. Why should you help your parents at home?
2. How do you feel when you help someone?
3. Is it good to throw sweet wrappers and wastes carelessly?
4. How do you feel when you see wastes around you?
5. Does your family use polythene/plastic bags? What do you feel about it?
6. Do you think you should leave your plates after eating your meals?
7. Is it good to scribble in your school books? How should you take care of your books?

There are no fixed answers to the questions. Let children share their responses. The teacher emphasizes on the children's responsibilities for each of the questions and reinforces children for additional ideas to bring out the reasons for being responsible.

Part III

By looking at the following pictures children will put (✓) where they see responsible actions and cross (✗) against irresponsible actions.

Throwing wastes in the trash bin.



Spitting everywhere.



Littering places with food wrappers.



Helping a friend from falling down.



Teacher can initiate discussion on why they accepted certain responsibilities and why crossed others. This should instil civic sense in children especially when they are in public places.

Values Practice and Facilitation

Children will put a 😊 against the particular responsibility when they have done it and ☹️ when they have not done it for the day.

Responsibilities



Doing class work and home work on time.

| Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|
| | | | | | |



Throwing waste in the trash bin.

| Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|
| | | | | | |



Stand in queue to use toilet.

| Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|
| | | | | | |



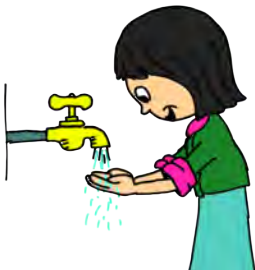
Wash my hands before eating and after eating.

| Mon | Tue | Wed | Thur | Fri | Sat |
|-----|-----|-----|------|-----|-----|
| | | | | | |



Keep books on the shelf after using.

| Mon | Tue | Wed | Thur | Fri | Sat |
|-----|-----|-----|------|-----|-----|
| | | | | | |



Wash hands after going to the toilet.

| Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|
| | | | | | |

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 Friendliness: I want to be a friendly person



Objectives

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

- i. describe how a friendly person would behave after observing the role play,*
- ii. tell why we need to be friendly to everyone after discussing children's experience from a visit to a park or attending a birthday party,*
- iii. mention characteristics of a friendly person after sharing briefly about a friendly person that they know of.*

Information for teachers

Friendliness means being friendly with people including friends, family, neighbours and even animals. If one speaks to you, you'll respond politely. friendly person will be the first to speak and ready to offer help when needed.

Through this activity children will learn to be friendlier and make friends by involving themselves in games and other class activities as well as social activities. Children learn how to relate with others and be co-operative in common tasks.

However, it is important for teachers to caution children of not being friendly with strangers.

Teaching-learning materials:

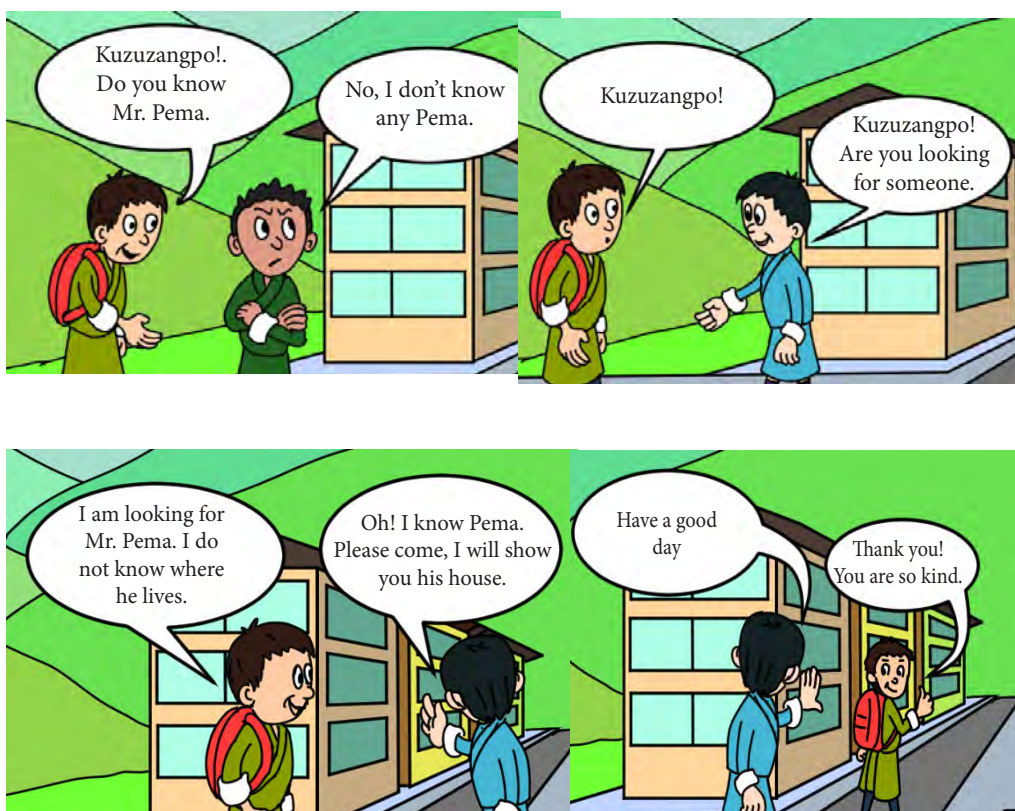
Three name tags Sonam, Dorji and Karma written on each card.

Lesson activities**Part I**

Start the class with a role play on a short scenario given below. If the teacher finds other relevant story that could be used as well for the role play.

Scenario: Sonam appears lost. As he walks around he comes across Dorji. Sonam greets Dorji and asks him where Mr. Pema lives. Dorji doesn't answer, but walks away. As Sonam stands there confused Karma comes forward and speaks politely with a smile exhibiting warmth through gestures.

Three volunteers Sonam, Dorji and Karma will come in front of the class to play the roles. Rest of the class will watch the role play.



After the role play, discuss the following questions to help children think about the meaning of friendliness by identifying characteristics of a friendly person:

1. Did you like the role play? Why?
2. Whose role did you like the best in the role play? Why?
3. What do you think about Dorji?
4. If you were Sonam, how would you feel meeting Dorji?
5. What would have happened to Sonam if Karma **had not talked to him**?
6. Is it good to be friendly with people? Why?
7. How can you describe a friendly person?

Part II

Think of a time when someone was friendly to you.

1. What did the person say to you?
2. How did you feel? Were you happy?
3. Did you greet the other people around you?
4. How did they respond?
5. Did the person share something with you? How did you feel?
6. Did you say sorry anytime to the person?

The teacher uses the questions to enable children to understand the importance of being friendly with other children. As a friendly person, children should learn to say sorry, share things, laugh together, greeting other children and parents. Children should be made to realize that when some one is friendly with them they feel happy and likewise other people also feel happy when they are friendly with them.

Part III

This part of the activity allows children to apply their understanding of friendliness in trying to identify a friendly person. Therefore, ask children to think about a person at home or at school who they think is friendly.

1. Give children "Think Time" of about 3-5 minutes.
2. Then invite children to share about the person to the whole class.
3. As children share, teacher identifies the characteristics (example polite, helpful, kind, cheerful, joyful gentle) of the friendly person and writes down on the chalkboard.
4. The teacher then draws attention to the qualities of a friendly person and how it is important for children and all people to be friendly with each other.

Value Practice and Facilitation

Children practice friendliness with people they meet in the school or at home throughout the day with different polite greetings for the whole week. For example, greet people in the morning, say Hi, say Hello, ask How are you?, say sorry, give a smile, lend a helping hand, give a hug, etc.

Children will require help of parents and teachers to jot down their friendly gestures and actions in the table below.

| | |
|----------------------------------------------------------|-------------------------------------------|
| When you meet your teachers | When you meet your friends |
| Seeing your parents, brothers and sisters in the morning | When you do something wrong to someone |
| When you say rude things to someone. | When someone has too many books to carry. |

3.2 Sharing: Sharing is loving



Objectives

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

- i. explain the concept of sharing in simple words after looking at the pictures,*
- ii. discuss the importance of sharing after the drawing activity conducted in groups using just one packet of crayons,*
- iii. identify sharing practices after discussing the questions.*

Information for teachers

Sharing is unselfishly willing to give to others. The act of sharing should not happen as a result of repeated reminder, rather children should be taught to see the need for sharing. Eventually the will to share becomes part of their character and becomes natural behaviour.

The following activities will enhance children's understanding of sharing and the benefits of their actions. Discussions guided by the questions will help children realize how sharing improves their own life and those around them.

Teaching Learning Materials:

Picture cues, rhymes or poem, worksheet with picture outline, crayons/colour pencils.

Lesson Activities

The teacher uses the following questions to teach children the concepts of sharing with their family, friends and others. The teacher needs to bring out the value of sharing through discussion by probing with examples.

Part I

Display the picture cues on sharing. Have children share their thoughts on the picture cues.

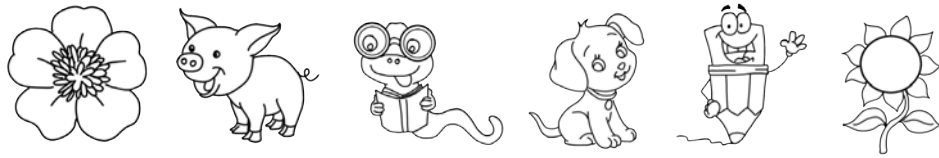
1. Which is more fun - when you share your lunch with your friends or when you eat your lunch all by yourself?
2. How do you feel when your friends give some things to you?
3. Have any of you ever given anything to a friend because you had more than you need? How did that make you feel?

The teacher uses the responses to the above questions to introduce the idea of sharing. The teacher can explain simply that: Sharing is willingly giving to others something that others need immediately. Sharing gives joy to both the giver and the receiver. Sharing is a kind act.

Part II

Through this drawing activity using picture in the workbook children will understand sharing better and how it impacts themselves and others in a positive way.

- i. Children will work in their groups.
- ii. Children will colour the drawing outline provided in the Workbook.
- iii. Each group is provided with just one box of colour pencils.
- iv. Instruct children to use the colour pencils provided in their groups to colour their drawings.
- v. Give children 5 minutes to complete the task.



After the activity discuss the following suggested questions:

1. What was it like to share a packet of crayons amongst the four of you?
2. How did you manage to complete your colouring task?
3. Why is it important to share?
4. Can anyone recall an incident where your family or friends shared things with you when you really needed it?
5. How did you feel when they shared things with you then?
6. What did you learn from the activity that we just did?

The teacher talks to children about the importance of sharing among friends, family and also with other people by emphasizing on the happiness and joy children will experience when they share, when children share it means that they care. For example, giving a morsel of food to a dog shows that the child cares the dog.

Part III

Give children “Think Time” to answer the following suggested questions:

1. What can you share with your friends?
2. Who do you want to share your toys with?
3. What makes you want to share?
4. Do you think your friends like it when you share things with them?
5. What one favourite thing did you share with your neighbour's child?

Children will be able to give appropriate answers to the questions if they have understood the meaning of sharing and its importance among people.

Value Practice and Facilitation

The teacher seeks the support of parents and guardians to help children record their sharing experiences. Children are expected to practice sharing every day.

Sharing Diary

| Days | What was shared and with whom? | 😊 or 😞 |
|-----------|-----------------------------------------|--------|
| Monday | Example, I shared my pencil with Dorji. | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| Saturday | | |
| Sunday | | |

3.3 Care: I care for my pet



Objectives

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

- i. talk about the ways of taking care of pets after reviewing the pictures showing care for pets,
- ii. state the importance of caring their pets after singing the song,
- iii. demonstrate ways of taking care of pets through pictures.

Information for teachers

Care is the act of giving attention, feeling concerned or interest for, or providing help and support for all beings and things around oneself. For example, people looking after their elders, friends and family members, and even animals and plants at home. They also use things around them with care and love.

In this activity “I care for my pet”, children look at different pictures of pets and learn some ways of taking care of pets. Some ways include giving pets bath, proper feeding, taking for walks, teaching tricks, and cleaning up after them.

Through role plays, children’s understanding of ways to care their pets is reinforced.

Teaching Learning Materials song:

'Love your pets.'

**Lesson activities****Part I**

Sit children in a circle on the floor and then look at the three pictures given in the workbook. Give about two minutes for children to think about the pictures.

For every picture, ask questions such as:

- What is the picture about?
- What is the child or person in the picture doing?
- Why should the child or person do that?
- What can you do for your pets so that they are strong, healthy and beautiful?
- How does taking good care of your pets make you feel?

The teacher uses children's description of the pictures and their answers to the above questions to teach the concept of care for pets.

Part II

Now teach children the song “Love, love, love your pets” to the tune of Row, Row, Row Your Boat:



The teacher asks the children as to why we should care for our pets? After children share their responses, the teacher teaches the importance of taking care of pet animals. Pet animals need to be washed regularly to keep them clean so that they do not get skin diseases which can be easily transferred to people, they are trained to do tricks because they like to play with people and people like playing with their pet dogs, pets need to be fed proper food to keep them healthy, pet dogs need vaccination, pets also need to be provided good shelter to protect them from bad weather.



Part III

The teacher makes children draw diagrams of how they take care for their pet animals. Children volunteers can be invited to tell about their diagrams to the class

Value Practice and Facilitation

The teacher finds out children who have pets at home. Those children who have no pets can be allowed to adopt a plant in school or at home. The children are asked to draw two pictures to illustrate their care for their pet or the plant they adopted.

How I care for my Pet/ Flower

| | |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |
| | |
| | |

3.4 Helpfulness: How may I help you?



Objectives

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

- i. say the concept of being helpful in a very simple language after answering the questions ,*
- ii. say importance of being helpful to one another after,*
- iii. practice at least five helping behaviours in the class.*

Information for teachers

Helpfulness is an act of helping someone. It can be done by doing part of the work yourself or by providing advice, money, or support. It is an important behaviour in the school because children have different problems and difficulties. At home, children often help their grandparents to stand up, or parents to fetch water from the tap, or to clean the house after the meal. When helpfulness is highly valued, children continue to seek ways to help others. This becomes part of their character. Helpfulness creates happiness and love for all in the school and at home.

Through the activity, children discover the concept of helpfulness. They learn to be helpful to others and identify on their own some small ways in which they can be helpful. Children can be helpful by doing extra chores at home, comforting friends if they are sad, and by asking others, “How may I help you?”

Teaching Learning Material:

Some fruits for each group.

Lesson Activities

Part I and II

The teacher asks the following suggested probing questions to lead the discussion on Helpfulness. Suggest relevant responses to questions if responses from children are inadequate. The teacher puts up a chart as suggested below to record appropriate responses from children.

Finally the teacher uses the information in the chart to talk about how we cannot do everything by ourselves and how we need help from different people. We also need to help other people because they cannot do everything by themselves.

- Who helps you to wear your school uniform?
- Who helps you with a pencil when you do not have one?
- Who are the people helping you all the time at school and at home?
- How do you feel when someone helps you?
- Have you ever helped somebody to do something?
- Have you ever helped somebody by sharing something?
- How do you feel when you help someone?
- How do you help your parents around the house?
- Why do you need help from different people?
- Why should you help someone?

| | |
|-----------|----------|
| Monday | Tuesday |
| Wednesday | Thursday |
| Friday | Saturday |

Part III

The teacher lets children play a simple game. The instruction for which is given below.

- Four children sit facing centre
- Place some fruits in the circle.
- Ask them to eat the fruits.
- Children are not allowed to bend their arms from the elbow to eat.
- They are not allowed to bend and use their tongue to put the fruits in their mouth.

After the activity invite children to share their experiences, use the suggested questions to probe for responses.


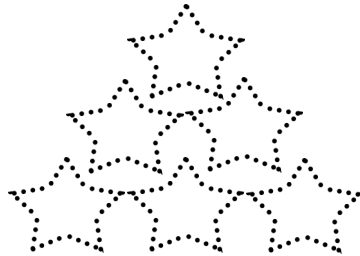

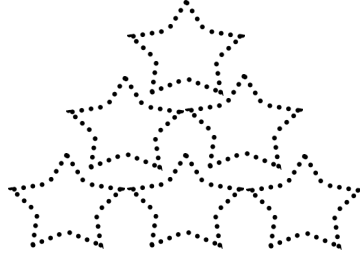

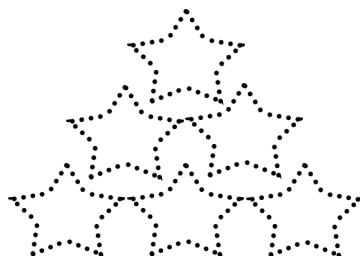

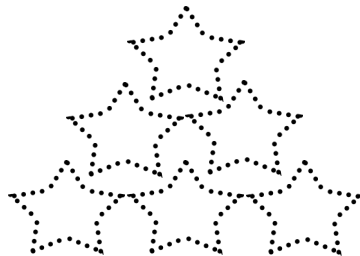
- How did you manage to eat the fruits? How easy was it? How difficult was it?
- Can you imagine a day when you do not ask for help from others?
- Did you get angry when someone did not help you?
- Was there a time when someone asked you for help, but you did not? Why?
- Will you help somebody whom you do not know if they asked you for help?

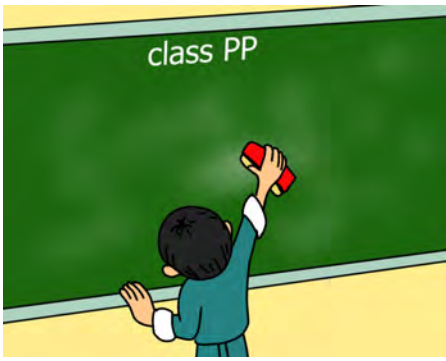
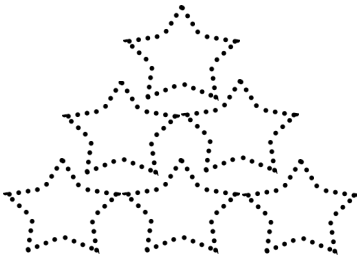

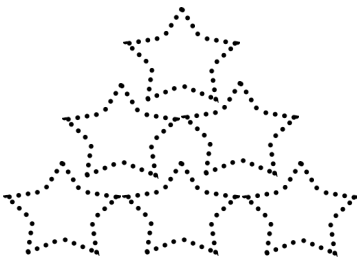

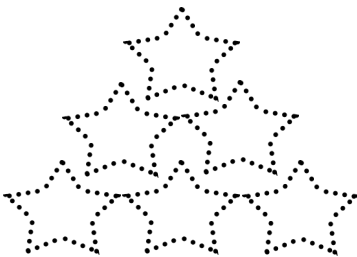

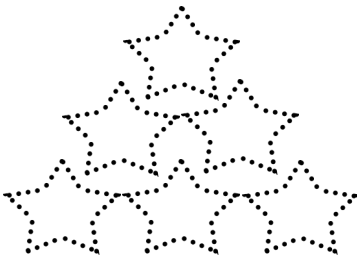
The teacher summarizes the activity by asking children to say aloud the following statements:

We all need help. I need help from my friends, teachers, and parents to do many things. Helping each other gives happiness and joy. So, let us help each other!

Values Practice and Facilitation

The teacher seeks support of parents to ensure that children do one or more of the following. if children did any, they get to colour a star or stars.

| Helping Behaviour | I have helped |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |
|  |  |
|  |  |
|  |  |

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|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
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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: Let us be honest



Objectives

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

- i. talk about honesty in simple words after discussing questions about Pinocchio,*
- ii. identify benefits of being honest after responding to the questions on realization of importance of honesty,*
- iii. differentiate honest behaviours from dishonest behaviours by responding to questions on honesty.*

Information for teachers

Honesty is speaking the truth and being fair. The deeds and speeches of an honest person are trusted by people around. When one is honest, it strengthens character building, which in turn enables one to be of great service to oneself and others. As a result honest people will be blessed with peace of mind and self-respect.

Through this story children learn about the importance of honesty and consequences of being dishonest. The activities enable children to recognize feelings of awkwardness when being not honest and its uncomfortable manifestations, such as feeling warm, breathing very fast, redness of face, shaky, etc.

Teaching Learning Materials

The Story of Pinocchio, the wooden boy whose nose and ears grew when he told a lie, published by DREAMLAND PUBLICATION

PINOCCHIO

Once upon a time, there lived an old carpenter, Geppetto, who carved a puppet in the shape of a little boy. He named him Pinocchio.

At night, Geppetto dreamt if Pinocchio was a real boy. A kind fairy made the wooden Pinocchio into a human being.



The next day, Geppetto became very happy to see Pinocchio.

To make Pinocchio intelligent, Geppetto sent him to school with other boys. But, Pinocchio was very naughty. He did not go to school, but played with his friends all day long.

Geppetto became very angry and scolded Pinocchio. But Pinocchio lied that he was in school the whole day. Pinocchio got angry and left the house.





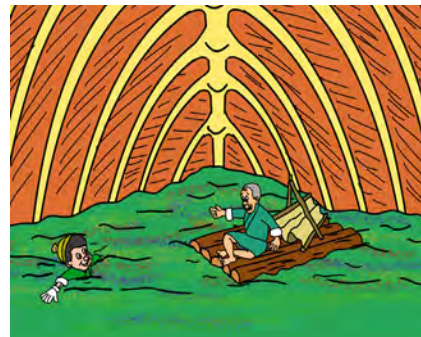
Pinocchio's ears grew longer like the donkey's ears and his nose also grew longer, when he lied. After some time, he heard that his father, Geppetto, had been swallowed by a whale while he was searching

for Pinocchio.

Pinocchio missed his father and went to search for him everywhere. When he was near a big sea, suddenly a big whale swallowed him. Inside the whale's stomach he found his father.

They were happy to see each other. They tickled the whale's stomach and as soon as the whale opened its mouth, they came out of its mouth.

Geppetto and Pinocchio reached home and lived happily. From that day, Pinocchio stopped telling lies. Pinocchio also regained his nose and ears to normal.



Lesson Activities

Part I

The teacher reads aloud the story to the class. After the story is read out a couple of time, use the following suggested questions to discuss on the meaning of honesty.

1. Who created Pinocchio?
2. What did Geppetto do to make Pinocchio intelligent?
3. Why did Pinocchio's nose and ears grow?
4. What do you think of Pinocchio? Is he an honest boy?
5. What did Pinocchio feel when his father went missing?
6. How did Pinocchio get his nose back to normal?
7. What do you think honesty is?

Activity II

The following suggested questions are asked to children to make them realize the importance of honesty.

1. When you are honest with your parents and teachers, how do you feel?
2. How do you feel when you lie to your teachers and parents?
3. How will you be an honest person at school and at home?
4. How will you know that someone is telling a lie?

The teacher builds upon the responses from children to talk about importance of honesty. One must be honest because it is the right thing to do. One should not expect gifts or rewards in return. Being honest is a good behaviour. We must all be honest.

Part III

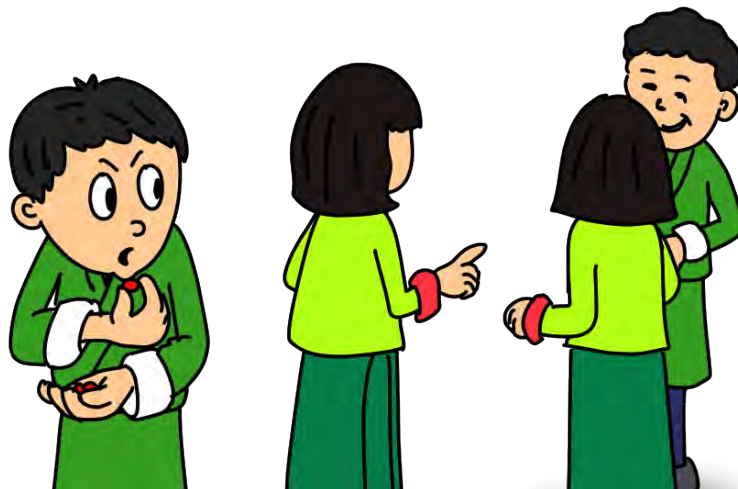
Ask children to identify the dishonest actions. Ask children to suggest honest actions in each case.



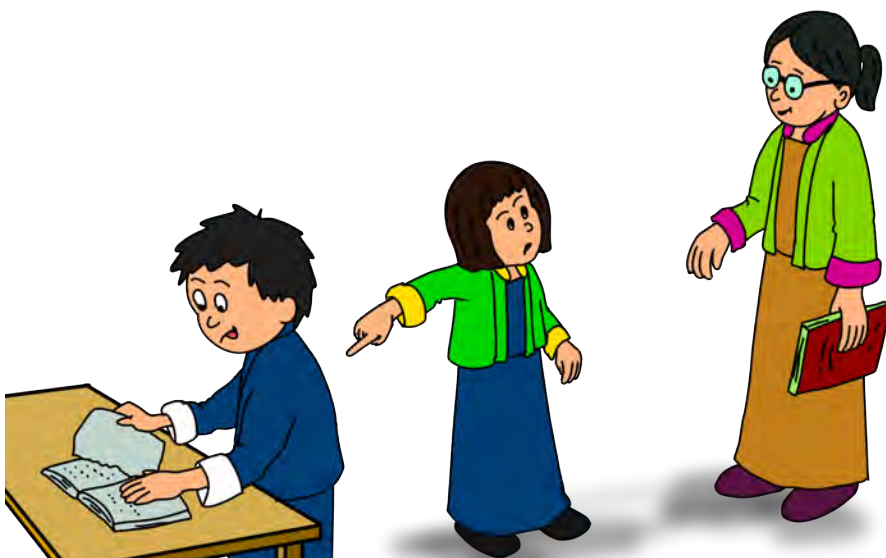
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2



3



4



5

Value Practice and Facilitation (need to add instruction)

Instruction: Teacher instructs children to record honest and dishonest incidences that they observe in the class and home or when they had been one in the table provided below.

Draw pictures of honest and dishonest actions as you see around or as you did it yourself.

| Weeks | Honest actions | Dishonest actions |
|-----------|----------------|-------------------|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| Saturday | | |

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

5.1 Obedience: I am obedient



Objectives

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

- i. say the meaning of obedience after participating in the game CLAP, CLAP,*
- ii. state the importance of being obedient to parents, teachers, and elders,*
- iii. contribute to the formulation of classroom rules for use in the class.*

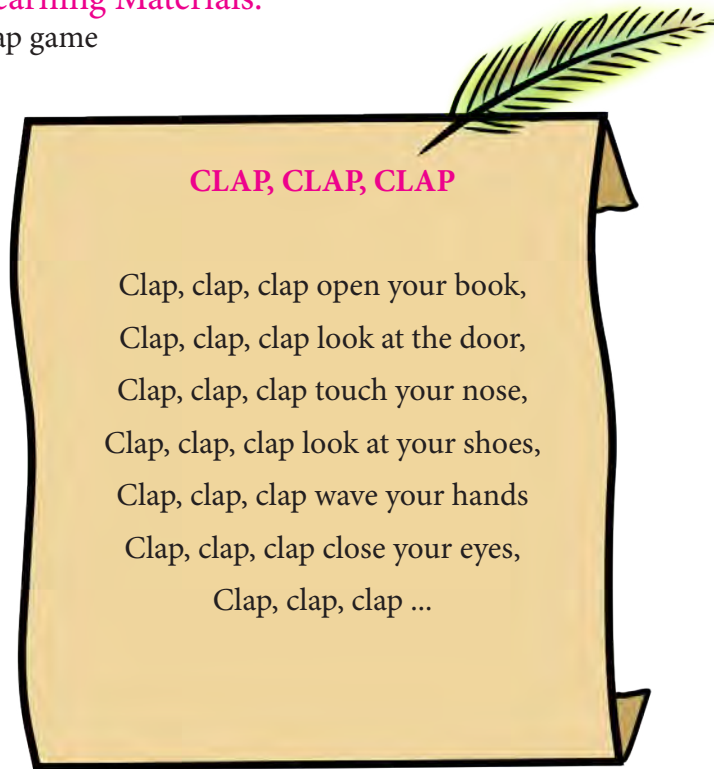
Information for Teachers

Obedience is listening to and following instructions. In school, children obey their teachers, class captains and school captains. At home, children obey their parents, elder brothers and sisters, their grandparents and senior family members. The teacher highlights that rules are made for all to follow at home, at school, on roads, in markets, play fields and public places. One must always remember and obey rules. One must listen to elders, teachers and parents.

The activity focuses on developing understanding of obedience in students through the CLAP CLAP CLAP game. The experiences in this lesson should help children understand the importance of obedience and practice obedience at school and home.

Teaching Learning Materials:

Clap Clap Clap game



Lesson Activities

Part I

Brief the rule of the game to children so that they understand the purpose of the game and the teacher's expectation from their participation in the game.

The teacher instructs children to the CLAP, CLAP, CLAP game provided in the workbook and reads aloud for children. Teacher demonstrates action as he/she reads out each line while students watch. Next, as teacher reads out each line, students perform actions. After one or two rounds, as the teacher repeats the lines, children perform the actions according to the meaning of lines without prompting from the teacher. Children who do not perform the actions according to the instructions become observers of the game.

At the end of the game, ask the suggested questions to engage children to share their experiences from the game.

How was the game? Did you like it?

Why are some of you out of the game?

How will obeying rules help you?

Part II

The teacher asks these suggested questions to make children understand reasons to obey parents, teachers, elders, and rules.

Why do you think you are told to obey your parents?

Why do you think you are told to obey your teachers?

Why do you think you are told to follow rules?

What are some things that you are not allowed to do at school?

What are some things that you are not allowed to do at home?

What are some things that you should not do on the roads?

The teacher builds on the responses by children to highlight the importance to obey parents, teachers, elders and rules. Parents, teachers and elders always mean good for children, obeying them will keep children safe from accidents, bad influences, unhealthy habits and bad behaviours. Following road rules will keep children safe from careless driving and accidents. Following rules at play will help children learn fair play and enjoy games and sports, not hurt each other, children learn to be friendly and take turns, etc.

Part III

This part of the activity enables children to use their understanding of the meaning and importance of obedience in their day to day life. The teacher involves children to make classroom rules for all to follow in the class. Some examples of possible points that could make up the classroom rules are suggested below written in all positive language.

Classroom Rules

1. Throw pencil shavings into the trash bin.
2. Treat everyone with respect and kindness.
3. Talk softly with your friends in the class.
4. Take turns and share things with friends.
5. Ask your friend before using your friend's things.
6. Keep classroom walls clean.

Value Practice and Facilitation

The teacher encourages parents to ensure children obey the following rules at home. Ensure that children obey these rules. Parents are required to mark (✓) against the rules that their child has obeyed for the day.