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# VALUES AND CITIZENSHIP EDUCATION

## Class PP *Student Workbook*

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**CLASS PP**

**STUDENT WORK BOOK**

**Royal Education Council (2017)**

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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 Gyaltsen (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 Gyaltsen, 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 Gyaltsen (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

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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.

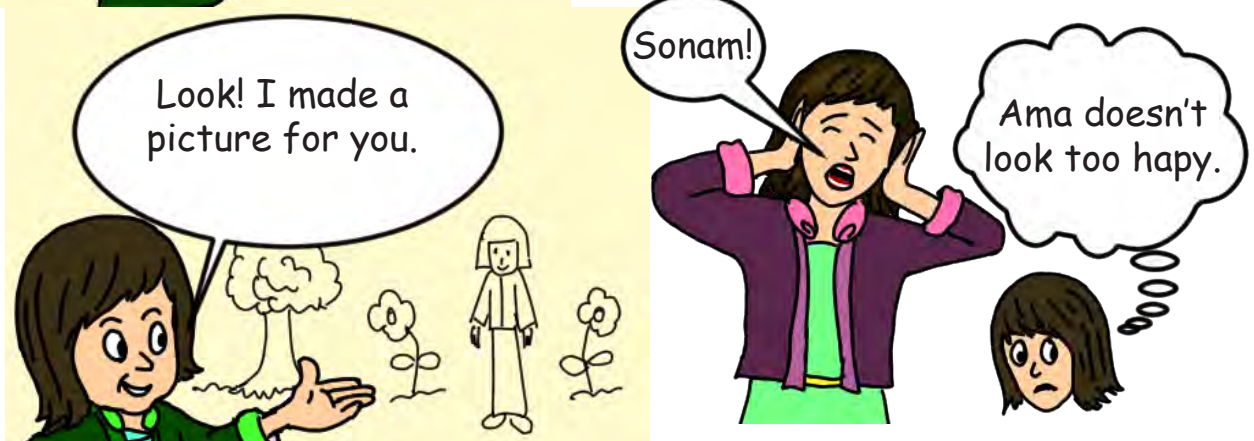
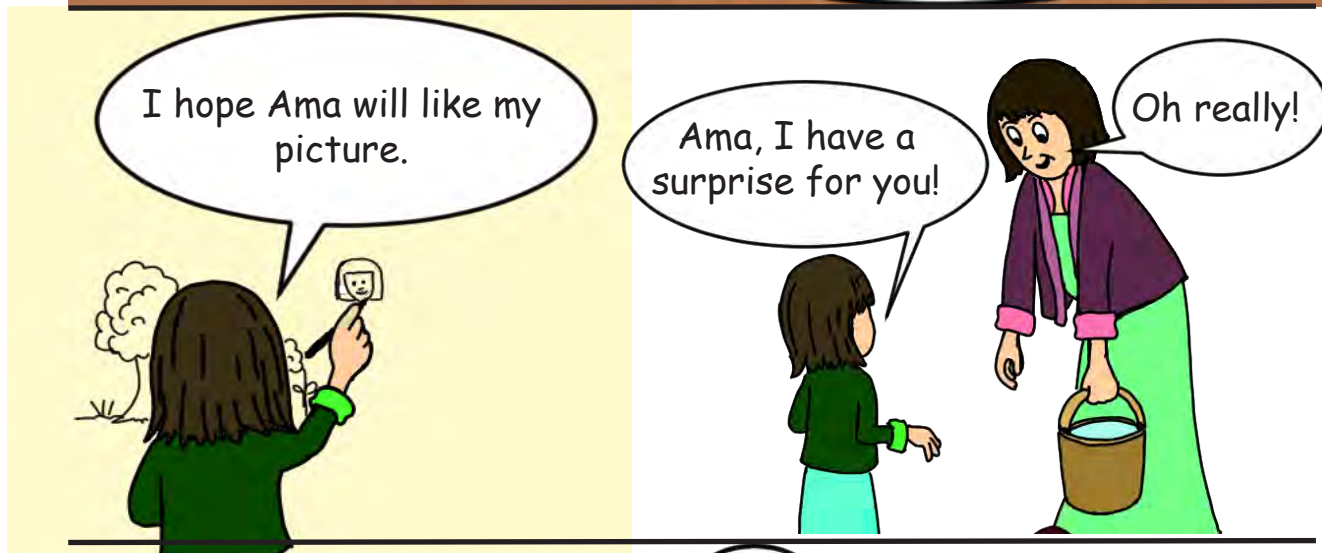
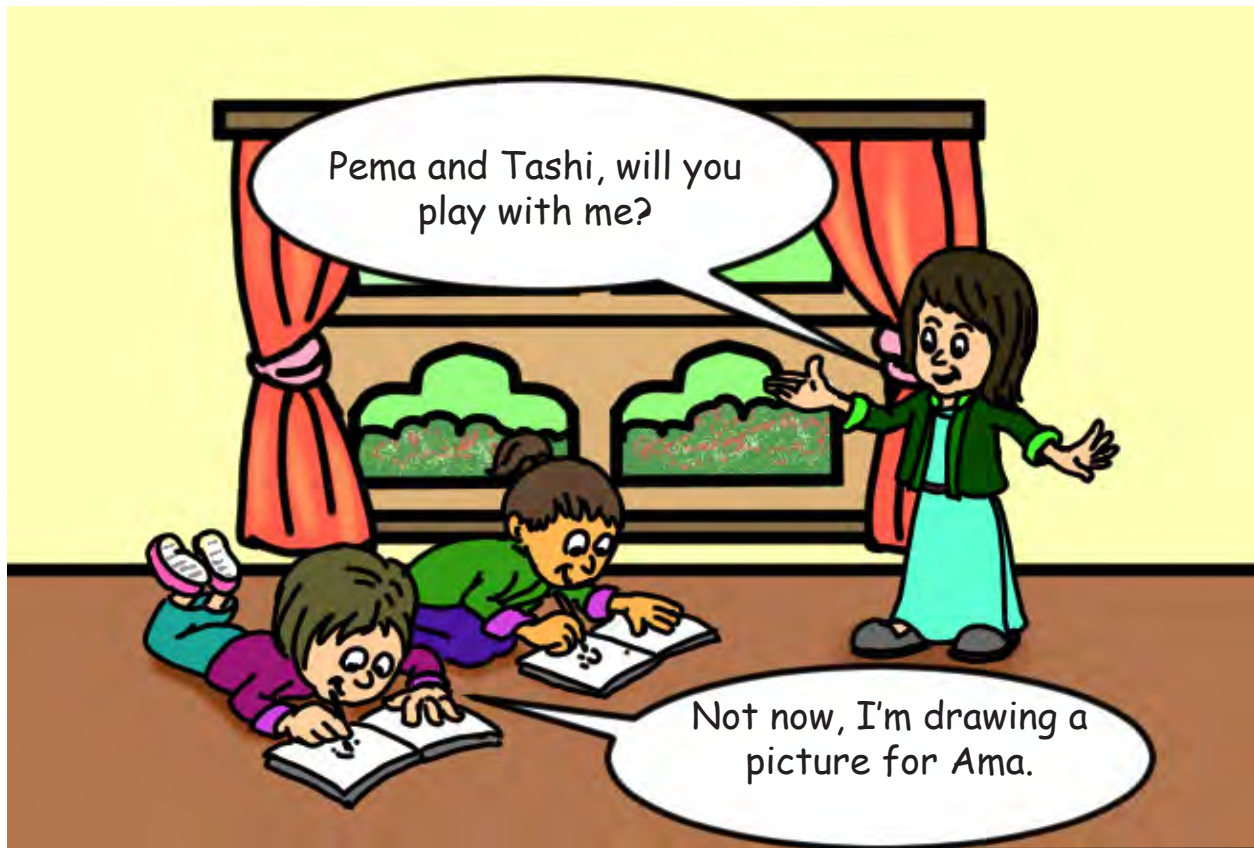
The workbook provides at least an activity each for each value under five core value themes. The student will carry out each activity for a week so that they get enough time to value practices in their daily lives.

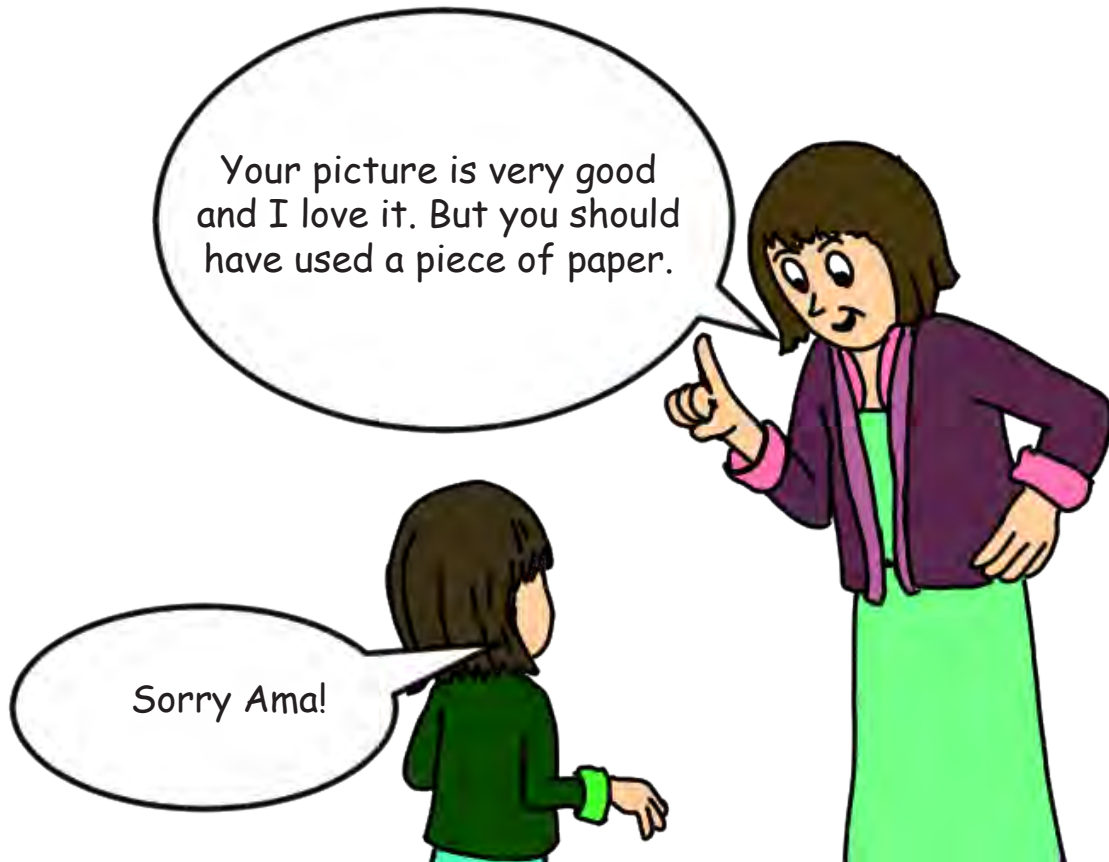
However, to carry out the activities in the workbook, individual students will need an active support of teachers, parents, peers, siblings and caregivers. The teachers and elders at homes will need to explain and guide them on the process of carrying out each value activity or activities for at least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



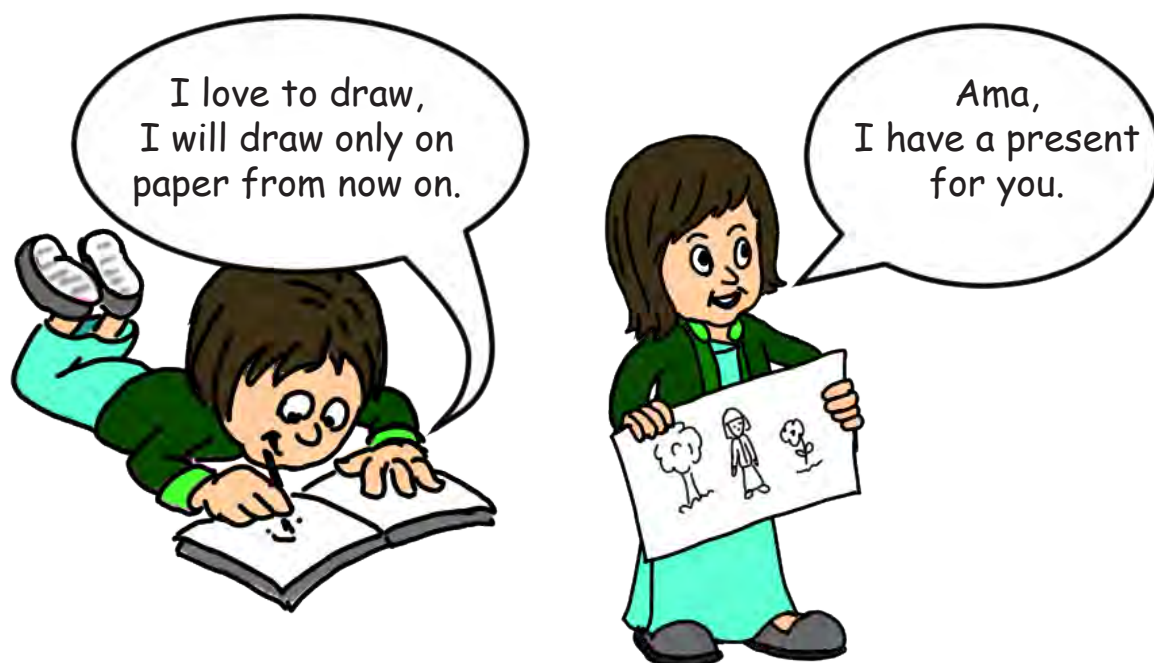
## 1.1 Respect: Sonam the artist











## Part II

Your teacher will read out the following lines on respect.

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

Write **five** pledges to respect things around you.

Example: I will respect my books by taking care of them.

1. ....

2. ....

3. ....

4. ....

5. ....

## Value Practice and Facilitation

Get a 😊 from your teacher and parents whenever you perform a respectful act.

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

## 2.1 Punctuality: Doing things on time





**Part III**

Write **Yes** or **No** against the following:

1	Are you punctual, if you attend the morning assembly every day?	<b>Yes / No</b>
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

With the help of your teacher and parents, record your punctual behaviours in the Punctuality Record Chart given below.

Date/Day	Punctual behaviour	Remarks
Example: 19 <sup>th</sup> March, Monday	Reached school at 8:15 am, which is 15 minutes early to school time.	I could empty the class trash bin.

## 2.2 Determination: I can achieve



## 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 a drink of cool water from the vessel and satisfied its thirst.

## Value Practice and Facilitation

Put a 😊 when you have practised the activity and a ☹️ when you have not practised it. Seek help from your parents to help you practise the given activities every day.

Activities for the child	Mon	Tue	Wed	Thur	Fri	Sat
Wakes up and sleeps on time every day.						
Brushes teeth every morning and evening.						
Washes hands before and after meals every day.						
Washes hands after using the toilet.						
Eats meals on time every day.						
Eats a variety of foods.						
Completes homework on time.						

## 2.3 Responsibility: Learning to be responsible



**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 the children doing this task?

**Picture 3:**

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

**Picture 4:**

What are the children doing?

Why are they doing this?



**Part III**

Put a tick (✓) against the picture that shows responsible action and a cross (✗) against the picture that shows irresponsible action.

Throwing wastes in the trash bin.



Spitting everywhere.



Littering places with food wrappers,



Helping a friend from falling down.



## Value Practice and Facilitation

Put a (✓) against the image of a responsible action if you did it during the day and a (✗) against the image if you did not do it during the day.



Wash hands before and after eating.

Mon	Tue	Wed	Thur	Fri	Sat



Putting the books back on the book shelf.

Mon	Tue	Wed	Thur	Fri	Sat



Closing the water tap after washing my hands.

Mon	Tue	Wed	Thur	Fri	Sat



Throwing my waste in the trash bin.

Mon	Tue	Wed	Thur	Fri	Sat



Doing my homework on time.

Mon	Tue	Wed	Thur	Fri	Sat



Stand in queue to use the toilet.

Mon	Tue	Wed	Thur	Fri	Sat

### 3.1 Friendliness: I want to be a friendly person





## Part I

### Role Play

Three volunteers from your class will be invited to play the roles of Sonam, Dorji and Karma. Rest of the class will watch the role play.



## Value Practice and Facilitation

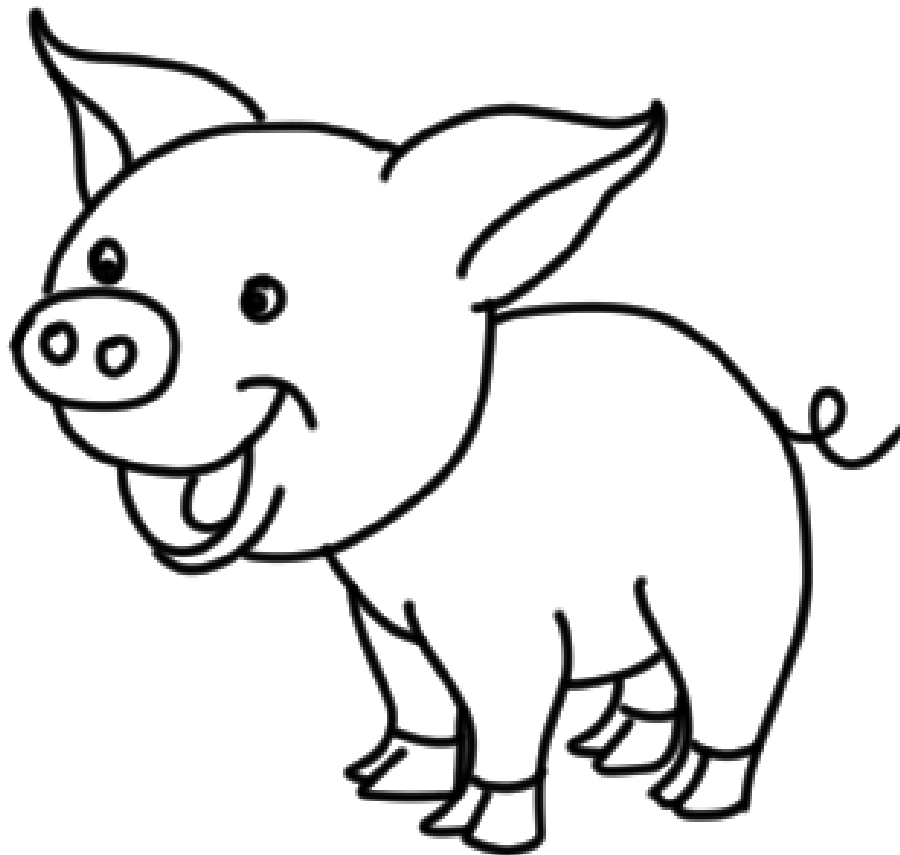
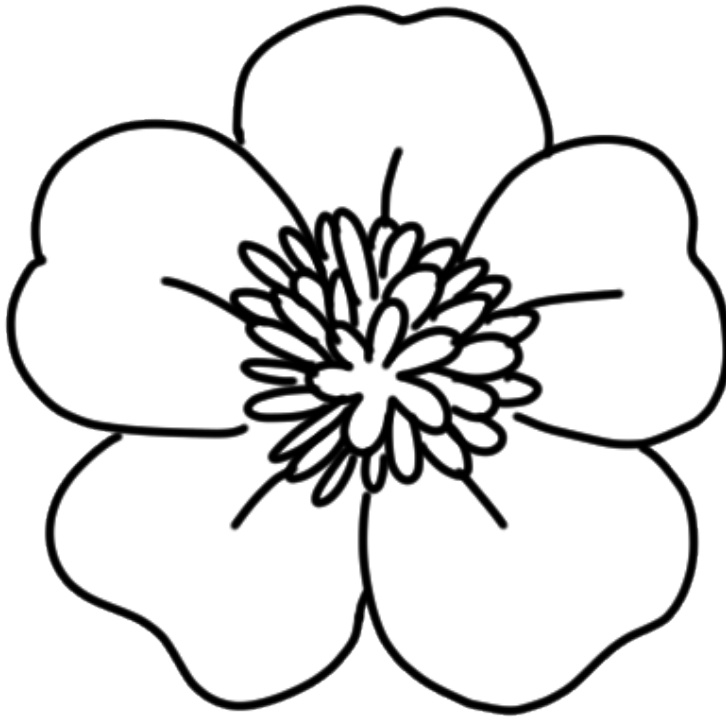
Make drawings in the spaces provided to represent your friendly gestures.

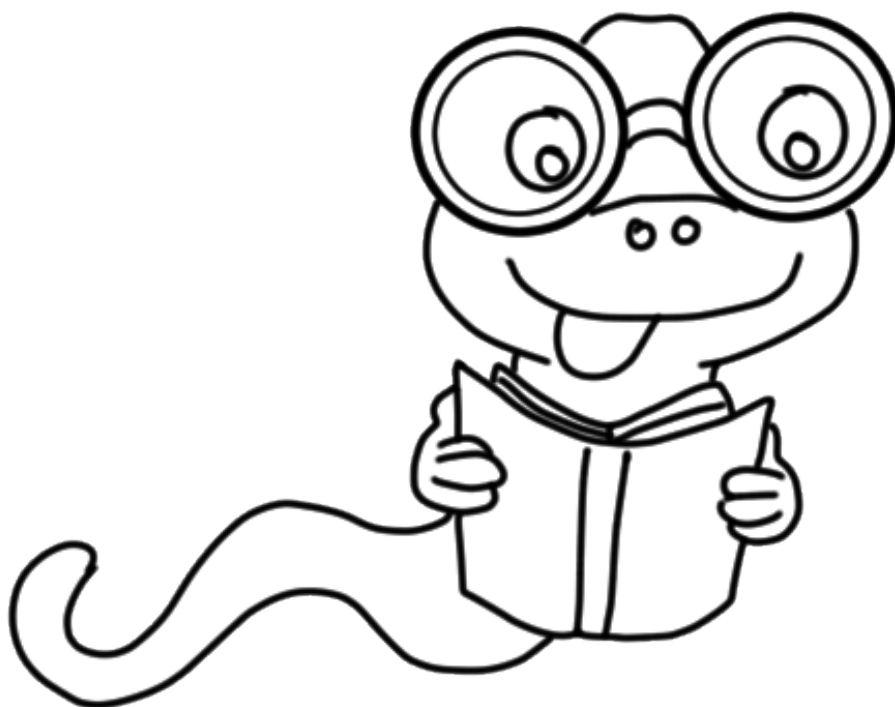
When you meet your teacher.	When you meet you friends.
Seeing your parents, brothers and sisters in the morning.	When you do something wrong to someone.
When you say rude things to someone.	When someone has too many books to carry.

## 3.2 Sharing: Sharing is loving

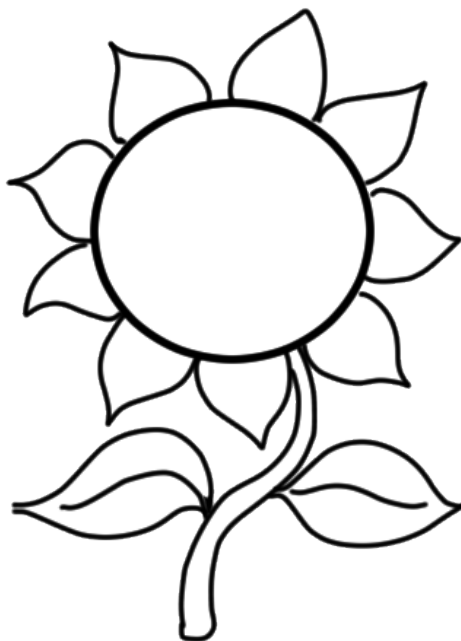
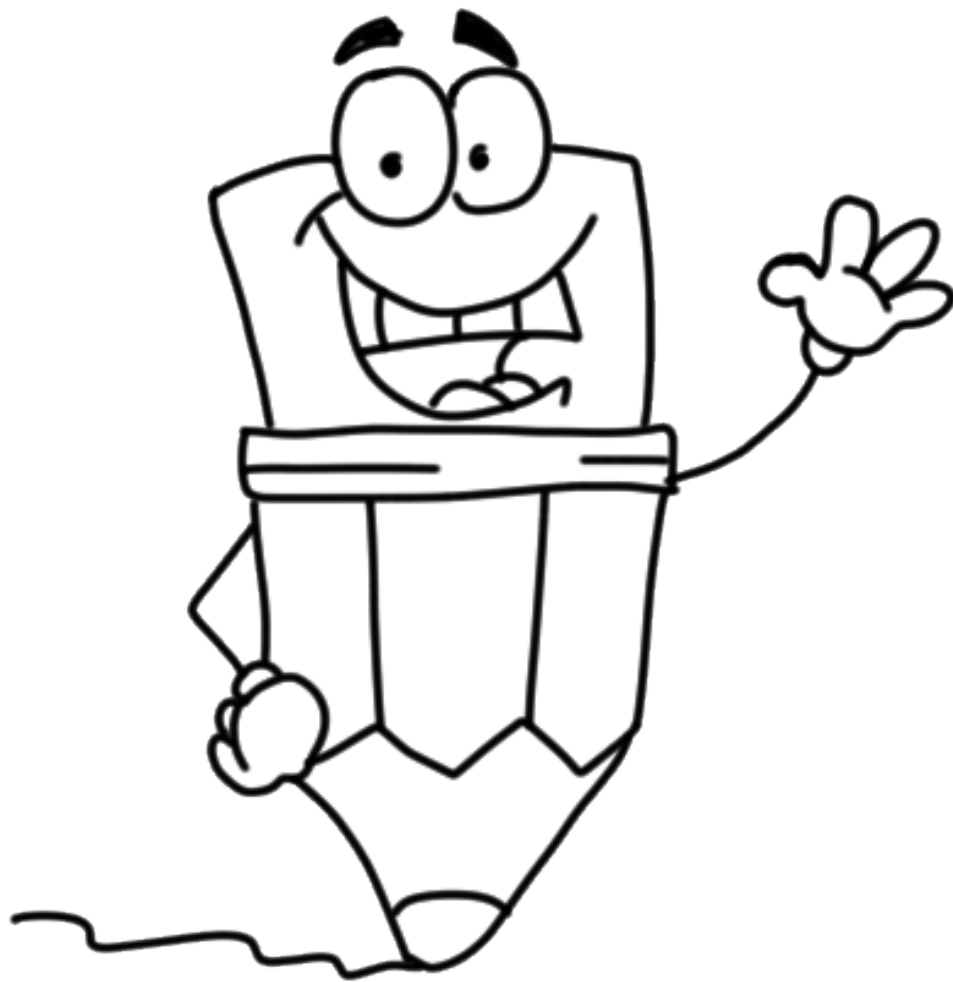


## Part II









## Value Practice and Facilitation

1. Draw diagrams to show what you shared with others.
2. Draw a 😊 if you felt happy and ☹️ if you felt unhappy when you shared your things with others in the Sharing Diary given below.

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

### 3.3 Care: I care for my pet





## Part II

Sing the song along with your teacher "Love, love, love your pets" to the tune of Row, Row, Row Your Boat:



**Part III****Values Practice and Facilitation**

Draw diagrams to show how you care for your pet and plant.



## 3.4 Helpfulness: How may I help you?




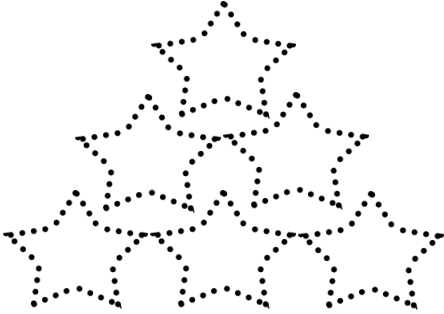

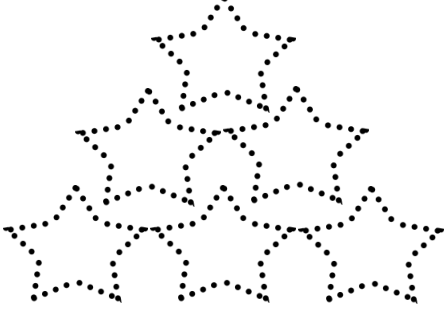

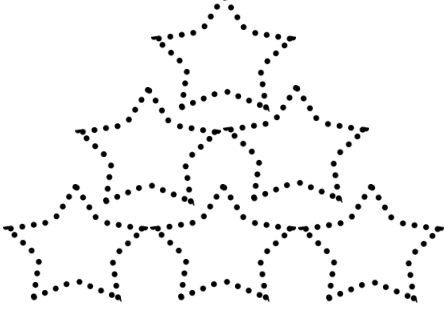
**Part I and II**

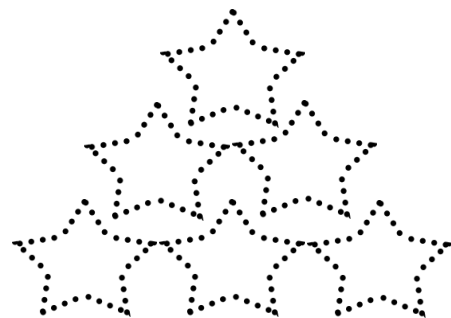
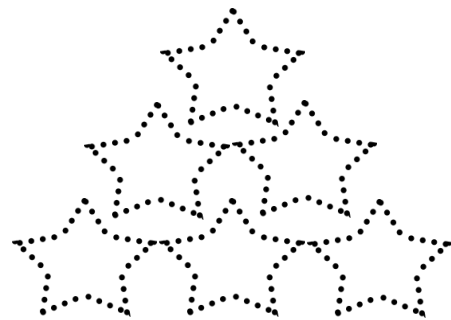
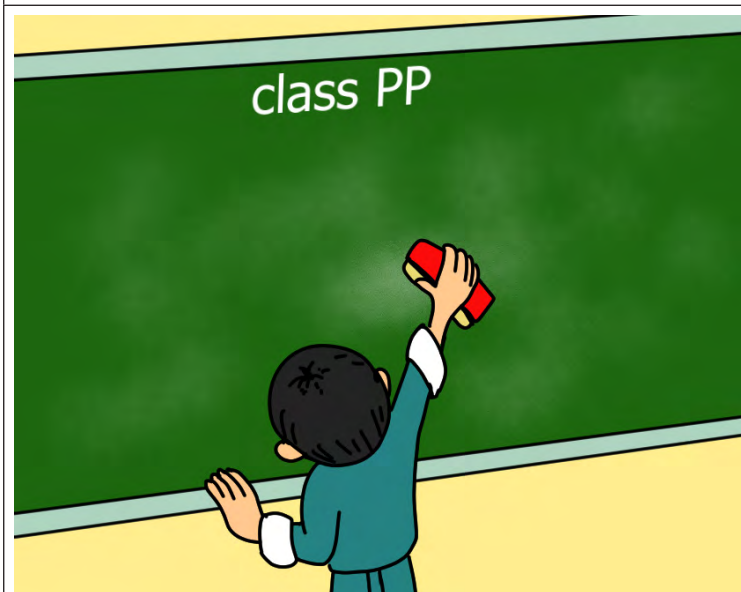
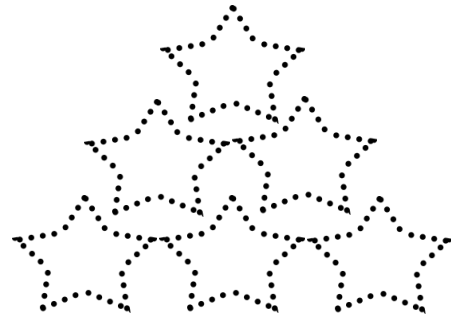
Draw diagrams to show how some one have helped you over the week.

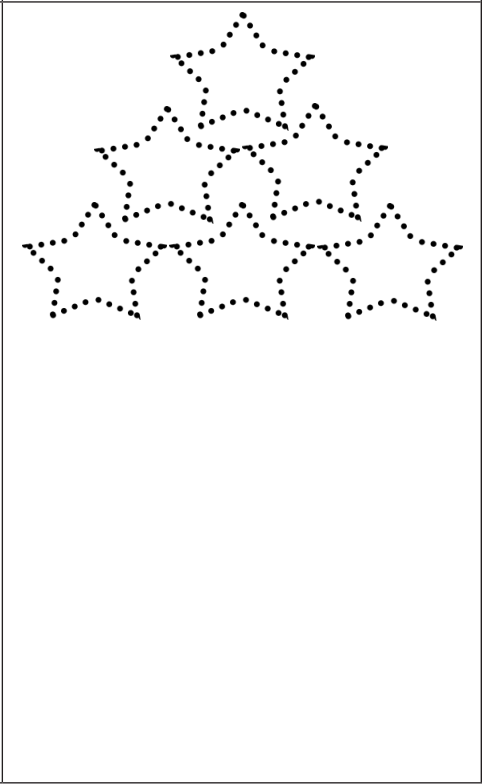
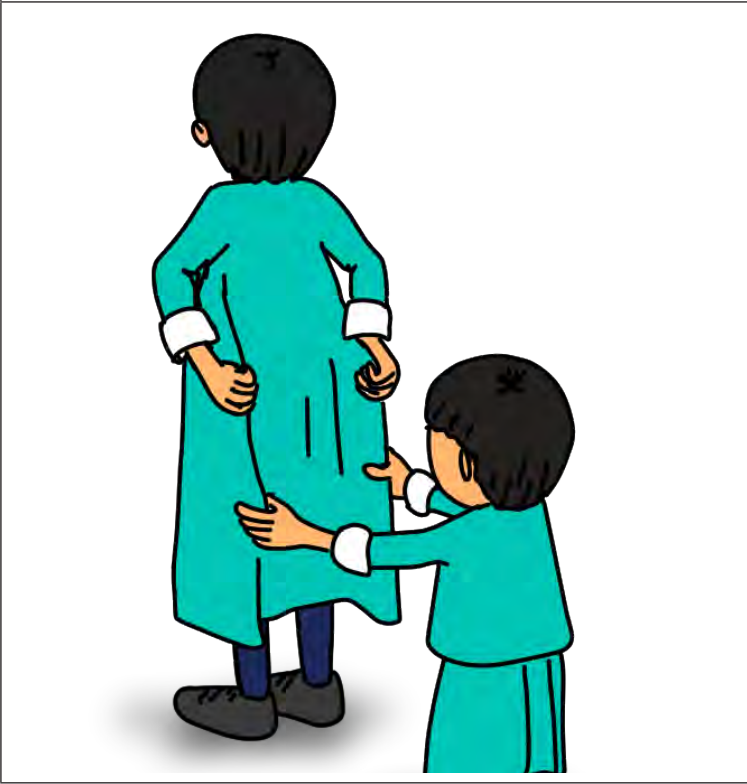
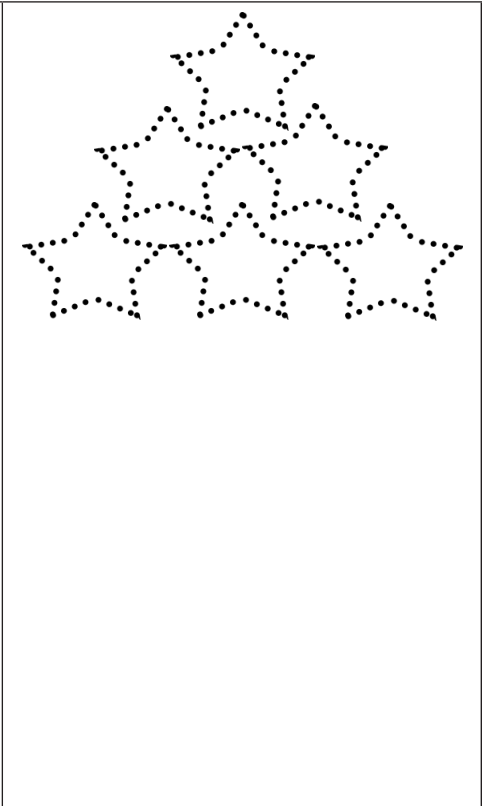
Monday	Tuesday
Wednesday	Thursday
Friday	Saturday

Value Practice and Facilitation

As and when you do one or some of the following to help someone, colour a star against the helpful behaviours.

Helping Behaviour	I have helped
	
	
	







## 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.





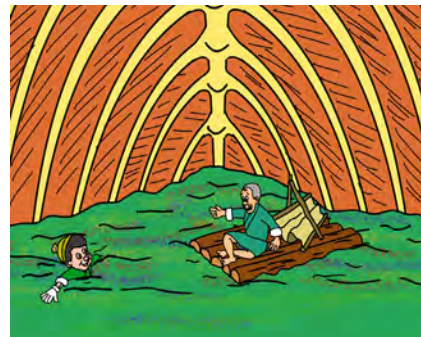
Pinocchio's ears grew longer like the donkey's ears and his nose also grew longer, when he lied. After some time, he heard that his father, Geppetto, had been swallowed by a whale while he was searching

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

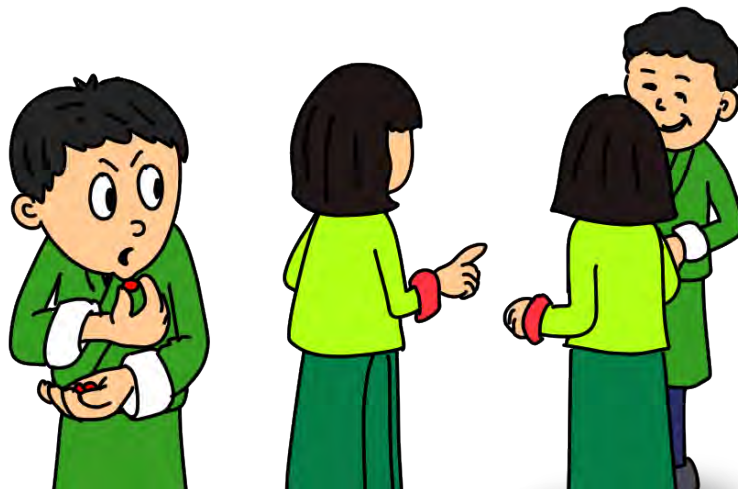
Ask children to identify the dishonest actions. Ask children to suggest honest actions in each case.



I



2



3





### 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		

## 5.1 Obedience: Be obedient





**CLAP, CLAP, CLAP**





Clap, clap, clap open your book,  
Clap, clap, clap look at the door,  
Clap, clap, clap touch your nose,  
Clap, clap, clap look at your shoes,  
Clap, clap, clap wave your hands  
Clap, clap, clap close your eyes,  
Clap, clap, clap ...

### **Part III**

#### **Value Practice and Facilitation**

With the help of your parents learn to obey the following rules at home.

Your parents will mark ( ✓ ) against the rules that you obey during each day.

Do not play with knives and sharp objects.		
Take proper care of books.		
Do not waste food.		
Place shoes on the shoe rack.		
Do not play with fire.	