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Class I Teachers' Handbook

VALUES AND CITIZENSHIP EDUCATION

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CLASS I

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 Gratitude: Be grateful



Objectives

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

- i. *tell the concepts of love, care, and gratitude by interpreting the meaning of the diagrams,*
- ii. *tell why we should be grateful to our parents using diagrams,*
- iii. *practise some of the value actions presented in the diagrams to show gratitude to their parents.*

Information for Teachers

Gratitude is a quality of being thankful to people who have been kind and generous to us and have tried to make us excellent. It is the readiness to show appreciation and return the same to others. People express their gratitude by saying 'thank you, giving gifts, giving thank you cards or notes, sending appreciation letters, sending flowers, smiling.' Gratitude is significant in development of relationship.

This activity is about making children understand parents' love and care for their children. The activity will help students realize the importance being grateful to parents for all their love, kindness and care.

Teaching Learning Materials: Some things your parents do for you.

Care:

Things parents do for the physical health and well being of their children.



Love:

Feeling of affection and relatedness between parents and children.



Love:

Giving a thank you speech to parents during a parents' meeting.



Love and Care:

Parents support children's education.

Lesson activities

Part I

The teacher displays the diagrams and invites children to talk about the diagrams. Based on the actions shown in the diagrams and building on the students' explanation on each of the diagrams, the teacher explains the concept of care and love of parents towards children, and how children should recognize and serve their parents with gratitude.

Part II

Give children "Think Time" to reflect about their parents and what their parents do for them.

Ask the following questions to enable children to realize how important it is for them to be grateful to their parents

1. How do you feel to watch your parents work hard for you and your family?
2. When you are not thankful to your parents, how do you feel?
3. Why do you smile at your parents and family when they do something good for you?
4. Think of a time when you helped someone. How did you feel when the person said "thank you"?
5. How do you feel when your friends help you with a difficult homework? What do you do?

Part III

Use the illustrations on 'Some things your parents do for you' one by one to enable children to explore how they can be grateful to their parents.

1. How do you think you can be grateful to your parents?
2. Do you think you should be grateful to your grandparents? Why?
3. How do you think you can be grateful to them?
4. Think of 3 things that you would like to do for your parents to be grateful. Share with your class.

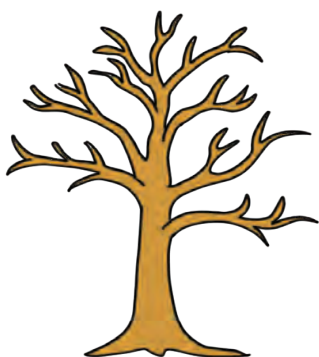
Value Practice and Facilitation

I. Let children draw four things they will do for their parents to show gratitude.

II. Instruct students about the activity on the Gratitude Tree. Students need to draw and colour a leaf each time they perform an action of gratitude and stick it to the tree. When they have at least 3 leaves, they can be asked to draw and colour a flower or a fruit to stick on the tree.

Teacher engages parents and guardians to support children in completing this activity.

Gratitude Tree



Beginning of the year



At the end of the year

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 their own words,*
- ii. explain the importance of being a punctual child,*
- iii. practise punctuality by attending and leaving the class on time.*

Information for Teachers

Punctuality is being able to complete a required task on time, reaching to an event on the agreed time. It means fulfilling ones responsibility. Being punctual makes it convenient for other people involved in a task or an activity. It is a good habit and mindfully practising it helps form one's character. Always being punctual helps build trust about oneself among other people.

Through this activity teacher will bring out the importance of being punctual in daily activities. For example, if they are punctual they will get more time to prepare for their upcoming programs, will not miss important information and develop positive lifelong habits.

Teaching Learning Materials: Story 'A class football match' questions written on chart, hand outs.

A class football match

Class I children have a wonderful football team. They mostly win football matches because of Pema and Chimi who are good players.



One day, the class captain came to them and said, "Pema and Chimi, tomorrow we have a very important match at 6:00 am. You are the best players of our class. Be on time and give your best. We are looking forward to winning the match."

Next day when Pema and Chimi woke up in the morning, it was already 7:00 am. They hurried to the playground.



But they were late! Their team could not play the match because the team was not complete without Pema and Chimi.



They felt very ashamed of themselves and felt guilty for letting their friends down.

From that day onwards they never repeated the mistake.

Part I

1. The teacher reads out the story and explains the meaning of punctuality and its importance by using the following suggested questions.

- After listening to the story what did you learn about punctuality?
- Do you think it is important to be on time? Why?
- Why did the team not get to play the match?
- What would you do if you were Pema and Chimi?
- What do you understand by the term punctuality?

Part II

The teacher gives the following statements to children instructing them to put a tick (✓) or cross (x) depending on whether they agree or disagree with each of the statements.

1.	You are punctual if you are late to school.	
2.	You always eat your meals on time.	
3.	You miss the morning assembly when you are punctual.	
4.	Making somebody wait for you is punctuality.	
5.	If you go to bed on time you are being punctual.	
6.	You take your class work to complete it at home.	
7.	You do not do your homework on time.	
8.	You clean the classroom during the given time.	

Value Practice and Facilitation

The teacher seeks support of parents to do the activity. Parents are invited to collaborate with their children to decide on a convenient timing for the following activities. Parents are also to ensure proper follow-up on the practice of punctuality by students at home.

Sl. no	Activity	Agreed upon Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	Wake up	Eg. 6:00 am							
2	Breakfast								
3	Starting for school								
4	Starting for home								
5	Clean up and change								
6	Hobby/games								
7	Homework/study								
8	Dinner								
9	Going to bed								

2.2 Determination: Being determined



Objectives

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

- i. discuss determination in their own words,*
- ii. explain three benefits of determination,*
- iii. practice determination in their daily activities.*

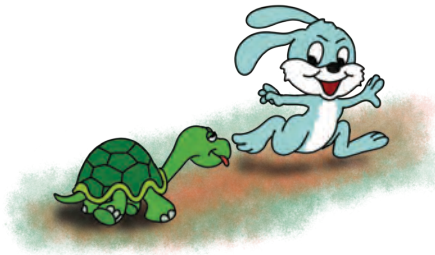
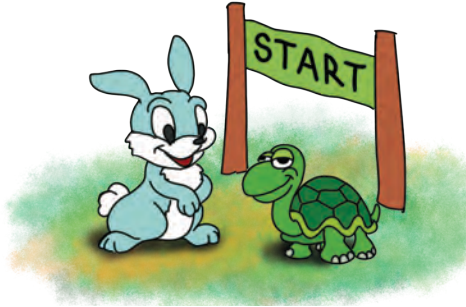
Information for Teachers

Determination means working hard to achieve set goals. If you want to wear your *gho/kira* by yourself you have to learn to wear it and keep trying to do it on your own many times. You can fulfill your dreams of going to class II next year, only if you have the determination to study hard.

By highlighting the moral of the story “The Hare and the Tortoise”, children learn what it means to be determined and how hard-work and perseverance lead to realization of one’s dreams. The teacher should highlight the importance of determination in enabling children to practise determination through the given activities. Stress on the term “Determination” as and when necessary in the following activities.

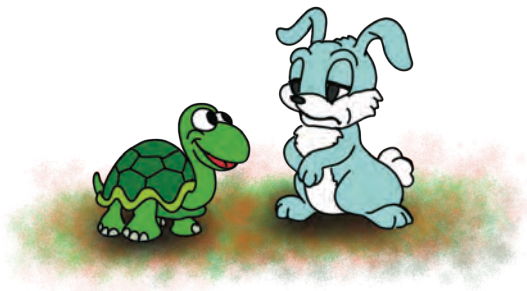
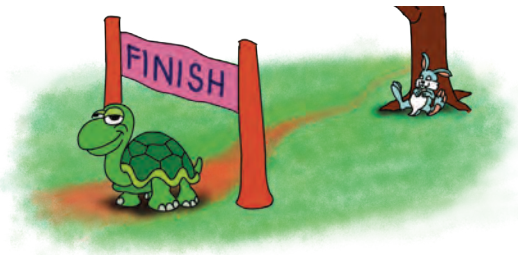
Teaching Learning Material: The story 'The Hare and the tortoise'**The Hare and the Trotoise**

Once upon a time there was a hare and a tortoise. They were good friends. They used to meet and play everyday. The hare always boasted that he could run faster than the tortoise.



So one day, they decided to have a race. They decided a starting and a finishing point. The hare ran really fast and soon left the tortoise far behind. He thought that the tortoise was too slow and he can rest for a while. So he stopped under a tree and went to sleep.

Meanwhile the tortoise walked the whole time and reached the winning point. When the hare woke up he saw that the tortoise had already won the race.



Lesson Activities

Part I

1. Read aloud the story of “The Hare and the Tortoise”. Emphasize on the value of determination by using these suggested questions.
 - i. Why did the hare and the tortoise run the race?
 - ii. Which animal came first?
 - iii. Which animal came last?
 - iv. Why do you think the Tortoise came first?
 - v. Why did the hare come last?
 - vi. Do you think the hare could have come first?
 - vii. If you were the hare how would you have come first?
 - viii. Which animal do you think had the determination to come first?

Teacher can sum up the activity by elaborating on the moral of the story, “slow and steady wins the race”. Explain how one has to work hard steadily until one is able to achieve the set goals. Inform children that it takes a lot of courage and hard work to win like the Tortoise. Explain why the Tortoise won the race over Hare despite being slow in nature compared to the hare.

Part II

The purpose of this activity is to enable children to apply determination in their life. For example, engage students to think about how they could improve their handwriting.

1. Ask students to state at least four responsibilities that they will carry out every day in order to improve their handwriting.
 - i. I will
 - ii. I will
 - iii. I will
 - iv. I will

2. The diagrams given below are some of the responsibilities that a child needs to practise consistently to improve their learning standard. Teacher will lead discussion on the diagrams given below to build determination in children in their day to day activities.

Going to bed early to get enough sleep.



Being attentive in the class to follow the lesson.



Actively participating in class activities to understand one word and the lesson better.



Asking questions to the teacher to clarify doubts.



Doing homework on your own to understand the lesson.

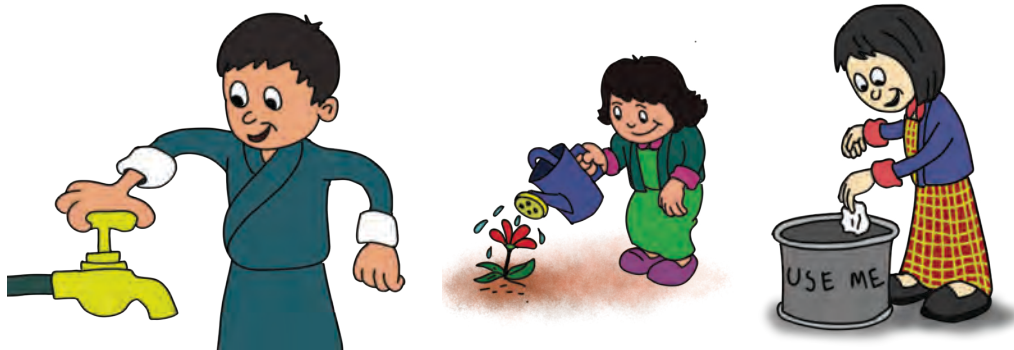
Value Practice and Facilitation

Teacher seeks support of parents to work closely with children in deciding convenient time for the activities given in the table below. Teacher invites parents to support children in following the time.

Time Table

	Daily Activities	Time	Mon	Tues	Wed	Thurs	Fri	Sat
1	Wake up	e.g. 6:00 am	😊					
2	Wash and brush							
3	Wear school uniform							
4	Have breakfast							
5	Have lunch							
6	Have dinner							
7	Change into casual							
8	Hobby and games							
9	Wash up							
10	Complete homework							
11	Family time							
12	Sleeping time							

2.3 Responsibility: Being responsible



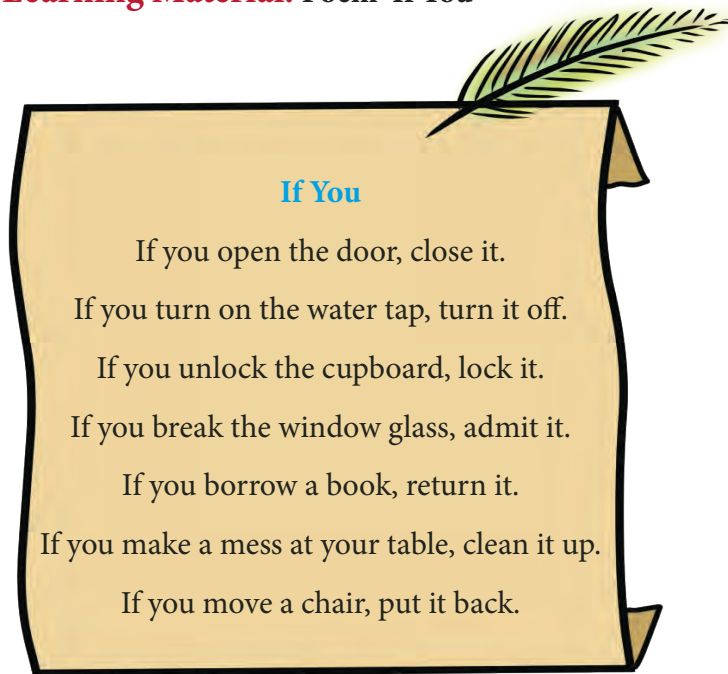
Objectives

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

- i. explain the meaning of responsibility in their own words,*
- ii. cite some examples of their responsibilities and the consequences if they fail to fulfil it,*
- iii. state three basic responsibilities which need to be performed by all the people irrespective of their age.*

Information for Teachers

Responsibility means to perform a duty or an obligation with sincerity. We want children to grow up into responsible people who are respectful and confident. For example, children knowing that their irresponsible actions can cause trouble to others, children taking care of books and personal belongings, doing their own work without having to be reminded by others, owning up to mistakes.

Teaching Learning Material: Poem 'If You'

Source: Chand, S. (2015), *Happiness: A Resource for Value Education (Book 2)*. Adapted with addition of names of objects.

Lesson Activities**Part I**

1. The teacher reads aloud the poem "If You" to children.
2. After reading the poem, discuss about responsibility through the following suggested questions:
 - i. What did you learn from the poem?
 - ii. What are some of the responsibilities mentioned in the poem?
 - iii. What must you do if you are not in queue?
 - iv. Why is it important to be responsible?
 - v. How do you think you can be responsible at school, at home and in the play ground?

Elaborate on the importance of acting responsibly citing few examples of consequences that could have come out as a result of an irresponsible action.

Part II

Teacher guides children to the workbook to carry out this activity. Children complete the following sentences using phrases from the box.

Inform your parents	close it	switch it off
give it back	clean it	put it back

1. If you open the window, you must
2. If you switch on the light, you must
3. If you open the box, you must
4. If you break a cup, you must
5. If you borrow a pencil, you must
6. If you dirty your room, you must
7. If you move a chair, you must

Value Practice and Facilitation

1. Provide children with some classroom responsibilities which are crucial for maintaining a conducive learning environment.
2. Children will put a star whenever they carry out the mentioned responsibility in the class each time.

Responsibility	Mon	Tue	Wed	Thur	Fri	Sat	Sun
I clean my school bag.							
I throw my pencil shavings in the trash bin.							
I complete my class work in the class.							
I listen to my teachers.							
I keep books on the shelf after reading.							
I switch off the lights when I leave the room.							
I close the door when I leave the room.							
I brush my teeth in the morning and at night.							
I make my own bed.							
I put my dirty plates in the kitchen sink after eating.							

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: Knowing our friends



Objectives

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

- i. identify some characteristics of friendliness,*
- ii. talk about the benefits of being a friendly person,*
- iii. show three characteristics of friendliness at school.*

Information for Teachers

Friendliness means being friendly to people, including friends, family, neighbour, and community members. Friendliness is also about being a good listener, accommodating, and thoughtful and respectful person. All friendly persons need not necessarily become ones friend. Having friends is about being a friend.

With activities given below children will make new friends and become friendlier as they tell about themselves and learn about the other children in the class.




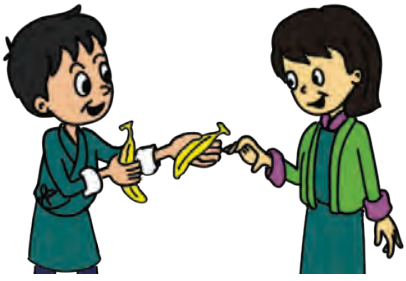


Teaching Learning Materials: Diagrams illustrating behaviours**Lesson Activities****Part I**

1. Start the class by playing a game to introduce the concept of friendliness. The simple introductory game is to let the class know about each other beyond their names.
2. Play a game "Let's know more about our friends".
 - i. The children sit in a circle.
 - ii. Each child in the circle takes turn to introduce, "I'm (their name) and I like ..." (Here the child can mime anything that they like doing. For example, if Dechen likes dancing she does some dance steps and rest of the class will guess).
3. Discuss the activity through question answers to focus more on the to direct students' attention on how they can be friendlier and later cooperate to do things that their friends like to do.
 - i. Did you enjoy the game? Why?
 - ii. What did you learn about your friends?
 - iii. Did you find someone who likes doing what you like?
 - iv. How can you be friendlier after knowing more about each other?

Part II.

The teacher instructs children to identify characteristics of friendliness in the diagrams below and write 'Yes' or 'No' below each diagram.

Write (Yes) or (No)

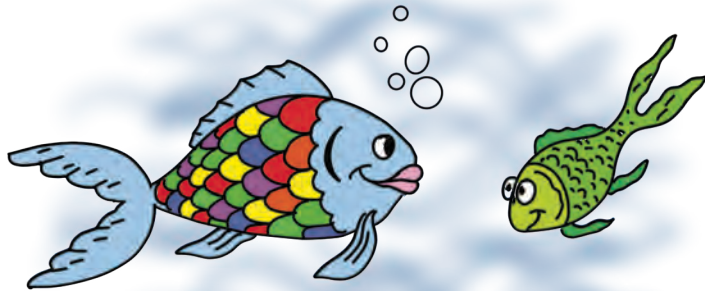
	
Picture 1.	Picture 2.
	
Picture 3.	Picture 4.
	
Picture 5.	Picture 6.

Value Practice and Facilitation

The teacher instructs children to draw a diagram each daily to show their friendly behaviour.

Monday	Tuesday	Wednesday
Thursday	Friday	Saturday

3.2 Sharing: Sharing is happiness



Objectives

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

- i. discuss the value of sharing after listening to the story,*
- ii. state the importance of sharing,*
- iii. demonstrate the act of sharing in the class.*

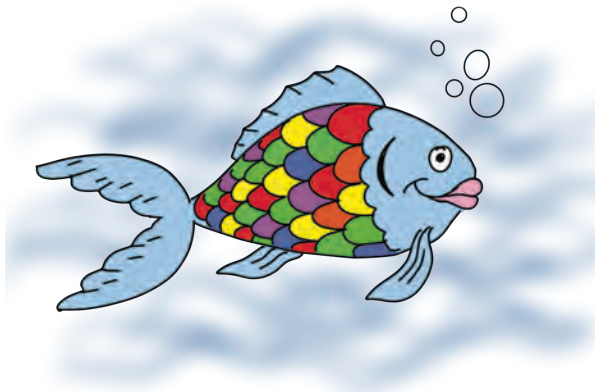
Information for Teachers

Sharing is an act of caring. Sharing is about expressing kindness and joyfully giving. It is about giving someone what one has without expecting anything in return. Sharing is not about giving to show off.

From the activities in this lesson, children will be able to understand the meaning and importance of sharing, practise sharing at school, at home and at play.

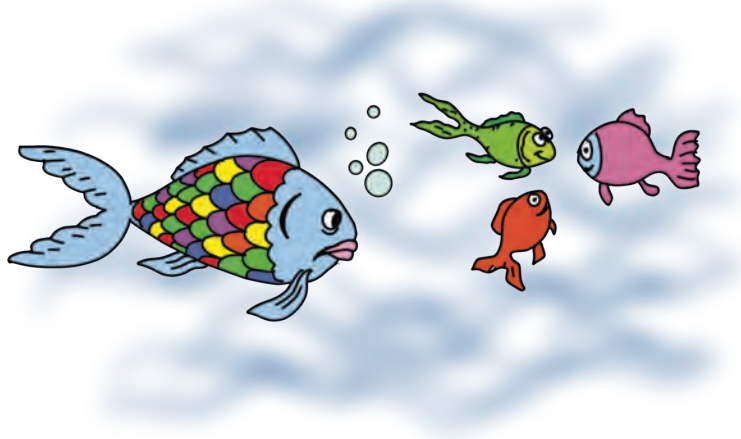
Teaching Learning Materials

The Rainbow Fish, crayons or colour pencils, worksheet of the fish

The Rainbow Fish (Marcus Pfister (Books can be previewed @ <http://www.amazon.com>)

Once upon a time in a big river lived a fish with shiny, multi-coloured scales named the Rainbow Fish. He always liked his scales.

But one day, a small fish asked him if he could have one of the shiny scales. The Rainbow Fish refused in a very rude way. The other fish were really upset about his behaviour and did not want to play with him anymore.

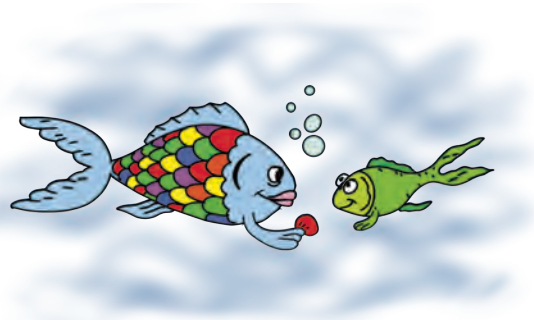


Feeling upset, he went to talk to his only friend left, the Starfish, who told him to go visit the Octopus for an advice. The Rainbow Fish went to the octopus.

The octopus told him that he must share the beautiful scales with his friends.

Thereafter when he met the small fish, the Rainbow Fish gave her one of his precious scales and, seeing the joy of this little fish, he felt happy in sharing.

Very soon the Rainbow Fish was surrounded by other fish asking him for his shiny scales and he shared with each of them.



Lesson Activities

Part I

The teacher will do a read aloud of the story. The teacher will bring out the moral of the story– *Sharing is Happiness* discussing the suggested questions.

1. What did the Rainbow Fish have that the other fish did not have?
2. Why did the small fish ask for a scale of the Rainbow Fish?
3. Why did the other fish not want to play with the Rainbow Fish?
4. What did the Rainbow Fish do after he met the octopus?
5. How did the Rainbow Fish feel when he shared his scales with the other fish?

Part II

Discuss each of the following questions to enhance children's understanding of importance of sharing.

1. Why was the Rainbow Fish fond of his scales?
2. Why did the other fish not play with the Rainbow Fish? How did he feel?
3. How did Rainbow Fish feel after he gave one of his scales to the small fish?
4. Why was the Rainbow Fish very happy after sharing his shiny scales with the small fish?

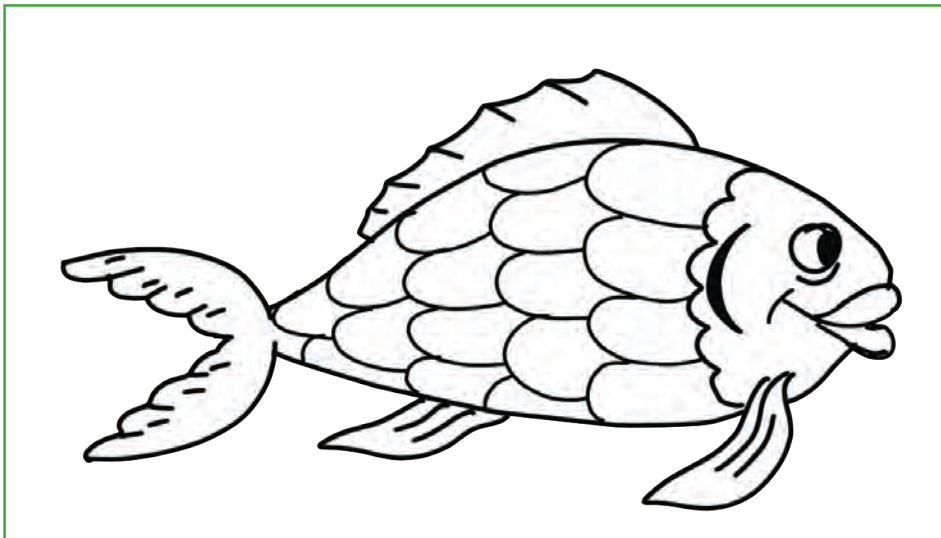
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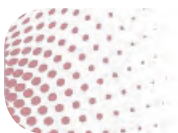
Instruct children to complete the activity.

Draw a picture to show how the Rainbow Fish and other fish lived in the river at the end.

Value Practice and Facilitation

The teacher instructs each child to write the name of a friend and what he/she shared with the friend on a scale of the Rainbow Fish. Children colour their fish to make it into their Rainbow Fish when all the scales are filled with names. The children can share their work with other children.





3.3 Care: We value our things



Objectives

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

- i. explain the importance of taking care of things that people use,*
- ii. identify three ways to take care of things,*
- iii. take care of personal things and common property.*

Information for Teachers

It is important to take care of things because they are valuable. Taking care of things helps people to become responsible. People taking care of things at home, in school and in public places, so that they can continue to use them when they need to. In school, children learn to value classroom objects and use them with care. The teacher needs to mindfully remind children not to become over-possessive about their things, but to share them with others to use.

Through the activities children learn about the importance of taking care of things and practise to take care of their belongings.

Teaching Learning Materials

Classroom objects, worksheet, plain papers, chart

Lesson activities

Part I

Begin the class by asking children these suggested questions:

1. How do you take care of your toys?
2. Do you have pets? How do you look after your pets?
3. How do you take care of your books?
4. How do your parents look after you?
5. How do you show that you care about your parents?
6. What are some things you look after in your classrooms?
7. Why do you think your house is always clean?

Part II

Using these suggested questions, discuss with children the importance of taking care of things, whether it is their own or somebody else's.

1. Do you think that it is right to write on walls? Why?
2. After eating your packed lunch do you pack it properly? Why?
3. If your mother gave you some sweets, would you share with friends?
Why?
4. Why should you keep your class clean and orderly?
5. Why should you not throw wastes in public places?

Part III

Teacher reads out each statement. Children listen and put a tick (✓) for caring actions and a cross (✗) for uncaring actions.

Actions		(✓) OR (✗)
1	I tear pages from my notebook.	
2	I write and draw in my friend's books.	
3	I do not fight with anyone.	
4	I talk softly with everyone.	
5	I do not throw stones on window panes.	
6	I chew on erasers, pencils and crayons.	
7	When I reach home from school I take care of my bag.	
8	I place my shoes on the shoe rack.	
9	I pluck flowers from the school garden.	
10	I make the playground dirty.	
11	I hit animals with stones.	

Value Practice and Facilitation

The teacher invites children to draw three diagrams to show how they will keep the classroom clean

3.4 Helpfulness: Let us help each other



Objectives

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

- i. define helpfulness after the discussion,*
- ii. explain in their own words the importance of being helpful,*
- iii. practise helping behaviours in the class through the 'Help Bank' activity.*

Information for Teachers

Helpfulness is an act of helping somebody with money, support, advice. Being helpful is an important value in the school and life because it can bring cooperation among people and bring about positive character in children. By promoting this value it can create happiness and love for all in the school and at home. Help can be in any form and there is no degree to it.

The 'Let's share' activity allows children to share their experiences on being helpful to others in their own small ways. Through this activity a culture of helping each other is promoted in the class, school and at home by maintaining the helping chart.

Teaching Learning Material

- i. A "Helping Chart" where the name of children are written in one column and boxes drawn besides the name as a place where the glittering stars will be stuck.
- ii. Glittering stars made of chart paper or a thick sheet of paper which is to be used as a token of appreciation every time children help.

Lesson Activities

Part I

The teacher discusses the meaning of helpfulness using the following questions:

- i. How do you feel when someone does something good for you?
- ii. When you find it difficult to do your class work, what do you do?
- iii. When you find your mother busy what do you do?
- iv. In what ways do you help at home?
- v. How do you feel when you help someone?

Based on the above discussion, children will complete the following sentences in their own words. Teacher provides necessary support to students in completing the sentences.

- i. Helpfulness means
- ii. I want to help others because
- iii. I can help others by
- iv. When I help others I feel

Part II

Let's Share

Let a few children share their experiences on helping someone in the school or at home. The teacher can use probes to enable children express their feelings explained each time they helped somebody.

Let children draw two diagrams each to show how they helped.

At home	At home
At school	At school

Part III

Provide “Think Time” to children to think about how they can be helpful at school and home. Children then complete the sentences in the table.

At school	At home
Example: I will throw waste in the trash bin.	Example: I will look after my younger sister.
I will	I will
I will	I will
I will	I will.....
I will	I will

Value Practice and Facilitation

1. Place a “Helpful Chart” on the classroom wall.
2. Name a child each time he/she helps someone in the class.
3. Teacher sticks a star against the child’s name to honour the helpful act.

Helping Chart

Name	Helpful acts children performed	Star awarded
Dorji	I sharpened pencil for my friend when she hurt her finger.	★

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: Honesty is appreciated



Objectives

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

- i. tell what honesty is in their own words,*
- ii. share three reasons for being honest with self and others,*
- iii. identify acts of honesty in the given scenario.*

Information for Teachers

Honesty is speaking the truth and being fair. It also means not breaking the rules to gain advantage and not taking something that is not yours. Doing what is right requires honesty. If one is honest everybody will trust one's deeds and speech. 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.

Honesty can be taught through honest actions, however you can use poems, stories and songs and role plays to make learning interesting.

Teaching Learning Materials

The story “Living by the truth”, an adaptation of Patricia Fripp’s original story from “Stories for Everyone: a Joy for Reading”.

Living by the truth

It was a Saturday evening in TashiThang Town. App Kado took his two children to watch a new Bhutanese movie, *Namkhai Dawa*. He walked up to the person at the ticket counter and said, “How much is it to get in?”

The person replied, “Nu. 50.00 for you and Nu. 10 for any child who is older than six. We let them in free if they are six or younger. How old are they?” App Kado replied, “My son is eight and the daughter is five, so I guess I owe you Nu. 60.00, Nu. 50 for me and Nu. 10 for my son.”



The person at the ticket counter said, “Wai, Appa, did you just win the lottery? You could have saved yourself Nu. 10. Even if you have told me that your son was six; I would not have known the difference.” App Kado replied, “Yes, that may be true, but the kids would have known the difference.”

Lesson Activities

Part I

The teacher reads aloud the story at least twice for all children to follow. Ask the following suggested questions to enable children understand the meaning of honesty.

1. How old were App Kado's children?
2. What were the prizes of the movie tickets?
3. How much did App Kado owe to the ticket seller?
4. What did the ticket seller say about App Kado's offer as the ticket prize?
5. What do you feel about App Kado?
6. What do you feel about the ticket seller?
7. Who according to you is an honest person?
8. If you were App Kado, would you pay less as said by the ticket seller?
9. Do you know some honest persons you met?

Part II

Using the following suggested questions, explain the importance of honesty. The teacher can probe for descriptions of an honest person, friends will trust, an honest person is dependable and reliable, helps to speak the truth, and will have more friends.

1. What do you mean to be honest?
2. Why do you think App Kado was honest?
3. Why must you be honest?
4. Why is honesty important?
5. Can you think of a time when you lied to your mother, how did you feel?
6. How can you learn to be honest?

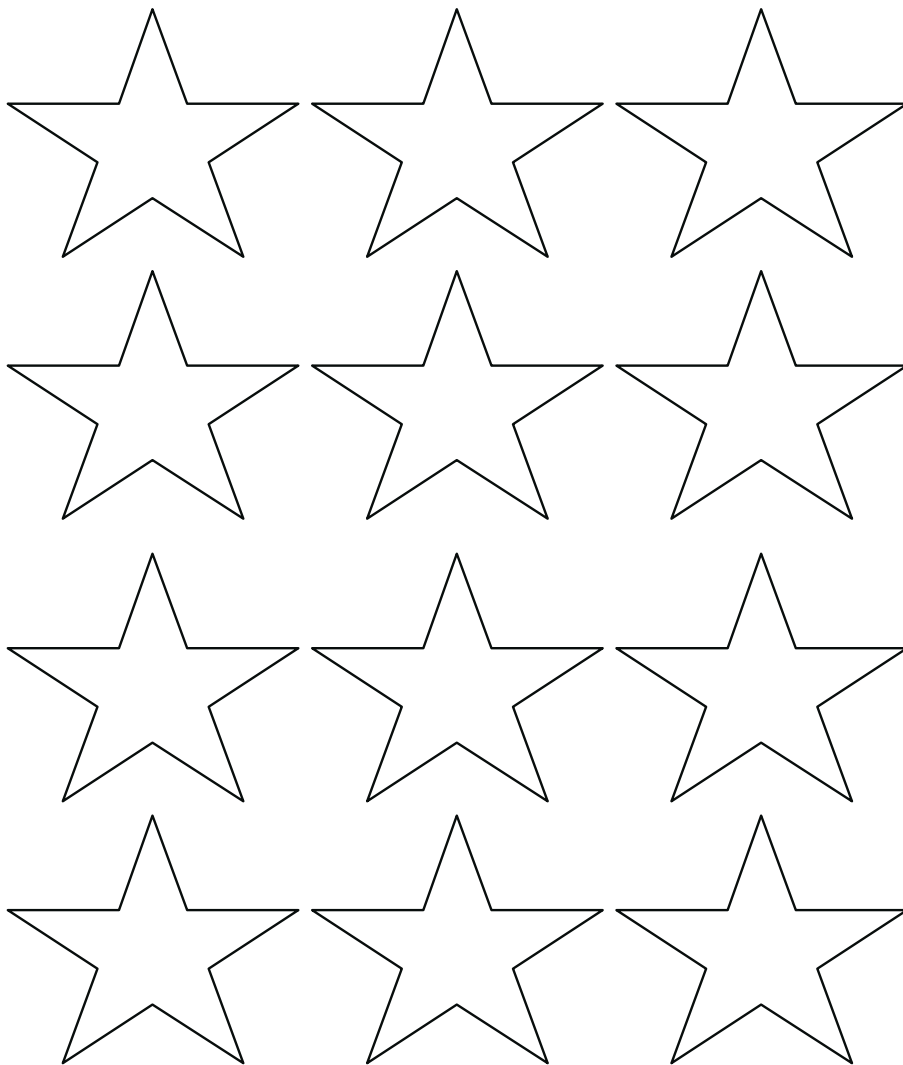
Part III

1. The teacher presents the following scenario to children; they will choose the truthful statement and make a (✓) next to the statement of their choice.
1. Pema does not want to eat her breakfast. She throws away her breakfast from the window without her mother's notice.
What do you think Pema should have done if she did not want to eat?
 - i. Tell her mother that she does not want to have breakfast. ()
 - ii. Tell her mother that she has finished eating. ()
 - iii. Feed the breakfast to the cat. ()
2. Dorji is playing in the classroom when his teacher is not around.
He breaks his teacher's reading glass. What should he do?
 - i. Tell the teacher that he broke the glass. ()
 - ii. Tell the teacher that his friend broke the glass. ()
 - iii. Tell the teacher that he has no idea. ()
3. You went to a shop to buy soap. You later find that the shopkeeper has given you Ten Ngultrum more than he should have.
What should you do?
 - i. Keep the money for yourself. ()
 - ii. Return the money to the shopkeeper. ()
 - iii. Give the money to a poor person. ()

Value Practice and Facilitation

Teacher encourages children to be honest. Children will be allowed to colour one honesty star whenever they are honest. They are invited to share how they had been honest with the whole class. The number of coloured stars shows how many times they had been honest.

I am honest



Loyalty

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

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

5.1 Obedience: I am obedient



Objectives

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

- i. say the meaning of obedience,*
- ii. state the importance of obeying rules in life,*
- iii. comply with school and home rules.*

Information for Teachers

Obedience is listening and following instructions of parents, teachers and respectable people. It is a dutiful behaviour indicating respect to one another, respect to the law of a country and rules of school and community. Obedience leads to harmony and peace in the community.

The lesson focuses on having a good set of rules at home and school for children, parents and teachers to follow. It is important for teachers and parents to model. The experiences in this lesson should enhance children's understanding of rules and its importance in daily life

Teaching Learning Materials

Classroom objects such as pencil box, books, marker pens, etc.

Lesson Activities (adapted from <http://www.justiceteaching.org>)

The purpose of the activity is to make students realize the need for rules in a game and its importance in ensuring fair play. The game does not have any rules rather the students are going to derive rules for class and home after playing the game. Remind safety measures to children to reduce the risk of injuries.

Part I

1. Divide the class into 3 or 4 groups and give a classroom object to one of the members.
2. The members pass the object from front to back using just one hand and not moving around.
3. The last member in each group passes the object back to the first person.
4. The teacher interrupts the game by changing the game rules at intervals.
For example:
 - i. Oh, you must pass the object with your eyes closed.
 - ii. Oh, you must pass the object with your left hand.
 - iii. Oh, everyone should be on your knees.
 - iv. Oh, you are to come backward to bring the object to the first person.
5. After each interruption, ask children to begin the game again.
6. On completing the game, ask the following questions:
 - i. Did you enjoy the game? Why?
 - ii. What was your experience?
 - iii. What affected the completion of the game fast?
 - iv. What is the purpose of having rules in a game?
 - v. What would happen if players do not follow rules?

Part II

The teacher uses children's experience in/from game to engage them in drawing up rule for the game. Together the children have rules of the game.

Rules for the game:

- i.
- ii.
- iii.
- iv.
- v.

Part III

The teacher makes children play the game again, this time following the rules that they made.

After the game let children compare their experiences from the first and the second game.

Relating to the game experience, the teacher explains the importance of having rules and obeying it.

Value Practice and Facilitation

The teacher engages parents to write five rules for children to follow at home in the table provided in their Workbook. The teacher seeks support of parents/guardians/care givers to ensure that children follow the rules at home.

Rules at home	Mon.	Tue.	Wed.	Thu.	Fri.	Sat
Example: Put toys back in its place after use.						
1.						
2.						
3.						
4.						
5.						