

Developed by:
Royal Education Council
Paro Bhutan

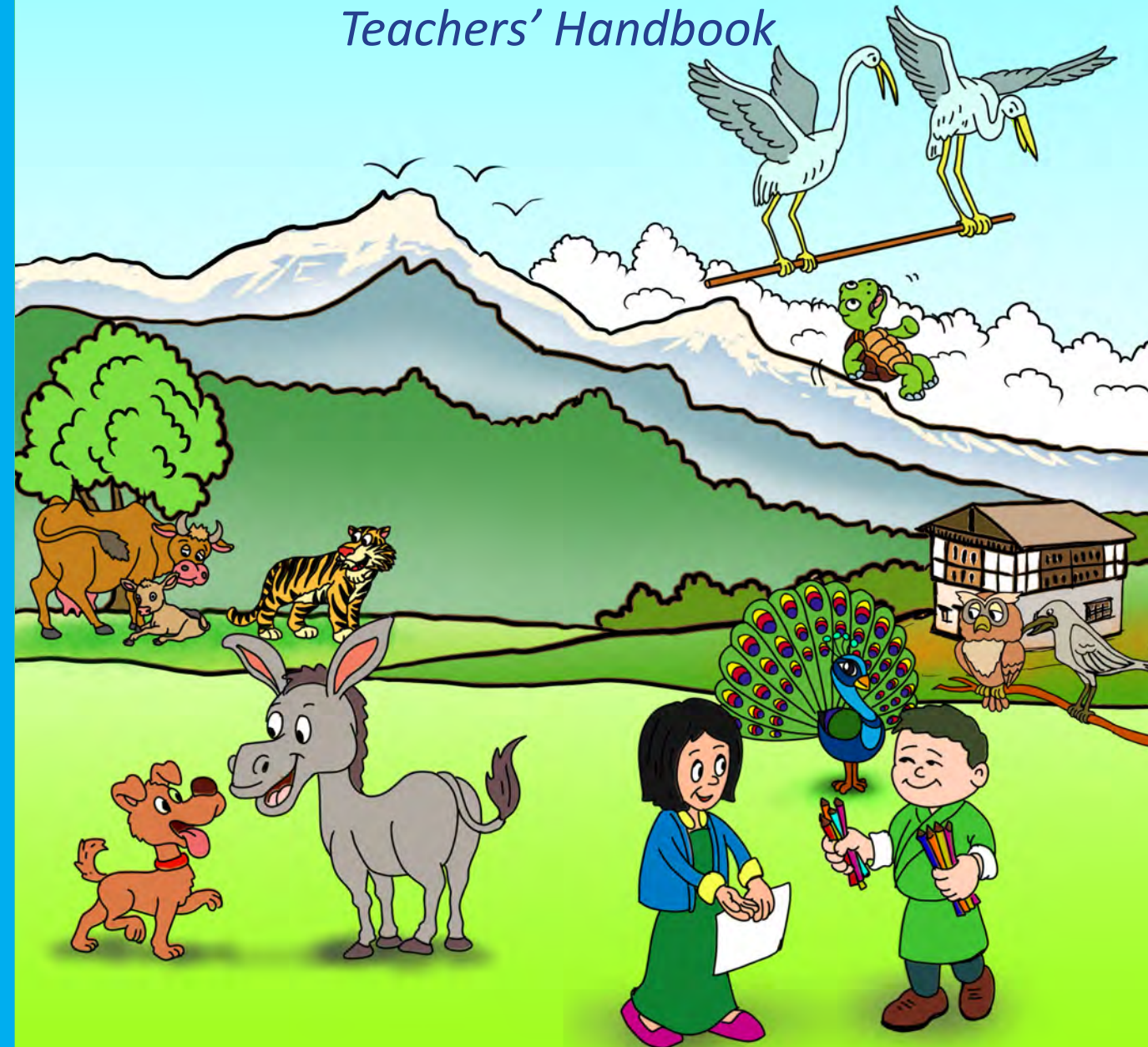
VALUES AND CITIZENSHIP EDUCATION

Class II

Teachers' Handbook

Class II

Value : The Essence of Education



© Copyright: Royal Education Council
ISBN 978-99936-0-432-1

Printed at United Printing Press, Thimphu

VALUES AND CITIZENSHIP EDUCATION

CLASS II

TEACHERS' HANDBOOK

Royal Education Council (2017)

Published by:

Royal Education Council, Paro, Bhutan.

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

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

Copyright © 2017 Royal Education Council (REC), Paro

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

Acknowledgment

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

Principal drafting group

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

Drafting group (2015)

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

Copy editing

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

Layout & design:

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

Illustration by:

1. Ugyen Namdrel, Lecturer, Paro College of Education

Provisional Edition 2017

ISBN: 978-99936-0-432-1

Table of content

Acknowledgement	ii
Introduction	iv
Lesson Activities	
Core value 1: Respect	1
1.1 Courtesy : Taking turns.....	2
1.2 Respect : Why is a crow blac.....	5
1.3 Gratitude: Let us be grateful.....	9
Core value 2: Responsibility	13
2.1 Punctuality: Doing things on time.....	14
2.2 Determination: Make your dreams come true.....	17
2.3 Responsibility: Let me tell your fortune.....	20
Core value 3: Compassion	26
3.1 Friendliness: I want to be a friendly person.....	27
3.2 Sharing and generosity: Let us colour together.....	31
3.3 Care: Me and my environment.....	35
3.4 Love and kindness: Let us spread love.....	39
3.5 Helpfulness: Being helpful.....	43
Core value 4: Integrity	47
4.1 Honesty: Honesty pays.....	48
Core value 5: Loyalty	52
5.1 Obedience: I am obedient.....	53

Introduction

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

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

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

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

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

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

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

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

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

1. *Teaching (T):*

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

2. *Education (E):*

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

3. *Application (A):*

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

4. *Values modelling (M):*

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

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

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

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

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

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

Respect

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

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

1.1 Courtesy: Taking turns



Objectives

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

- i. explain the meaning of courtesy after observing the demonstration,
- ii. infer the importance of being courteous to others after the role play in their groups,
- iii. mindfully practise courtesy in their daily life using the courtesy behaviour check list.

Information for teachers

In school children interact with teachers, staff and friends. Outside school children interact with parents, grandparents, cousins, siblings, friends, and neighbours. It is important for everyone to behave in mutually acceptable manners and in accordance with our national norms of *Driglam Namzha* for a harmonious society. We should speak to others and treat others as we would like others to treat us. While receiving things we respectfully receive it with both hands and say “thank you”. Such ways of interacting with respect with others is generally termed as courtesy.

The activity “Taking Turns” engages children in role play to practice one way of showing courtesy to others. Through the role play children develop understanding of social behaviour and its importance in their lives.

Teaching Learning Materials: Worksheet

Lesson activities

Part I:

Demonstration

Children stand in semi-circle in an open space, or any spacious room.

Teacher demonstrates how to do a *Chag-len* while greeting teachers, friends, parents, elders, senior authority, and learned people.

Teacher demonstrates with explanation the proper ways of verbally interacting with guests.

Part II:

Practice

1. Divide the class into two groups
2. The groups stand in line facing each other.
3. Each group has a volunteer as a visiting officer and others act as public waiting to receive a guest.
4. Children practice *Chag-len* while receiving the visiting officer.
5. As the visiting officer asks questions or picks up a conversation children respond in the appropriate manner.
6. Children change their roles till all the children get the chance to be the visiting officer.

The teacher concludes the activity by asking the following suggested question:

1. What did you do in this activity?
2. How did you receive the guest?
3. Why do we need to do *Chag-len*?
4. How do we talk with elders, teachers, parents?

Value Practice and Facilitation

Children use the Courtesy Chart in the Workbook to record their courtesy behavioural practices by drawing a star against the specific courtesy practice each time they practise. Remind children to do it honestly. Occasionally, the teacher checks the Courtesy Chart of each child and provides necessary advice for improvement.

Courtesy Chart

Courtesy	Mon	Tue	Wed	Thur	Fri	Sat
I did <i>Chag-len</i> to receive guests.						
I responded to questions of guest properly.						
I stood up to answer a question asked by my teacher.						
I said 'Thank You' when I received a gift.						
I talked politely with my friends.						
I gave way to passersby.						
I shared my chair with another boy for him to sit.						
At home I sat properly with my family for meals.						

1.2 Respect: Why is a crow black



Objectives

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

- i. explain the meaning of respect in their own words after hearing the story,*
- ii. tell the reasons for being respectful to each other,*
- iii. conduct himself or herself respectfully in the class, at home, and other places.*

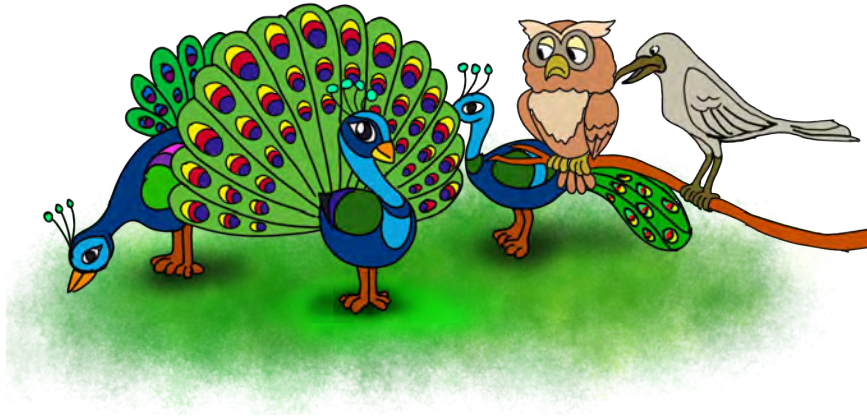
Information for teachers

Respect is the way of being honoured. It is often said that respect cannot be demanded, it can be earned. Therefore in order to make people respect us, first we need to respect them. We respect people around us by calling people by their names, addressing them by the appropriate title based on relationship and position.

Through the story “The Owl and the Crow”, children develop understanding of being respectful to each other. The story also teaches children negative consequences of being disrespectful.

Teaching Learning Materials: The story 'The Owl and the Crow'

The Owl and the Crow



Once upon a time, there lived two birds in a small forest. They lived happily as good friends and helped each other all the time. However, they were sad because both of them looked ugly. They wanted to look as beautiful as the peacock. They thought their bodies can be painted. Sadly, there was no painter nearby.

One day, they came up with an idea and promised to paint each other in turns. First, one bird painted his friend into an owl. It took him days and days to paint his friend into an owl by using the best available colours as artistically as he could. The owl looked very beautiful. He was proud of his body. Now the owl was to paint his friend.

The owl was jealous and did not like his friend to look as beautiful as him. Also, the owl was lazy to paint his friend's body. So the owl splashed black colour on his friend's body and his friend turned into a crow. The crow chased the owl but he flew far away.



Nowadays, it is believed that since the owl has to hide from the crow, the owl comes out only at night. At the end, although the crow was the loser by having a black body and not colourful and beautiful as the owl, the owl has to pay his share of punishment for the disrespect of the agreement because it cannot enjoy the day light as the crow does.

Lesson Activities

The teacher reads aloud the story “The Owl and the Crow” to the class by giving enough time for children to understand the story. Teacher explains the meaning of new words to children.

Part I

After reading the story, the teacher asks children the following suggested questions:

- a. What was the relationship between the two birds?
- b. What was the agreement between them?
- c. What did the owl and the crow decide to do?
- d. Who respected the agreement?
- e. Who did not respect the agreement?

Part II

- a. Why is the crow black these days?
- b. Why do we not see owls during day?
- c. Why should we be respectful?
- d. How do you address your parents and grandparents?
- e. How do you address your teachers and elders?
- f. How do you address people older to you?
- g. How do you address people younger than you?
- h. Why can you not call your parents by their names?

Part III

Given below are some respectful and disrespectful manners. Ask children to put a (✓) for respectful behaviours and (x) for disrespectful behaviours against each of the statements.

1	You greet your friends when you enter the class.	
2	You do not allow your grandparents to watch their favourite Television programme because you want to keep watching.	
3	You take more food than you can eat and you throw away the leftover food.	
4	You stand up when you sing the National Anthem.	
5	You do not wear your national dress when you visit monasteries and Dzongs.	
6	You make fun of your neighbour's child.	
7	You take away biscuits from your brothers and sisters.	
8	You remove your shoes before entering your house.	

Value Practice and Facilitation

The teacher maintains an anecdotal record of children's respectful behaviour and the disrespectful behaviours in their respective Workbook. The teacher uses the record to provide necessary guidance for children to improve their behaviour.

Date	Description of the behaviour

1.3 Gratitude: Let us be grateful



Objectives

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

- i. interpret the meaning of gratitude after discussing the suggested questions,
- ii. explain the need to show gratitude after the discussions on the importance of gratitude,
- iii. reflect on the practice of gratitude by answering the two questions.

Information for teachers

Gratitude means appreciating and thanking someone for doing something or for giving something to you. It's the good feeling you have for the person who has helped you. Gratitude is to show how grateful you are to the person. In return, you say thank you to the person, you help the person when the person is in need or you give something to the person. Such kind gestures make us and others happy.

Through the story children will be helped to understand the meaning and importance of showing gratitude. Children learn that gratitude is to show appreciation for acts of kindness, being thankful and reciprocating the same acts and gestures in return. This activity provides opportunity for children to practice writing a gratitude note and gifting people on special occasions.

Teaching Learning Materials:

Adapted from Jataka Tale - Dog's Attitude Donkey's Gratitude, Worksheet.

Once there was a donkey in a village. A dog was a very close friend of the donkey. The dog used to guard his owner's maize field. One day, the dog took the donkey to the maize field and showed him the field. The donkey was very happy to see the maize field filled with plenty of juicy green maize stems and corn. The donkey wanted to eat the juicy green maize and so he begged the dog for some maize. After much begging, the dog agreed to let the donkey eat, but warned him not to eat the maize stem and the corn but to eat only the leaves. The donkey was very happy; he thanked the dog and ate some of the leaves.



As he ate more and more he found the maize sweet and juicy and he forgot what the dog said to him. He began to feast on the maize stem and destroyed the maize field.

One day the owner saw the destruction in his field and was very angry. He scolded the dog and kicked him out of the house. The dog was outside the house crying. When the donkey saw the dog in tears he was shocked and concerned, and asked the dog about it.

“My master kicked me out of the house as he found his field ravaged” cried the dog. “You could have put the blame on me” said the donkey. “That’s not fair. I was the one who gave you the permission to eat from the field. I cannot put the blame on you” said the dog. The donkey was very much moved by his friend’s attitude. The donkey thought of a plan to help his friend.





The next day when the owner was in the field, the donkey entered the field and started chewing the maize. On hearing the sound, the owner came running to beat the donkey. The owner tried to hit the donkey with a stick, but the donkey escaped from the scene. The owner then realized that his dog could not be blamed if some donkeys strayed into the field.

He went in search of the dog and found him in the kennel. The owner patted the dog and took him home. The dog turned back to look at the donkey and the donkey winked at him to show his happiness.

Video can be found on <https://www.youtube.com/watch?v=DULwO5gjBhw>



Lesson Activities

Part I

Teacher reads out the story to the class and clarifies meaning of difficult words.

The teacher asks the following suggested questions to enable students understand the moral of the story:

1. What is the relationship between the donkey and the dog?
2. How did the dog help the donkey?
3. Why was the dog thrown out of the house by the owner?
4. Did the owner show gratitude for the hard work of the dog?
5. Did the donkey show gratitude to the dog? How?
6. Why was the donkey happy at the end?
7. What do you think gratitude is?
8. Who do you like in the story? Draw their picture in your workbook.

Part II

Instruct children to write one sentence for each of the following to show their gratitude.

King	Parents
Teachers	Friends

Part III

Teacher helps students write response in the following after a brief discussion on gratefulness for life, food, peace, happiness, books ect..

Write three things that you want to be grateful for today.

- 1.....
- 2.....
- 3.....

Value Practice and Facilitation

Ask children to make "Gratitude card" for their parent using locally available materials. Children will have to gift the card to their parents. They will be asked to share about their feeling and experiences with the class.

Responsibility

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

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

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

2.1 Punctuality: Doing things on time



Objectives

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

- i. explain the meaning of punctuality after answering the questions based on the given scenario,
- ii. state the importance of being punctual after the discussion on reasons for being punctual,
- iii. practise punctuality at home and at school by following the pledges they make.

Information for teachers

Punctuality means being on time, planning and completing our work on time. Punctuality is about planning our time and reorganizing ourselves. If we are punctual we will have time to be with family, play with friends, play games, go for picnics, as well as do many other things. A punctual person benefits a lot all through the life in different ways. Without punctuality things are in disorder and life never goes smooth.

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

Teaching Learning Materials: 'Being Mindful.'

Being Mindful.

You are busy playing football with your friends all afternoon, forgetting that you have to do your homework by 4:30 pm. By the time you reach home, its 6:00 pm, you are already late and it is time for dinner. Your family members are all waiting. You are cleaning up, but your family is restless and annoyed waiting for you for so long. You are also tired and after eating your dinner all by yourself you go to sleep, without doing homework. Next day, you are punished in the class as you are the only one who has come without doing homework.

Lesson Activities

Part I

1. Read aloud the s'Being Mindful' for children.
2. Lead discussion on the suggested questions to enhance children's understanding of punctuality.
 - i. What did you understand from the scenario?
 - ii. How does it affect others if you are not punctual?
 - iii. What happens when you do not do things on time?
 - iv. What does it mean to be punctual?
 - v. Why is it important to be on time?
 - vi. How would you feel if you came to class without completing your home work?

Part II

Teacher will use the following incomplete sentences for children to make pledges to practise punctuality at home and school.

For example, I will get up at 6:30 am every day.

I will:

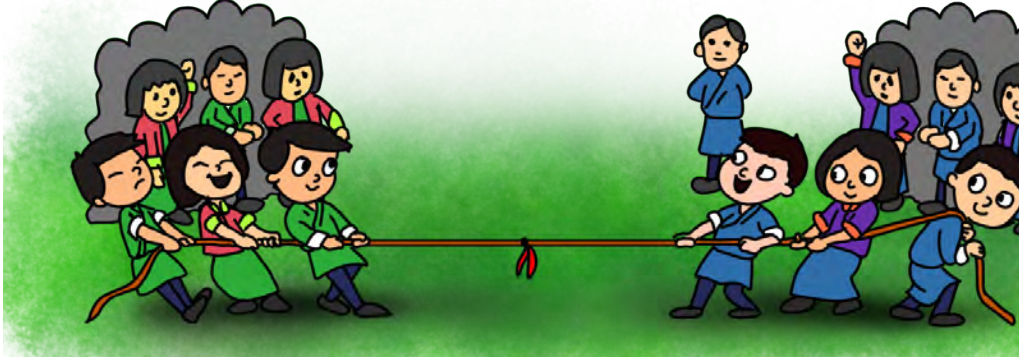
- i.
- ii.
- iii.
- iv.
- v.

Value Practice and Facilitation

Children will make a timetable for themselves as in the sample given below. The teacher and parents will ensure proper follow up on its use by students at school and home.

Activity	Time
Wake up and cleaning	6:30 am
Eating breakfast	7:00 am
Going to school	7:15 am
Going back home	3:30 pm
Leisure and entertainment	4:00 pm
Doing homework or revision	4:30 pm
Eating dinner	6:00 pm
Study or reading	6:30 pm
Sleeping	9:00 pm

2.2 Determination: Make your dreams come true!



Objectives

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

- i. define determination in their own words after the discussion,
- ii. list three benefits of being determined after the discussion,
- iii. demonstrate determination by reading one book every week.

Information for teachers

Determination is the ability to continue trying to do something found to be very difficult. No matter how difficult things are people should cultivate the habit of doing it again and again and not giving up. Determination is a positive thinking; our hope in doing something that is important but may be difficult.

By playing the cookie game children will be able to understand what it means to be determined and the importance of determination to succeed in life.

Teaching Learning Materials: Cookies or any small safe object, music set**Lesson Activities****Part I**

The teacher provides each child a cookie. Children are instructed to place the cookie on their forehead. As the music plays, children will try to put their cookie into their mouth. They can try repeatedly until they get the cookie into their mouth. The trick of the game is that they have to use the movement of muscles in their face skillfully to eat the cookie.



After the game, invite children to share their experiences using the following suggested questions:

1. How many times did you have to try until you got to eat the cookie?
2. Was it hard or easy to get to eat the cookie?
3. Did you think of giving up? If you have given up, would you have got to eat the cookie?
4. Is it important to keep trying hard when you fail?
5. How did you feel when you were able to eat the cookie?
6. What do you think is determination?

The teacher concludes the activity by emphasizing on the meaning of determination and its importance in achieving goals.

Part II

The teacher uses the following activity to enable understanding in children about the importance of determination in life.

1. Do you like to read books?
2. How many books have you read so far?
3. How many books do you have?
4. Do you think it is important to read books?
5. How do you think reading books will help you?
6. If you want to read at least one book in a week, what do you think you should do?

Part III

The teacher will help children develop determination by engaging them in the following activities.

Goal: To finish reading at least one book every week.

I will consistently do the following to finish reading at least one book in a week:

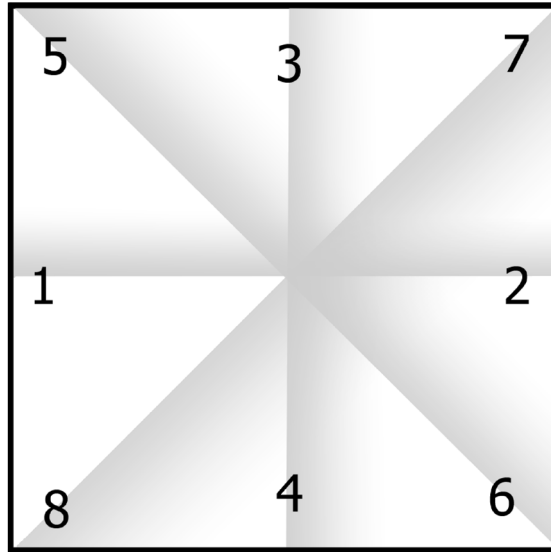
- 1.....
- 2.....
- 3.....

Value Practice and Facilitation

Children will be engaged to accomplish “Reading at least one book in a week” to practise determination. They will be completing the table given below. Children can be encouraged to repeat the activity with a new book.

My Goal	To read
Title of the book:	
Name of the author/s	
Your favourite character:	
Why I like the character:	

2.3 Responsibility: Let me tell your fortune



Objectives

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

- i. define responsibility in their own words after participating in making an origami in groups,
- ii. state the benefits of taking individual responsibilities in achieving group goals,
- iii. practise responsibility by engaging in the maintenance of class cleanliness activities.

Information for teachers

Responsibility means knowing one's role and contributing as an individual to achieve a common goal. When one is responsible, he or she takes the assigned role seriously without having to be reminded by anybody.

Origami is a Japanese art of making different shapes by folding papers. In this lesson children will make "The Fortune Teller Origami" in respective groups. This activity is aimed at giving children the idea of responsibility and its importance in achieving common goals.

Teaching Learning Materials: A sample origami, instruction for making the “Fortune Teller Origami”, papers, scissors, crayons or colour pencil, pen, responsibility chart

Note: This activity needs to be planned a week ahead so that children get their materials as per the responsibility chart 1.

1. Number children 1 - 6 in each group.
2. Divide responsibilities among group members as per the instruction chart.
3. The instruction to make fortune teller origami needs to be explained to children with a demonstration.

Responsibility Chart 1

Responsibility in getting materials
Ask children to get materials according to the items assigned against their number.
Child 1 : papers
Child 2: scissor
Child 3, child 4, child 5: crayon or colour pencils
Child 6: pen to write the numbers and fortunes

Responsibility Chart 2

Responsibility in making the origami
Each child will be asked to follow the instruction assigned against their number in making the origami as a group.
Child 1: instruction 1 and 2
Child 2: instruction 3 and 4
Child 3: instruction 5
Child 4 and 5: instruction 6
Child 6: instruction 7

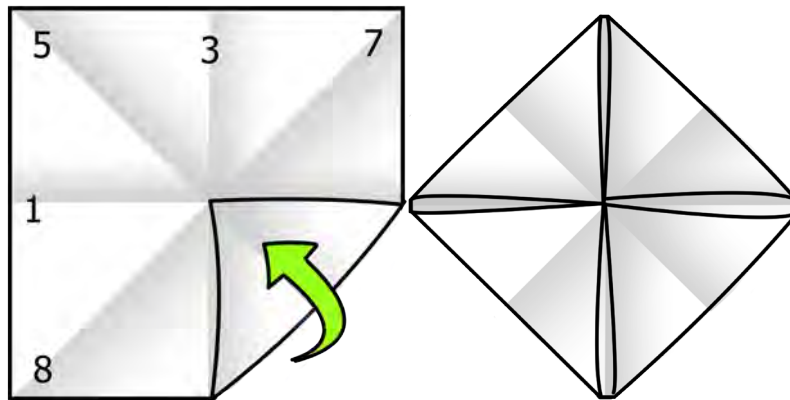
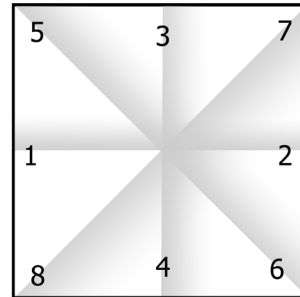
Lesson Activities

Part I

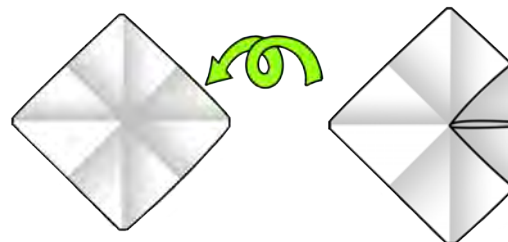
1. Show the sample origami to children to give them an idea.
2. Guide children in making the origami fortune teller.

Instruction to make an origami fortune teller

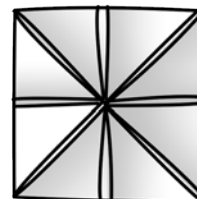
1. One square paper. Make folds by joining 1-2. Make another fold by joining 3-4, likewise 5-6 and 7-8.



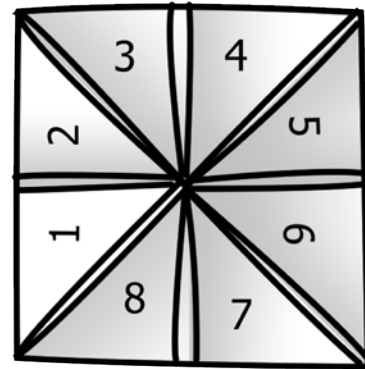
2. Fold all the four corners of the paper to meet the centre point.



3. Flip the folded paper and fold all the four corners again on the other to meet in the centre point as in the picture.

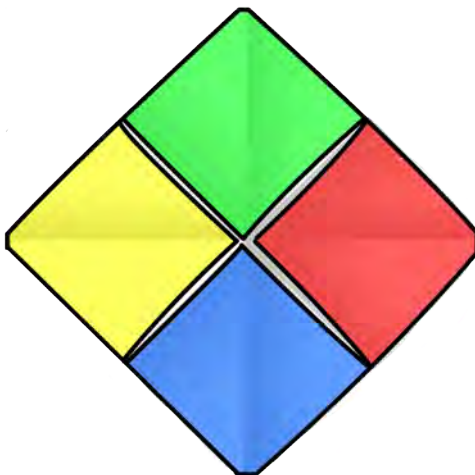
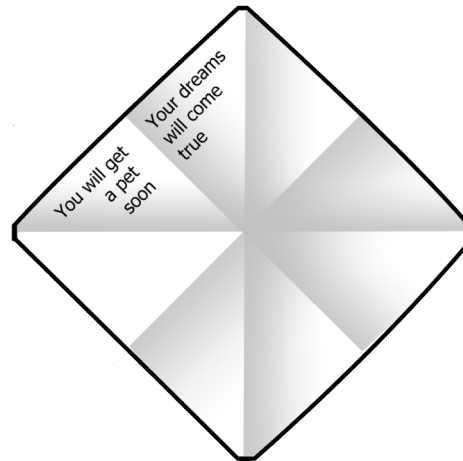


4. Number all the triangles 1-8 as shown in the picture.



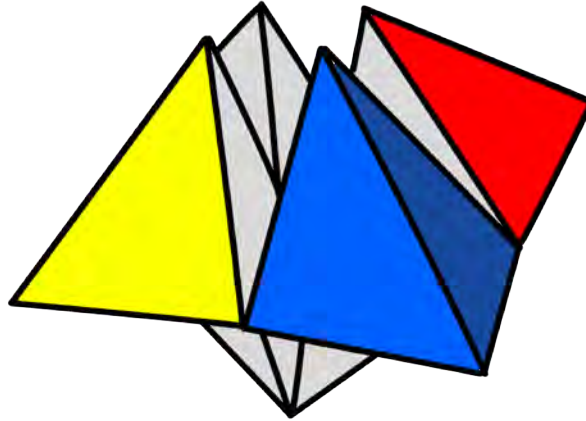
5. Open the four folded triangles and write down the following fortunes.

1. You will get a pet.
2. You will get a new bag.
3. You will get a flower.
4. You will get a new dress.
5. Your friends will like you.
6. You will pass the exams.
7. You will get a new book.
8. You will hear good news.



6. Fold the square from side to side.
Colour the four flaps as red, green,
blue and black

7. Finally put your thumb and index fingers to hold the fortune teller origami



Part II

Teacher leads discussion on the process of making an origami focussing on responsibilities of group members.

- i. What was your task? How did you carry out your assigned task?
- ii. What responsibility did each one of you carry out to complete the origami?
- iii. How did each one of you contribute to making the origami?
- iv. If one of you failed to carry out your responsibility well, do you think your group would have made the origami?

Sum up the activity by discussing further on the meaning of responsibility and how important it is to bear individual responsibility in achieving desired outcome.

Part III

Ask children to complete the following table about their responsibility towards themselves, classmates and family.

Towards myself	Towards my classmates	Towards my family
Example, I will brush my teeth everyday to have strong teeth.		

Value Practice and Facilitation

Instruction: Teacher reads aloud the following statements. Instruct students to put a tick (✓) against the action that they think is a responsible behaviour and a (X) against actions that they think are irresponsible behaviours.

Responsibilities	(✓) / (X)
Sweeping the class without being told to.	
Waiting for someone to clean your table.	
Putting books back on the bookshelf.	
Taking care of your lunch box after eating.	
Writing on charts displayed in the classroom.	
Throwing food wrappers on the roads.	
Cleaning chalkboard when dirty.	
Leaving lights on when you leave the room.	

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. identify behaviours of a friendly person after the teacher's presentation,
- ii. give reason for being friendly after self-reflection,
- iii. demonstrate friendliness with their friends and people around.

Information for teachers

Friends are vital for children's healthy development of social behaviour. A friendly person is polite and acknowledges the presence of another person. Being friendly does not necessarily lead to friendship, but can be a starting point to developing friendship. It is an important human quality to be friendly with people around, be it at school, in the market, at social events, in play fields, at home. Children spend time with their friends and learn about their likes, dislikes, hobbies, and family. Children understand themselves and people around them better.

The activities are designed to enable children to understand the qualities of a friendly person.

Teaching Learning Materials: Chalk board, friendship scale worksheet.**Lesson Activities****Part I**

The teacher begins the class by asking the following questions to children:

- i. Do you like to be friends with people?
 - ii. Who are your friends in the school?
 - iii. Did you make some new friends?
 - iv. Why do you like your friends?
1. To enable children learn about friendliness and qualities of a friendly person, use this phrase to start a discussion “To have a good friend, you have to be a good friend”. Ask children for more such qualities.

Examples:

- i. To be friendly with people, make people comfortable.
- ii. A friendly person smiles.
- iii. A friendly person greets other people first.
- iv. A friendly person cares about other people.
- v. A friendly person is excited to meet new people.
- vi. A friendly person does not watch television when talking to someone.
- vii. A friendly person asks people questions about themselves (pets, children, hobby.)
- viii. A friendly person is a good listener.

Part II

The teacher instructs children to reflect and complete the two sentences using words from the brackets.

1. A friendly person(smiles at you, looks angry, looks serious)

2. It is important for me to have these qualities because(i will have more friends, i don't want to have friends, i don't want to talk with people)

Part III

The teacher instructs children to complete the “Friendliness Scale” given below. Through the activity the children discover how friendly they are.

The Friendship Scale

Read the questions carefully and mark a (*) if your answer is “Yes” and a (x) if your answer is “No”. Total up the (*) and (x). Are you a friendly person? If you have more (*), you are a friendly person.

Sl.#	Friendliness activities	Yes	No
1	Do you listen to your friend when he/she is talking to you?		
2	Do you help your friends?		
3	Are you the first to greet people you meet?		
4	Do you share things with people around you?		
5	Do you care for other people around you?		
6	Are you polite with other people?		
7	Do you say “thank you” to people who help you?		
8	Do you say “sorry” to people when you hurt them?		
9	Do you “smile” when you meet people?		
10	Do you “Smile” when you talk with your friends?		
	Total		

Value Practice and Facilitation

The teacher instructs children to draw a star (*) against the behaviour/s that they practised on a particular day. The teacher encourages children to focus on those behaviours where they have fewer stars.

Sl.#	Behaviours	Mon	Tue	Wed	Thur	Fri	Sat
1	I greeted my neighbour.						
2	I helped my friend to pack her bag after school.						
3	I spoke politely with people.						
4	I shared my food with friends.						
5	I greeted my friends first.						
6	I listened to my friend when she talked to me.						

3.2 Sharing and Generosity: Let us colour together



Objectives

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

- i. explain the meaning of generous sharing in their own words after the discussion,*
- ii. state the importance of generosity in our daily life,*
- iii. differentiate behaviours of generosity and sharing after evaluating the given statements.*

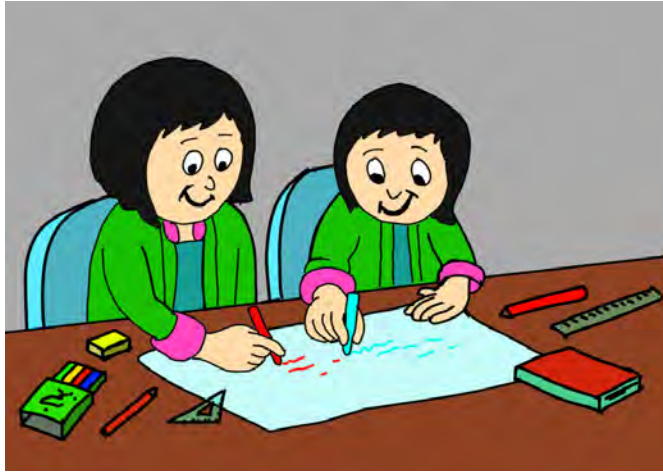
Information for teachers

Generosity is the act of being kind and showing readiness to share things with others. A generous person is not selfish. Being generous and giving things willingly to others brings joy and happiness.

From the activities in this lesson, children will be able to relate to sharing generously and the quality of being selfless. They learn about the importance of sharing and being generous for mutual happiness.

Teaching Learning Materials: Story 'Karma and Singye', crayons, colouring worksheet, The Generous Tree, flowers.

Karma and Singye



One rainy afternoon, Karma and Singye were at Karma's house. They could not go out to play. There was no electricity so they could not watch television.

Then Karma said, "Singye, let's do something." "But what?" asked Singye.

"Let us draw and colour together," suggested Karma.

"What a great idea!" said Singye.

"But then we only have one box of crayons and a drawing book, so who will use them?" "We will share them and take turns to draw as well as colour, can't we?" asked Karma. Singye thought it was a great idea and agreed.

So the whole afternoon, the two friends took turns in using the drawing book and crayons. It was evening by the time they finished drawing, but then there was still some colouring to be done and Singye had to go home. Since the box of crayons belonged to Karma, she gave the drawing book and the box of crayons to Singye so that she could complete the picture at home.

The next day Karma and Singye showed their work to their parents. The parents said, "What a lovely picture!" Their parents were so proud that they bought drawing books and crayons for them.

Part I

The teacher reads aloud the story to children at least twice so that children understand the story. The teacher uses the suggested questions to teach children the meaning of sharing generously.

- i. What do you like the most about the story?
- ii. What did you learn from the story?
- iii. Are Karma and Singye good children?
- iv. Who is the generous child? Why?
- v. Explain sharing generously in simple words.
- vi. Can you think of some words to describe a generous behaviour?
- vii. Will you share just to get a reward or a present?
- viii. What are some things that you generously share with your friends?

Part II

The teacher uses the suggested questions to make children reflect on the importance of being generous.

1. Would you want to be generous?
2. Why should we be generous?
3. Why should we share our things with others?
4. Think of a time when someone was generous with you, what did the person give you?
5. How do you feel when your friends do not share things with you?
6. How do you feel when you share something with your friends?

Part III

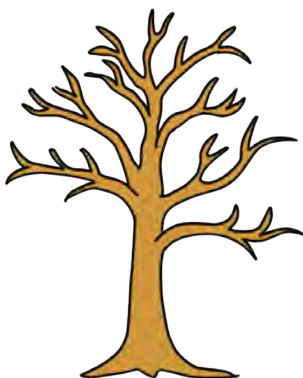
The teacher instructs children to carefully read the statements and draw a star (*) in the box against statements that describe a sharing and generous behaviour.

Sl.	Behaviour
1	I willingly share my crayons with my friends.
2	I love to share my new toys with other children.
3	If I am not playing, I do not let my friends play with my football..
4	When my cousins come to my house, I let them play my video game with them.
5	When I play on the swing, I want to keep playing and not allow other children to play.
6	I gave away my favourite toy to my cousin from the village.

Value Practice and Facilitation

The teacher directs childrens to the Generosity Tree in their workbook. The teacher also prepares small leaves, and colourful flowers out of papers to be given to children whenever they are seen generously sharing or informing about sharing something with others. The child sticks the leaves or flowers on the leafless tree. For every three leaves, the child is given a flower which the child sticks on the tree.

The teacher informs children about the Generosity Tree and encourages children to be generous and share their things with others.



The Generosity Tree (before)



The Generosity Tree (after)

3.3 Care: Me and my environment



Objectives

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

- i. talk about care for the environment after the field visit,
- ii. explain the importance of care for environment after the discussion,
- iii. identify actions of care for environment after discussing the pictures.

Information for teachers

Care is the act of giving attention, feeling concern or interest for the wellbeing of plants, animals, and people. It is important to care for others because we want others to care for us. Nowadays people do not care for the environment. We cut down trees; kill animals, throw our wastes all over the place. Our environment is no longer clean and beautiful.

Through the given activity the teacher can bring attention of children to the concept of care for themselves and for their environment.

Teaching Learning Materials

A nearby place with trash, pictures of polluted places, pictures of unpolluted places, and chart papers.

The teacher should plan the fieldtrip beforehand. Teacher should remind the students to be mindful during the walk and at the trash site. Teacher should ensure the safety of children.

Learning Activities

Part I

The teacher takes children for a field trip as planned and reminding children of their safety.

While at the site, the teacher will instruct children to observe the area for 5 minutes. Ask children the following suggested questions:

- i. What kind of wastes do you see here?
- ii. Do you see wastes from packaged food?
- iii. How did the plastic wastes get here?
- iv. Is this area the right place to throw plastic wastes?
- v. Do you think dumping waste like this is good for the environment?
- vi. Imagine if we dumped our wastes in this area for one month, how big and how dirty do you think this place will become?
- vii. What do you think we should do to reduce wastes?

The teacher will summarize answers by highlighting on the huge wastes generated by humans and how it is harmful to the environment and people. Children can be educated on the need for change in our consumption pattern and on the idea of reduce, reuse and recycle.

Part II

Once the children are back to the class, the teacher and the students take a few minutes to reflect on different kinds of trash we generate and how that hurts our environment.




Discuss the following suggested questions to teach children the importance of taking care of the environment:

- i. What will happen to our environment if we produce a lot of waste?

- ii. If our environment is dirty can we live happily?
- iii. If our environment is dirty can we live healthily?
- iv. How do you think we can reduce producing so much waste?

Part III

Use the diagrams given in the workbook. Use the suggested questions to discuss about the diagrams given in the children's workbook.

 <p style="text-align: center;">A</p>	<p>What are these people doing?</p> <p>Why do you think they are doing this?</p> <p>Who do you think makes the river dirty?</p>
 <p style="text-align: center;">B</p>	<p>What do you think this diagram is about?</p> <p>Is it good to throw wastes like this?</p> <p>What would you like to change in this diagram?</p>
 <p style="text-align: center;">C</p>	<p>How do you find this diagram?</p> <p>How different is this diagram from the above diagrams?</p> <p>How do you think we can take care of our environment?</p>

Value Practice and Facilitation

The teacher instructs children to write or draw in their workbook activities that they will do over the week to care for their environment. An example is provided here.

Days	Caring activities for the environment
Monday	Example: I will not eat packaged food.
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

3.4 Love and Kindness: Let us spread love



Objectives

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

- i. define love and kindness in their own words after discussing the questions,
- ii. share reasons for loving people, animals and nature by filling in the bubbles on love,
- ii. identify unkind and unloving acts by colouring these phrase given in the boxes.

Information for teachers

Love means showing kindness, affection, generosity and being compassionate to another person and animals. To live in peace and harmony with each other we need to love each other. We should love our parents, teachers, friends, people around, animals and plants. Everybody wants to be loved.

Through the activity based on the relationship between the cow and the tiger in this story, children will be able to understand the meaning of love and kindness; the discussion on the questions will enable children to understand why it is important to love each other and be kind to each other.

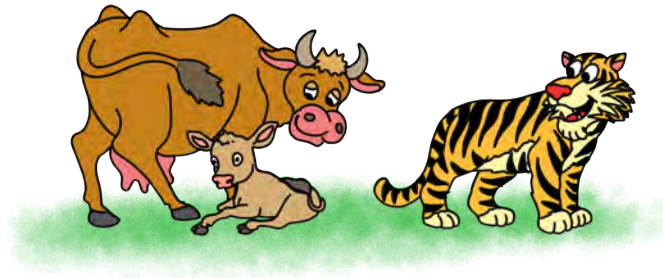
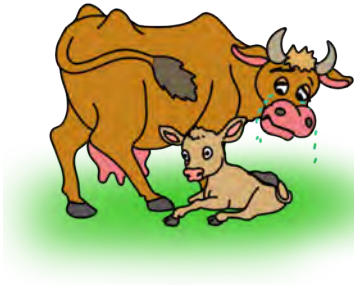
Teaching Learning Materials: "Cow and the Tiger" Adapted from "Cow and the Tiger": <http://moralsforchildren.blogspot.com>

Cow and the Tiger

Once there was a cow and she gave birth to a beautiful calf. She loved her calf very much. One day while returning from the forest to feed her calf, she came across a very hungry tiger. The tiger roared, leapt at the cow and said "I am very hungry, I haven't eaten for days. I will eat you now". The poor cow immediately thought of her hungry and thirsty calf. So she begged and said "I have a thirsty and hungry calf waiting for me. Please don't eat me now. I promise to come back once my calf is well fed".



The cow returned to the forest after she has fed her calf. As she left her calf she had in tears in her eyes knowing that this might be the last time she is seeing her calf. The tiger upon seeing the cow return was so overwhelmed with her sincerity. The tiger felt genuine kindness towards the love of the cow to her calf. He saw the pain and tears in the cow's eyes. So the tiger said "I will not eat you, but from today onwards, I will protect you and your calf from other wild animals".



Lesson Activities

Part I

Narrate the story “Cow and the Tiger” to children. After the narration ask the suggested questions to enable children to understand the meaning of love and kindness. Enable children to practise the value in their interaction with people and animals.

The teacher facilitates discussion on the suggested questions to understand the meaning of love and kindness.

- i. What kind of feeling did the cow have for its calf?
- ii. Why did the tiger not kill the cow?
- iii. What would have happened if the tiger killed the cow?
- iv. What do you think of the tiger when it did not kill the cow?
- vi. How will you show your love to your parents and friends?
- vii. What kind of feeling do you have for your mother?

Part II

Provide children time and guidance to complete the following.

The image shows five purple hearts arranged in a cluster. Each heart contains a prompt for writing about love. The prompts are: 'I love my parents because', 'I love my teachers because', 'I love my friends because', 'I love my grandparents because', and 'I love...'. Each prompt is followed by three horizontal dotted lines for writing.

Part III

This activity allows children to use their understanding of love and kindness and to identify acts that are kind and loving.

Colour the boxes which show kind and loving actions.

throwing stones at
dogs

giving a hug to your
brother and sister

speaking loudly
near sick people

watering a plant

plucking flowers

playing with your
pet

helping teachers
carry books

pulling someone's
hair

making fun of your
friend

Value Practice and Facilitation

Teacher elaborates on the importance of reciprocating love and kindness to people. Given below are some acts that demonstrate love and kindness towards people and animals. Children are asked to put a (✓) if they have shown the acts or seen someone doing it.

Acts of love and kindness	Mon	Tue	Wed	Thur	Fri	Sat
Making your grandmother's bed.						
Helping mother to empty the trash bin.						
Giving hug to parents						
Giving food to animals						
Cleaning up after grandparents finish eating their meal						
Caring for sick animals.						
Bringing water for parents when they are sick.						
Helping parents arrange things at home.						
Taking care of plants by watering them regularly.						
Not bullying younger children.						

3.5 Helpfulness: Being helpful



Objectives

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

- i. define helpfulness after discussing the questions on Dechen's story,
- ii. explain in simple words the importance of being helpful after the discussion,
- iii. draw his/her helpful acts at home, school and play field.

Information for teachers

Helpfulness means rendering support to make it possible or easier for someone to do something, by doing part of the work or by providing resources. At home children often help their grandparents, parents, siblings, and guests. Sometimes they don't want to help. It is important to make children understand why sometimes they don't want to help or someone doesn't help them. If the help sought of the child is within his/her ability the child will be helpful. Likewise other people will be of help if the help sought is within the ability of the people.

The story "Being Helpful" is used to teach children about helpfulness and helping each other. Being helpful creates happiness and love among people. The helping chart activity helps children value helpfulness and encourages them to practise it as a habit.

Teaching Learning Materials: Story 'Helpful Dechen' worksheets**Helpful Dechen**

Dechen was a very helpful girl. Her teachers, her parents, and her friends asked Dechen for help.

When Ms.Sonam, Dechen's class teacher lost her purse, Dechen looked all over the school and found it in the nearby bush. Ms.Sonam was very grateful to Dechen and she thanked her for finding her purse.



When Dechen's father came home from work with a headache, Dechen immediately turned off the television and brought her father a glass of water. Her father and mother appreciated Dechen for her thoughtfulness.

One day while coming back from school, Dechen found a stray cat. She took the cat home and gave it food and milk. The cat lived with Dechen's family.



Whenever Dechen came across elderly people, she talked to them, helped them cross roads and carried their bags. People in the village liked Dechen.

Lesson Activities

Begin the lesson by leading a short discussion on the suggested questions.

1. Do you wear your uniform by yourself? Who helps you?
2. How do you feel when someone helps you?
3. When you see a sick dog on the street, what do you do?

Part I

The teacher reads the story aloud for children to follow. Invite some children to briefly talk about the story. After reading the story, ask children to identify Dechen's helpful acts.

How did Dechen help the following:	How would you help?
1. Ms. Sonam
2. Dechen's Father
3. Stray cat
4. Old people

Part II

The teacher enables children to reflect on their helpful behaviours by asking the suggested questions:

- i. Did you help someone?
- ii. What was the help?
- iii. How did you feel when you helped?
- iv. Did someone help you?
- v. What was the help?
- vi. How did you feel when someone helped you?
- vii. In what ways do you help at home?

Part III

Provide time for children to draw a picture of how they helped someone in the class, at home and at play.

In your Class	At home
In the play ground	In the School

Value Practice and Facilitation

Instruct children to use the helping chart to record helpful actions they performed each day.

Helpful Actions	How did you feel when you helped?
Monday.....
Tuesday.....

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 pays



Objectives

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

- i. tell the meaning of honesty in simple words after the discussion,*
- ii. tell the importance of honesty after listening to experiences shared by their friends,*
- iii. determine acts and intentions of honesty by doing the two activities in collaboration with their parents.*

Information for teachers

Honesty means speaking the truth and not breaking rules to gain advantage. When one is honest, it strengthens character building, which in turn enables one to be of great service to oneself and others. Honesty always pays at the end because it shows in one's attitude and behaviours which influence one's daily conduct. An honest person is trusted by everyone.

This story teaches students honesty and its importance in life. The activities will help children to analyse and practice honesty to build their character.

Teaching Learning Materials

I Don't Have a Flower, Puri, Varinder (2007, p.19-20), cited from Story from Good Values... a book for living right (book-4) Srijan Publishers Private Ltd. Delhi

I don't have a flower



There once lived a great Chinese emperor. He ruled his country fairly and wisely and his people were very happy. But the emperor was growing old and he had no children to succeed him. He asked his advisors for help but no one could give him a solution.

One evening, when the emperor was walking in his beautiful garden, an idea occurred to him. The next day he distributed seeds to his people at his castle. Anyone could take a seed and bring it back after it had grown into a plant and flowered. Among them was a young boy, Chang, who loved growing flowers. He was sure that his flowers would be the most beautiful.

He sowed the seed into a silver pot and looked after it day and night. Strangely, the seed did not flower. Soon the emperor wanted to see the flowers. All the people who had taken seed lined up outside the castle. All of them had plants with the most beautiful flowers.

The little boy was very sad. His friends told him to take a flowering plant from elsewhere. However, his father told him, "You have tried your best. Now you must take the pot to the emperor and tell him the truth."

The emperor admired all the flowers till he came to the boy's pot. "Where is the flower?" he asked. Chang sadly told him that although he had looked after the seed as best as he could, it had not grown into a flower.

To everyone's amazement the emperor hugged the boy. He said, "You will be king after me. You are the only one who has been honest. None of the seeds could have flowered because they had all been cooked!"

Lesson Activities

Part I

The teacher reads aloud the story to the children. Based on the story, discuss the concept of honesty and its importance using the suggested questions.


- i. Why did the emperor give flower seeds to people?
- ii. What did Chang do with the seed?
- iii. What did other people do with the seeds?
- iv. What did other people tell Chang?
- v. What did Chang's father tell him?
- vi. Did you like the story? Why?
- vii. Do you like Chang? Why?
- viii. Do you think the King made the right choice in choosing Chang as the next king? Why?
- ix. What is the moral of the story?

Part II

Drawing on Chang and his experience invite children to share their stories of being honest. During the process of sharing, highlight on the importance of honesty.

Part III

The teacher allows time for children to identify an honest person. Let children draw a picture of the person, colour it and write three sentences about the person.


1.....
2.....
3.....

Value Practice and Facilitation

The teacher engages parents/guardians to support children to complete the activity. Put a tick (✓) or a cross (x) against each statement.

1	It is all right to be dishonest.	
2	One should be honest only when there is a reward.	
3	If you found your friend cheating, you advise him not to.	
4	An honest person enjoys a peace of mind.	
5	Honesty shows that a person is sincere and you can rely on the person.	
6	You hide your mistakes by telling lies.	
7	Saying no to your friends in doing something wrong.	
8	It is right to call someone honest because he was not caught cheating.	
9	Stealing extra money from your parents.	
10	Not owning up for your mistakes.	

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. explain the meaning of obedience after discussing the questions based on the _____ story,
- ii. state differences in the consequences of obeying and disobeying teachers and _____ parents,
- iii. identify reasons for believing himself/herself to be obedient.

Information for teachers

Obedience is following instructions and taking commands from a person of higher or superior authority, such as a teacher, elders, and parents. Obedience also means following school rules, traffic rules, and laws of the country. Children obey teachers, parents and elders when they carry out school activities and home errands. Obedience helps people to develop discipline and it contributes to timely completion of tasks.

The lesson focuses on developing obedience in children. It is aimed at preparing children to obey rules, listen to instructions from elders and teachers. The experiences in this lesson will help children understand the importance of obedience. The story “The Disobedient Turtle” is aimed at teaching children the consequences of disobedience.

Teaching Learning Materials: The story 'The Disobedient Turtle' worksheets

The Disobedient Turtle

Once upon a time, there was an old Father Stork and mother Stork. Since they had no children, they brought up a baby turtle they had found. He always lived under his shell-home by himself. So they called him Home-Alone.



Home - Alone was very naughty but the two old storks loved him very much.

Once, the land became very hot and dry. As there was no food anywhere, the storks had to fly far away to live in a new place where they could get food and water. They could not dream of leaving Home-Alone behind. So, they made a clever plan to take him along. Between them they held a stick in their beaks and asked Home-Alone to bite it, so he could hang on to it. They told Home-Alone many times that he should not open his mouth.

Then, each stork held one end of the stick and they began to fly. They flew fast and high in the sky to reach the land of plenty. Home-Alone began to get bored. He remembered what his parents had told him many times. But after a while, he decided to sing. The moment he opened his mouth, he fell down.

Luckily, at that time they were flying over the sea. When Home-Alone fell into the sea, he did not die because he was a turtle. But he got a big shock. The old storks had to search for a long time before they saw him swimming in the sea, looking very scared. They forgave him because they loved him very much. The three of them went on.

At last, they reached a land where there was food. There they lived happily ever after.

From that day, Home-Alone never forgot two things, when he did not obey his parents, he got into trouble and that his disobedience hurt his parents greatly.

Lesson Activities

Part I

Before reading the story, “The Disobedient Turtle” in the class, get children warmed up to the topic by asking the suggested questions:

- i. Whom do you listen to at home?
- ii. Whom do you listen to at school?
- iii. What happens when you do not listen to your teachers and parents?

Read aloud the story, “The Disobedient Turtle” to the class at least twice for children to follow.

Use the suggested questions to discuss on the meaning and importance of being obedient, highlight the consequences of being disobedient.

1. What do you like most about the story?
2. Why did the Storks ask the turtle not to open its open?
3. Why did the turtle fall into the sea?
4. What lesson did you learn from the story?

Part II

The teacher uses the suggested question to highlight on the importance of obedience.

1. Why do your parents and teachers not allow you to do everything you want to do?
2. Do you think it is good to disobey your parents, teachers, elders?
3. Do you sometimes behave like the turtle in the story?
4. How do you feel when someone does not listen to you?

Part III

Ask children to draw a diagram of themselves and complete the sentences.

Here is something special about me for being obedient.

1. I am obedient because
2. My teacher says I am obedient because
3. My friends say I am obedient because
4. My parents say that I am obedient because

Value Practice and Facilitation

Children fill their "I Obeyed" chart by completing the table given below as and when they obey their parents and elders at home and teachers at school. An example is given in the table. Parents and teachers will have to help with writing by children.

I Obeyed ...		
At home	At school	In town
I obeyed my mother and did not watch TV last night.	I obeyed Sir Sonam and emptied the trash bin.	I obeyed road rules and followed the Zebra crossing to cross the road.