

Developed by:
Royal Education Council
Paro Bhutan

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Printed at United Printing Press, Thimphu

VALUES AND CITIZENSHIP EDUCATION

Class II *Student Workbook*

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CLASS II

STUDENT WORKBOOK

Royal Education Council (2017)

Published by:

Royal Education Council, Paro, Bhutan.

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

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

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

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Provisional Edition 2017

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Introduction

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

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

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

1.1 Courtesy: Taking turns



Value Practice and Facilitation

In the Courtesy Chart given below, put a 😊 each time you practice them during the week.

Courtesy	Mon	Tue	Wed	Thu	Fri	Sat
I did Chag-len 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



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

Part III

Given below are some respectful and disrespectful manners. Put a (✓) for respectful behaviours and (✗) 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.	

1.3 Gratitude: Let us be grateful



Value Practice and Facilitation

Your teacher will maintain a record of your respectful behaviour and disrespectful behaviours in the table below. Your teacher will provide necessary guidance for you to improve your behaviour.

Date	Description of the behaviour

Adapted from Jataka Tale - Dog's Attitude Donkey's Gratitude

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.

Lesson Activities

Part II

Write one sentence for each of the following to show your gratitude.

<p>King</p> <p>.....</p> <p>.....</p>	<p>Parents</p> <p>.....</p> <p>.....</p>
<p>Teachers</p> <p>.....</p> <p>.....</p>	<p>Friends</p> <p>.....</p> <p>.....</p>

Part III

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

1.....

2.....

3.....

Value Practice and Facilitation

Make a Gratitude Card for your parents using things that are available in and around your house.

You will gift the card to your parents to thank them for their love and care.

2.1 Punctuality: Doing things on time



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.

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.

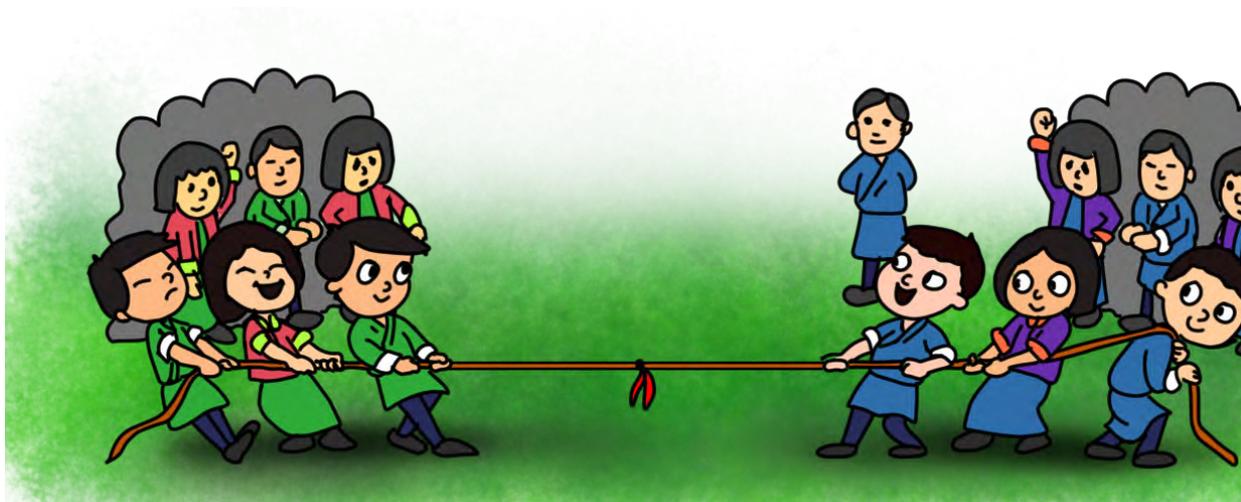
v.

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!



Part III

You are going to read a book every week. What will you do?

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

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

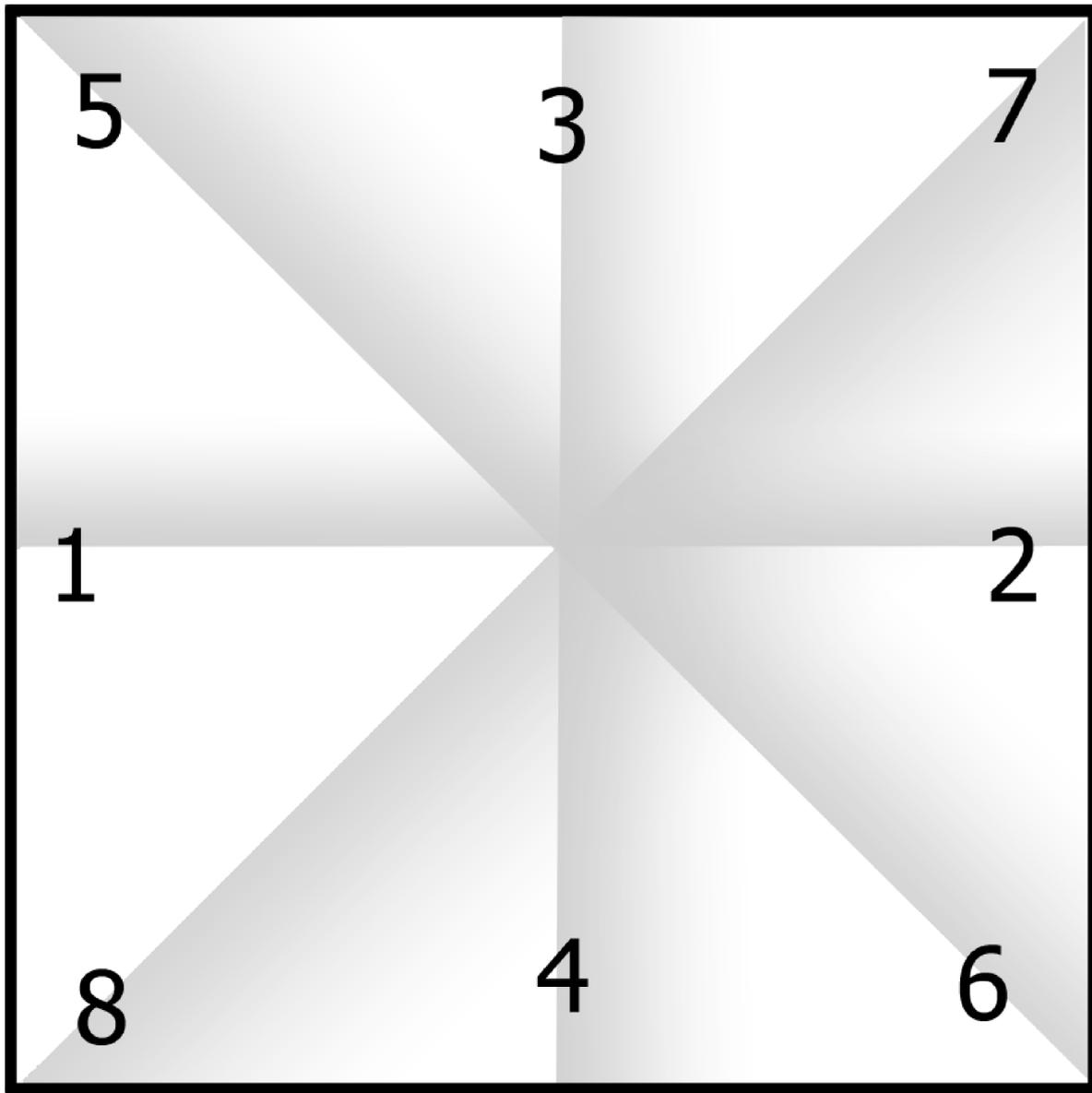
1. I will.....
2. I will.....
3. I will.....
4. I will.....
5. I will.....
6. I will.....
7. I will.....
8. I will.....

Value Practice and Facilitation

When you finish reading a book, complete the table given below.

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

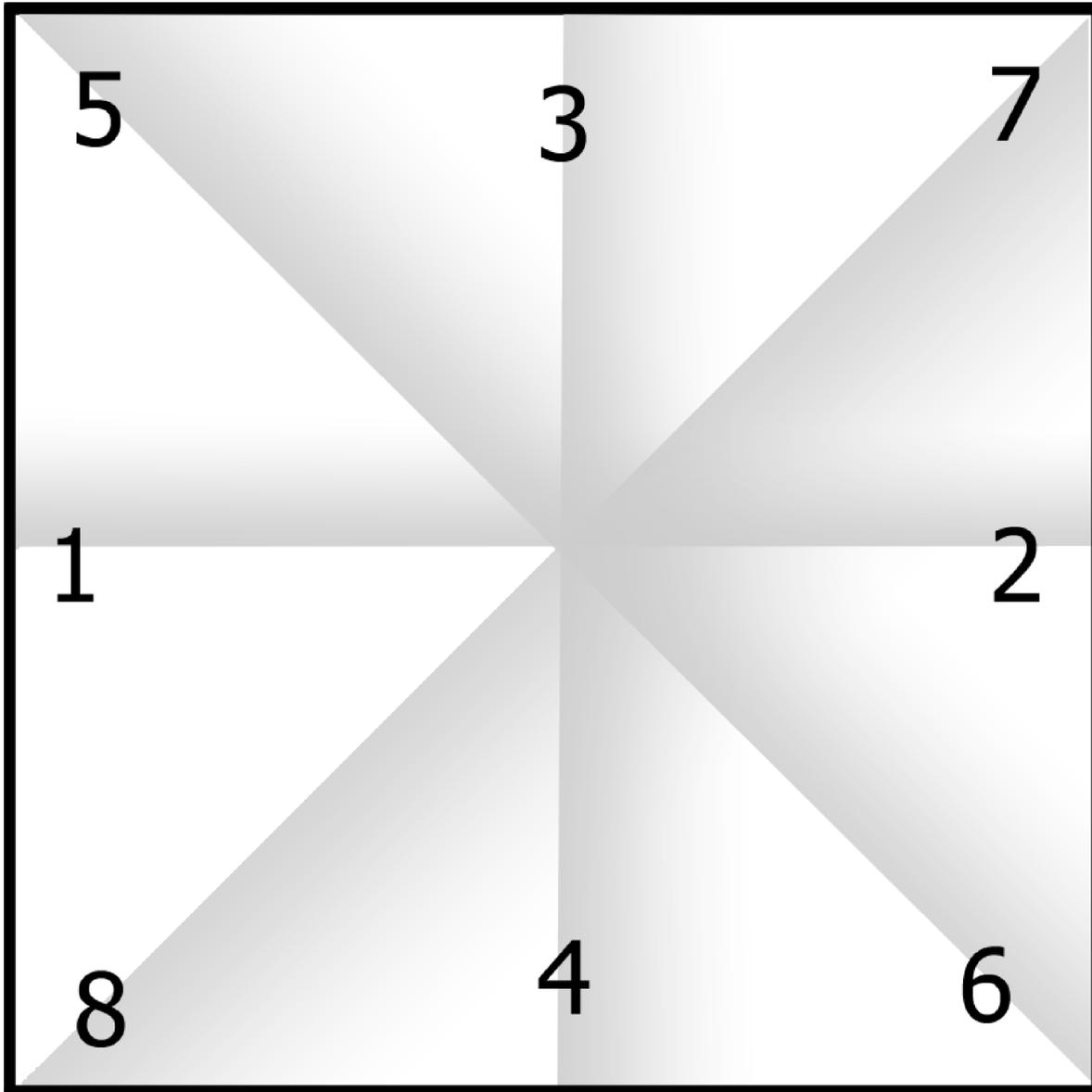
2.3 Responsibility: Let me tell your fortune



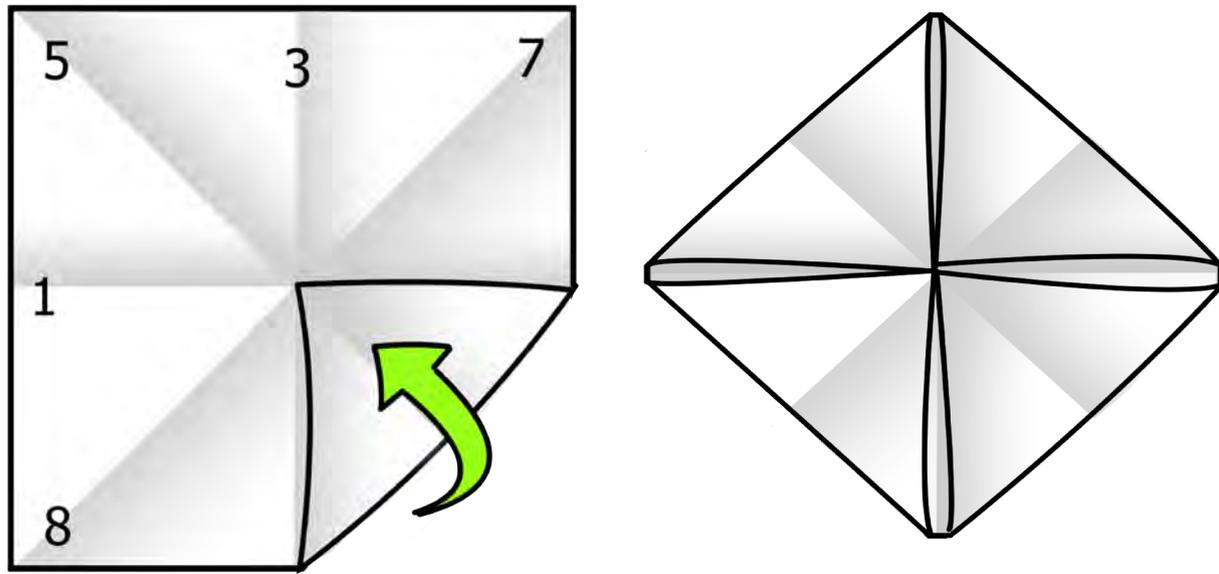
Lesson Activities

Part I

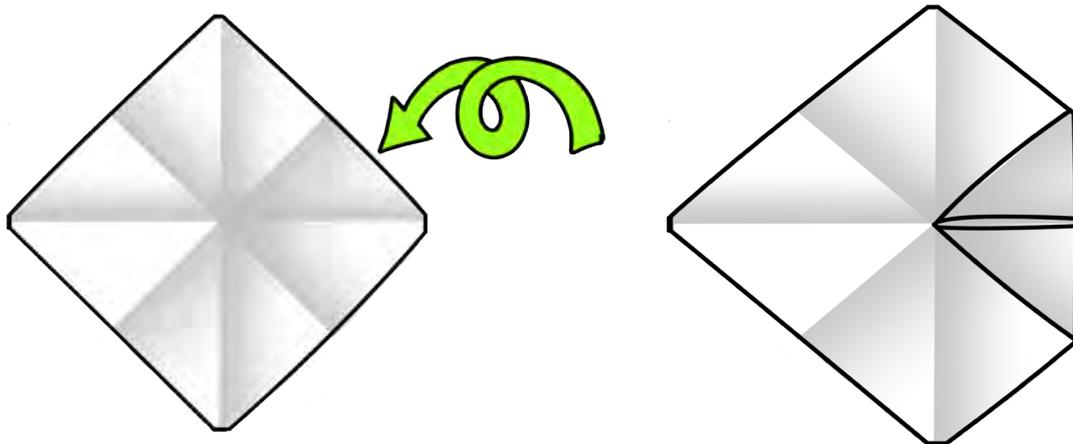
Follow your teacher's demonstration and instruction and an origami in your groups.



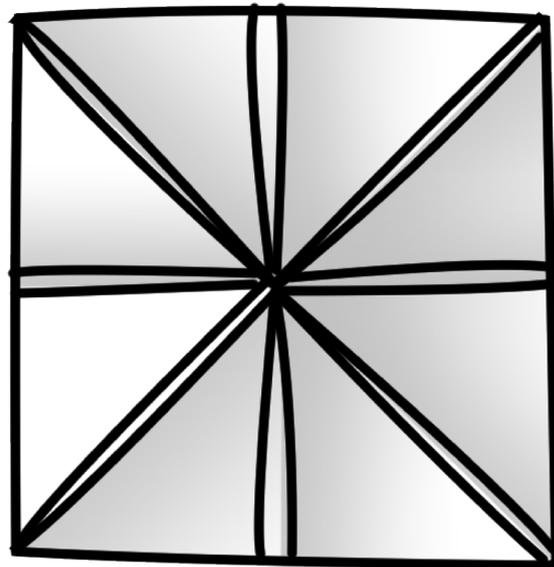
1. One square paper. Make folds by joining 1-2. Make another fold by joining 3-4. Make another two folds, this time joining 5-6 and 7-8.

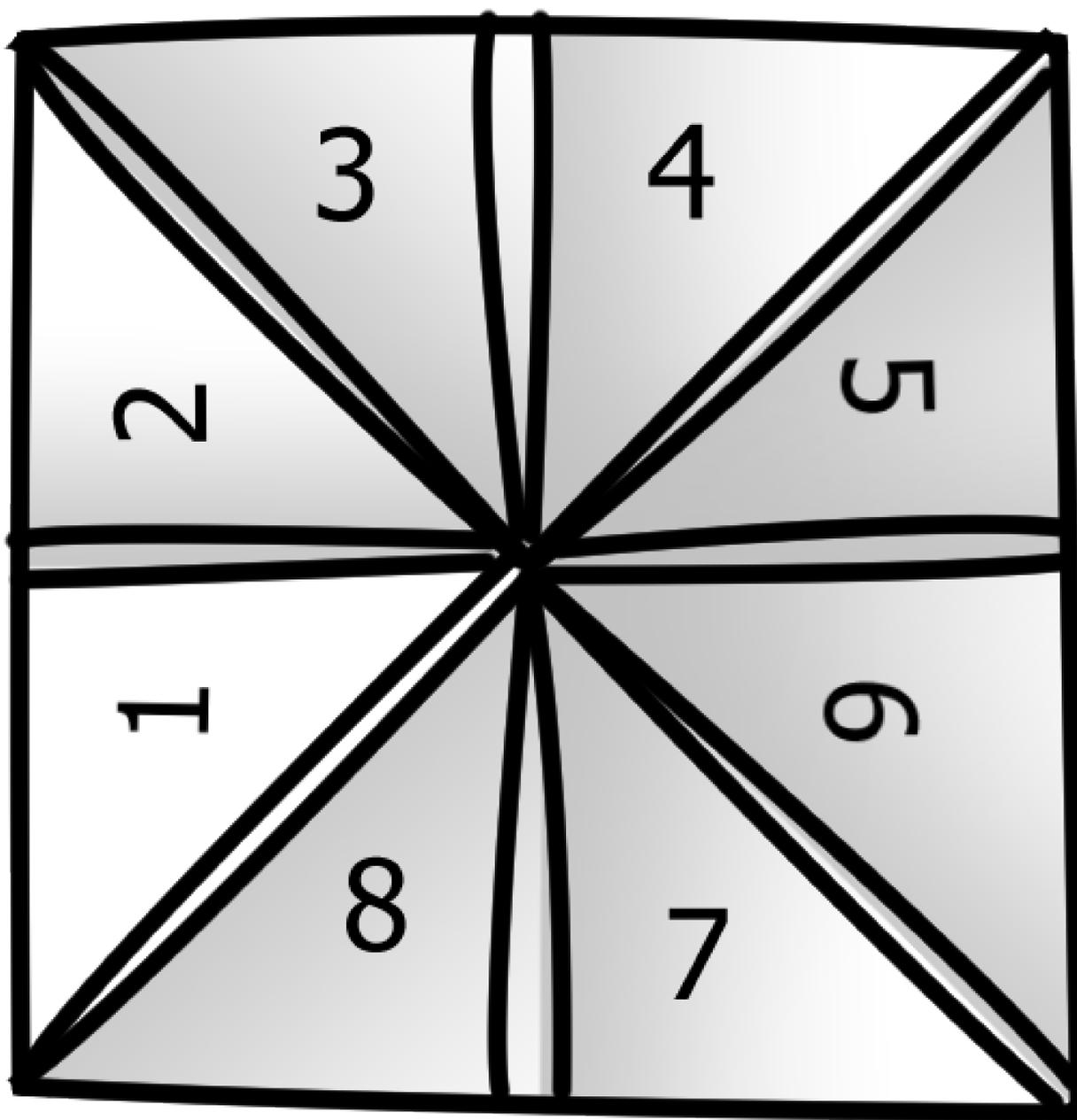


2. Fold all the four corners of the paper to meet the centre point.

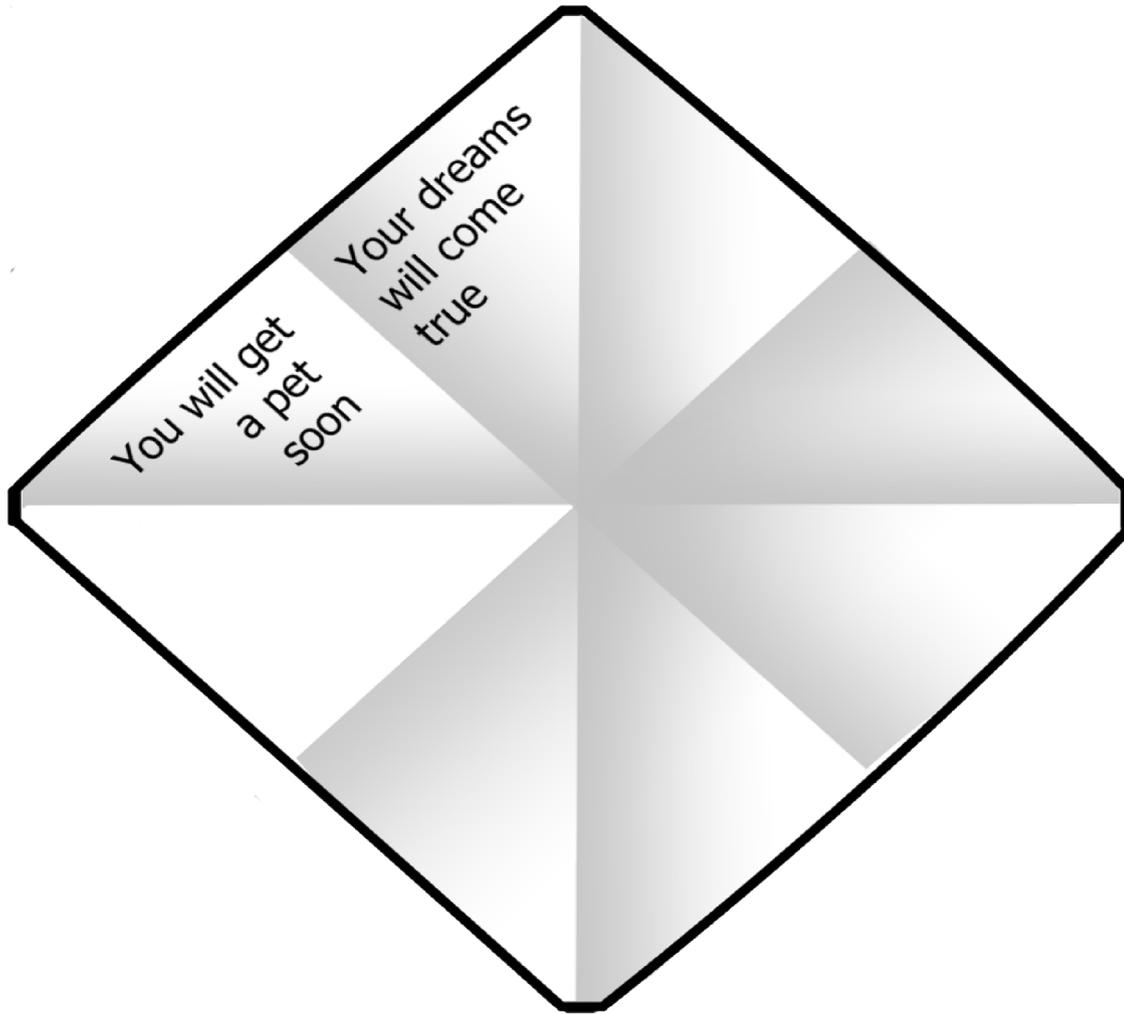


3. Flip the folded paper and fold all the four corners again on the other to meet in the centre point as in the picture.



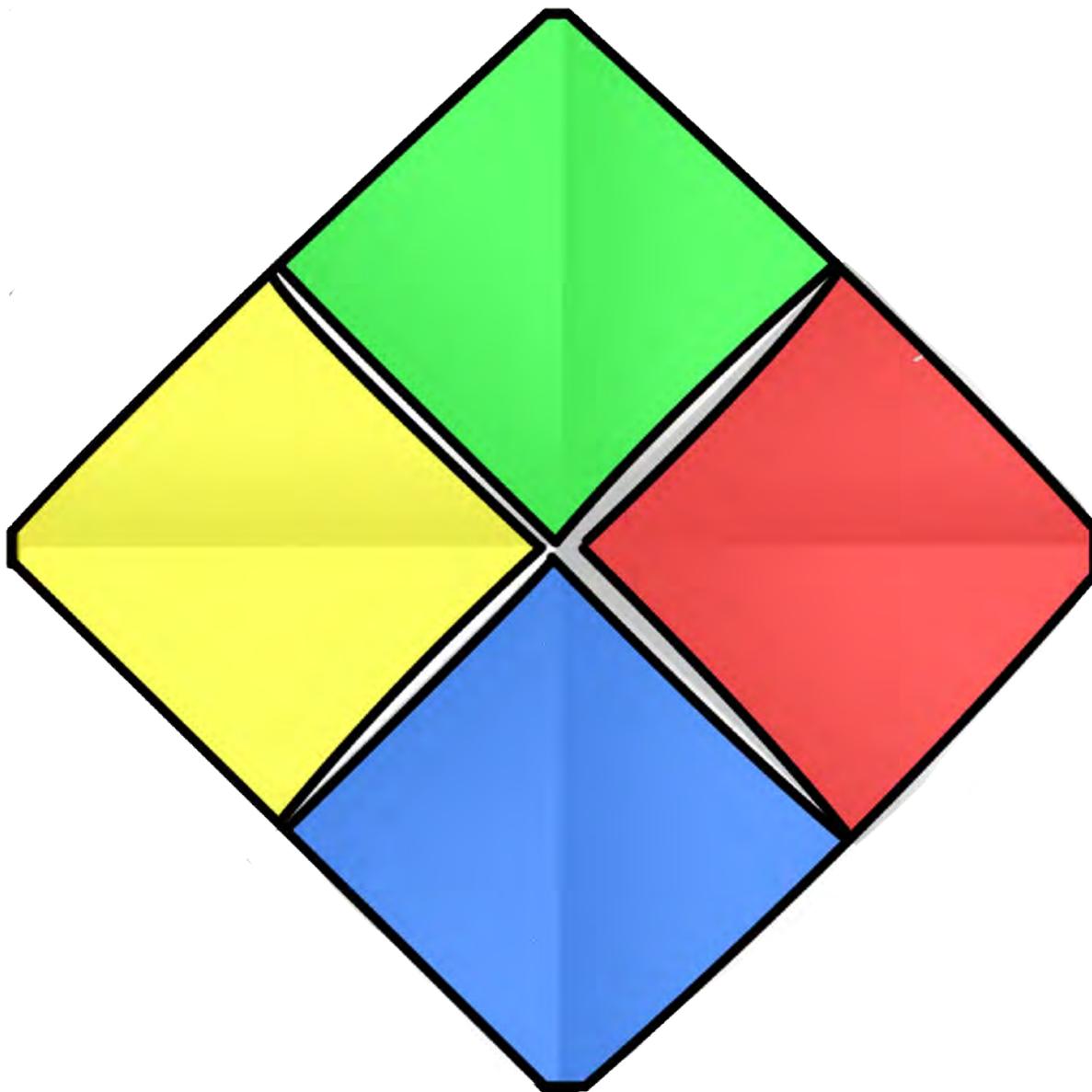


4. Number all the triangles 1-8 as shown in the picture.

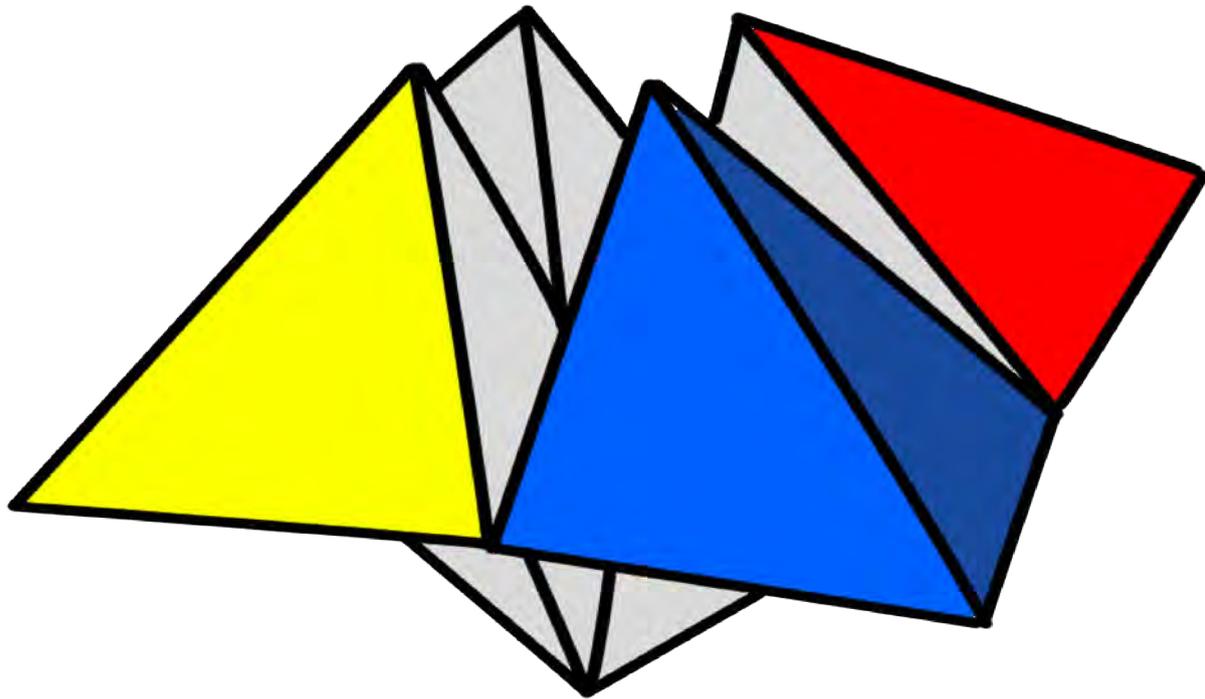


5. Open the four folded triangles and write down the following fortunes.

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 in your thumb and index fingers to hold the fortune teller origami.

Part III

Write down one responsibility towards yourself, your classmates and your family.

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

Value Practice and Facilitation

Listen to your teacher reading out the following statements.

Put (✓) against the statement that shows a responsible action and (✗) against statements showing irresponsible actions.

Responsibilities	(✓) / (✗)
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.	

3.1 Friendliness: I want to be a friendly person



Part II

Think about a friendly person. Complete the **two** sentences choosing words and phrases given in 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

Given below is the Friendship Scale

1. Read the questions carefully.
2. Mark (*) if your answer is "Yes" and (x) if your answer is "No".
3. Total up the (*) and (x).
4. 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

Draw (*) against any of the following behaviours that you could practice every day.

Sl.	Behaviours	Mon	Tue	Wed	Thu	Fri	Sat
1	I greeted my neighbour.						
2	I helped my friend pack her bag after school.						
3	I spoke politely with people.						
4	I shared my food with my 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



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 a drawing book and crayons for them.

Part III

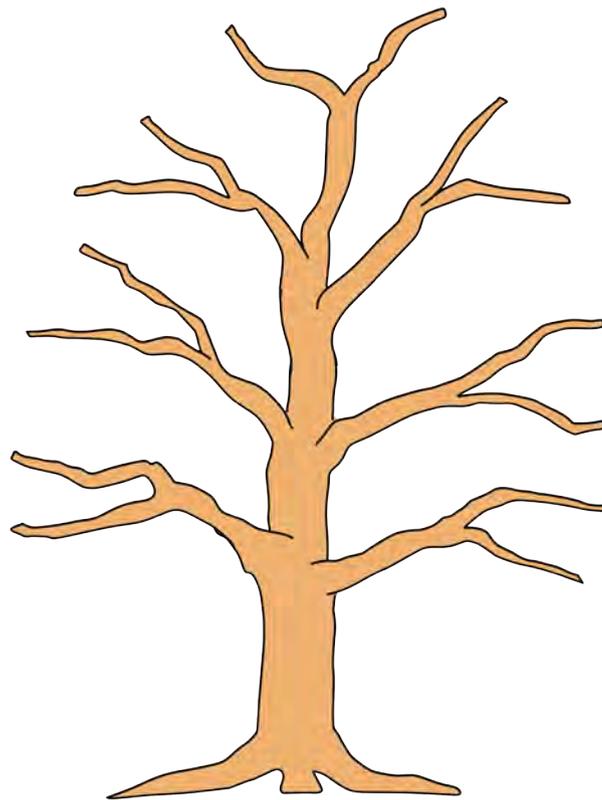
Carefully read the statements and draw a star (*) in the box against statements that describe a sharing and generous behaviour.

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

Given below is the Generosity Tree without leaves, flowers or fruits.

1. Whenever you generously share something with others, your teacher will give you a leaf.
2. Stick the leaf on the Generosity Tree.
3. When you have three leaves, your teacher will give you a flower.
4. Stick the flower on the tree.
5. You will have to be generous to get more leaves and flowers to complete your Generosity Tree.



Generosity Tree.

3.3 Care: Me and my environment



Part III

Look at the diagrams, A, B and C given below.



A

What are these people doing?
.....

Why do you think they are doing this?
.....

Who do you think makes the river dirty?
.....



B

What do you think this diagram is about?
.....

Is it good to throw wastes like this?
.....

What would you like to change in this diagram?
.....



C

How do you find this diagram?
.....

How different is this diagram from the above diagrams?
.....

How do you think we can take care of our environment?
.....

Value Practice and Facilitation

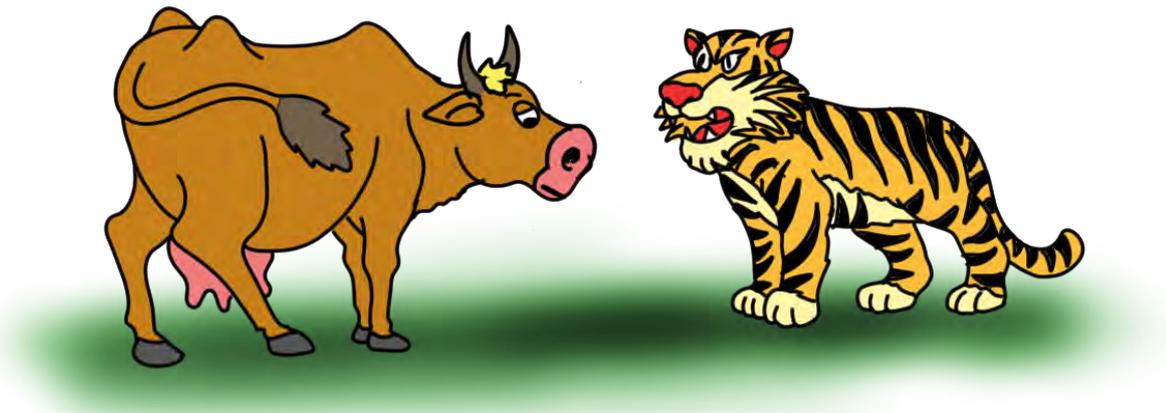
Write down those activities that you did over the week to care for the environment.

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

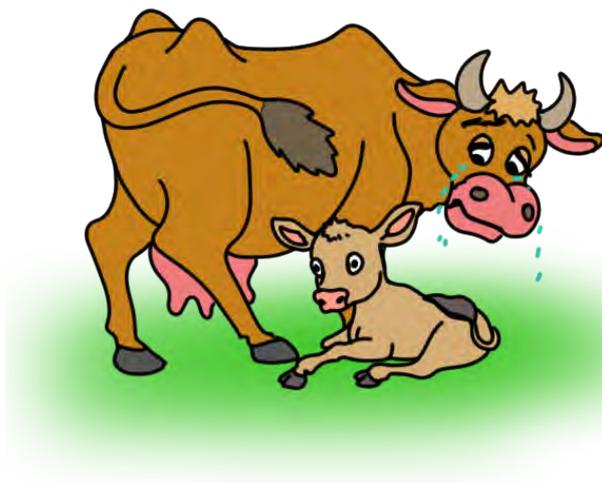


Cow and the Tiger



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.

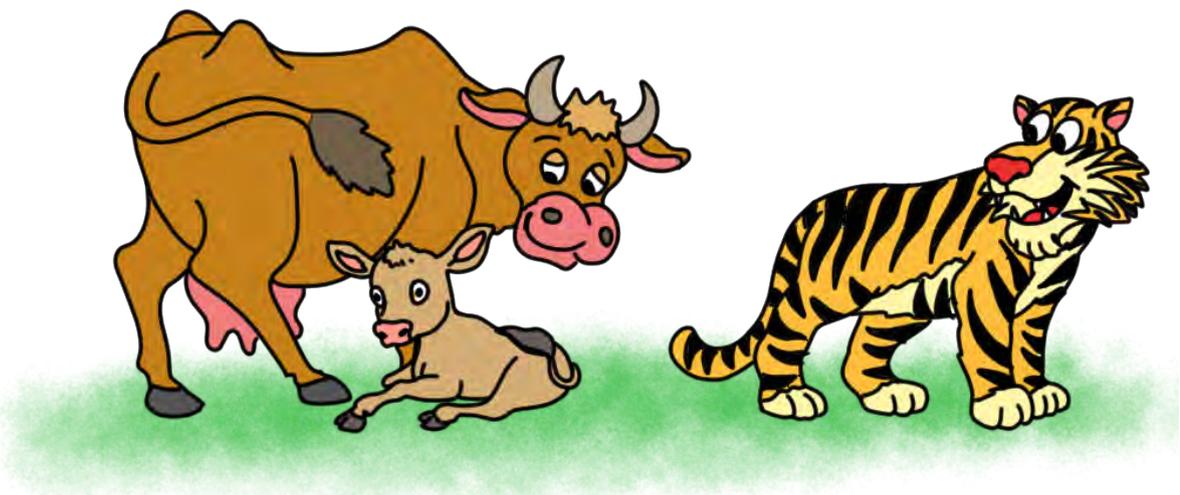
The tiger roared, leapt at the cow and said "I am very hungry, I haven't eaten for days. I will eat you now."



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 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 II

Complete the following sentences writing one reason for loving them.

I love my parents because
.....
.....

I love my teachers because
.....
.....

I love...

I love my friends because
.....
.....

I love my grandparents because
.....
.....

Part III

Colour the boxes which have descriptions of 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

Given below are some acts that demonstrate love and kindness towards people and animals.

Put (✓) 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



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

Part I

1. Listen to the story as your teacher reads it out for you.
2. Write down how Dechen helped the people and the cat in the story.
3. If you were Dechen, how would you have helped the people and the cat in the story?

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

Part III

Draw a picture of how you 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

In the Helping Chart given below, write about your helpful actions.

Helpful Actions	How did you feel when you helped?
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

4.1 Honesty: Honesty pays



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 III

1. Think of an honest person you know.
2. Draw a diagram of the person and colour it.
3. Write three sentences about the person.

<p>1.</p> <p>2.</p> <p>3.</p>
--

Value Practice and Facilitation

With the help of your parents, complete the following activity.

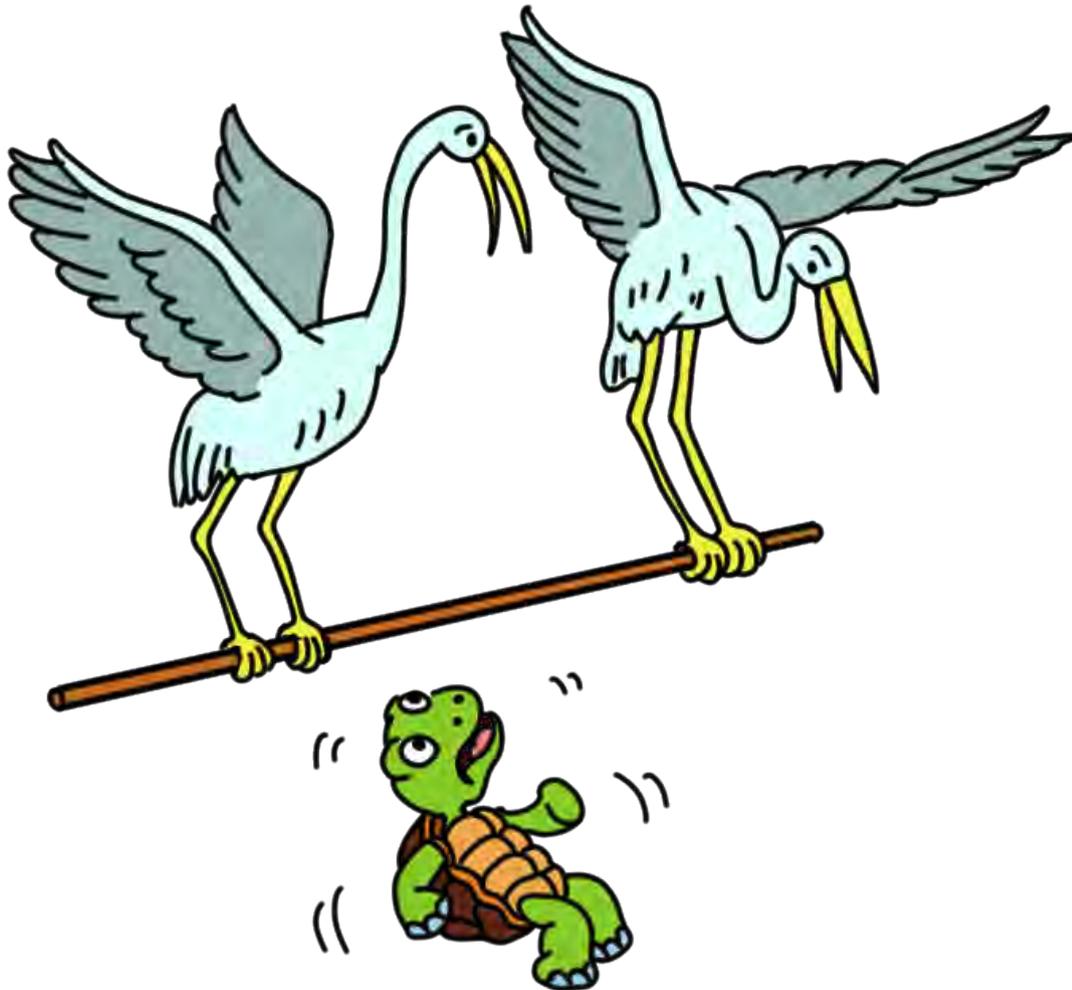
Put (✓) against statements that you think represents honesty and (✗) against statements that you think represents dishonesty.

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.	

5.1 Obedience: I am obedient



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.

Part III

Draw a diagram of yourself in the box provided and colour it.
Complete four sentences about your obedience.



Here is something special about me.

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

Fill your "I Obeyed" chart given below as and when you have obeyed your parents and elders at home and teachers at school. An example is given for you. Get the help of your teacher and parents to write down.

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.