

Main Idea: There are some important attributes which are associated with good behaviour. These are politeness, concern, respect for others and pro-social behaviour. Behaviour is one important quality which makes or mars one's life. It applies to every sphere of life, including one's personal life and social interactions. If good behaviour is such a critical factor in success shouldn't you examine your behaviour and ask how it will affect you?

Activities

Activity 1:

- You recently visited a city outside your own and used the local buses for moving about in town. You were impressed by the courtesy and politeness of the conductors. They were efficient and their authority was respected by the commuters. This was in sharp contrast to the bus conductors in your own city who are rude.
- Analyze how everyone's day would be happier and smoother if their behaviour improved.

Activity 2:

You are Ashish and you have been appointed as Discipline In-charge of your class/school. You have been a part of the Student Council for the past 5 months and being a very enthusiastic leader, you are liked in the school and have a large group of friends. Another student Vishal also has been appointed as a prefect. One day, he was not doing his duty and was caught. He



wants you to lie to cover-up for him. You refuse, and Vishal develops a grudge against you. So he starts backbiting about you to his friends. One of your close friends realizes that Vishal is creating problems for you. He informs you about it. What would you do to stop Vishal from handling your friend's circle and your reputation at school?

Activity 3:

- ✿ Group Work
- ✿ Get into groups of 5.
- ✿ Let each group select a well known character from Indian epics like Ramayana, Mahabharat or The Bible etc.
- ✿ Each group has to list out the positive traits of a negative character and the negative traits of a positive character.

Example:

- a. Let group A list out the positive characteristics of Ravana.
- b. Let group B list out the negative characteristics of Arjuna.

Activity 4:

- ✿ Interview four students from your school. Find out who their role models are. They should include at least two people from their family circle. Ask them why they are their role models and find out what they like about them.
- ✿ Ask them to identify what comes under the 'Skills' category and what attributes come under the 'good behaviour' category for these role models. Present your findings before the class.

Main Idea: Compassion, sharing and empathy are values that not only make the receiver happy but also bring happiness and contentment to the heart of the doer / giver.

Activities

Activity 1:

Charity

- Students are organized in groups of 8 to 10. Each group can choose any charity organization. This could be an old-age home, an orphanage, a school for street children, a hospital, shelter homes, a cancer research or an anti-tobacco organization.

Once the groups have decided on a particular charity, the teacher helps them prepare a guideline for tasks and asks the groups to name themselves appropriately.

Examples of activities for the groups are as follows:

Taking care of the Homeless: Children collect old school or other bags that have been discarded but are in a usable condition. Utility items like toothpaste, soap, vest, socks, slippers, book,



biscuits and t-shirts can be packed in them. These can then be distributed in refugee camps/shelters for homeless people.

Children in Foster Care can be similarly sent things as above. Here the items can vary and be age-appropriate. They can contain toys, books, t-shirts, half pants, frocks, towels, biscuits, toffees etc.

Old Age Homes: Students can visit and spend quality time with the elderly by playing games

like, chess, carom, scrabble, watching DVDs etc. 'They could chat with the residents and make notes of the experiences that they narrate.' These may then be printed in the form of little books and be presented to the residents.

Research Group: This group can research stories on kindness or make a scrap-book of newspaper clipping reporting acts of courage, honesty, perseverance and tolerance.



Main Idea: Discipline relates to the structured behaviour that orders an individual's life and his/her social interactions. A disciplined person can complete immediate tasks and fulfill long term goals and expectations.

Objectives:

- ✿ To develop right attitude to understand the expectations and consequences of our own conduct vis-à-vis rules and regulations.

Domains of Discipline

- ✿ Personal
- ✿ Public
- ✿ School

Activities

Activities : The teacher discusses with the students that discipline also includes respect for rules and regulations and a sense of responsibility. If everyone focuses only on his / her rights, disregarding any responsibility towards others, it will lead to chaos and anarchy.

Activity-1

Brainstorming

- ✿ Am I a disciplined person?
- ✿ Do I abide by rules and regulations?
- ✿ Am I doing the right thing when no one is watching?
- ✿ What disrupts the discipline in the class?
- ✿ How can I help in maintaining order in my class?



- Do I show self control by doing things that are right?
- Do I feel good about myself when I make good choices?
- Do I listen to my inner voice?

The students reflect on the above statements. Each student then speaks on any one of the topics for about one minute.

Activity Card

Activity-2

Discussion: The teacher discusses the disregard for traffic rules and the problems caused by the violation. The following points can be highlights.

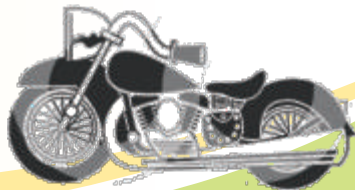
- Underage driving
- Ignoring traffic rules
- Drinking and driving
- Speeding etc.

The teacher will then ask the students to go through the newspaper reports and note down

how many such incidents are reported in a week. The teacher then asks the students to create a poster campaigning for adhering to traffic rules. These can be put up on the school display board or be a topic for an in assembly.

Activity-3

Performing artists as well as sports people lead disciplined lives which enable them to excel. The class teacher divides the class into 4 groups and each group researches on an individual of National or International acclaim. The group selects an inspiring incident from the life of the personality chosen and presents a small skit based on it to highlight the value of discipline as a contributory factor in their success.



Main Idea: Being responsible means thing undertaking tasks with a sense of purpose and fulfilling them, to the best of your capability.

We should know that being a responsible person involves.

Objectives:

- Being honest at all the times.
- Being fair
- Being considerate, even going an extra mile for others.
- Developing self control and forgoing impulsive behaviour.
- Developing positive attitude.
- Being accountable for your decisions and actions.

Activities

Activity 1:

Group Discussion:

What does being responsible mean? Are you happy when you are called responsible and why?

How would you feel if someone promised to help you and didn't? Do you feel let down?

How is helping others a sign of being responsible?

Conclusion from Discussion:

Helping others: Community, Organization, School, Family etc.

- Doing your work yourself
- Keeping your promises
- Accepting the consequences of your actions



Activities

Activity 2:

- Have you ever suffered due to someone else's irresponsible behaviour? Discuss the experience.

How did it change your opinion about that person?

Activity 3:

- Read the prayer and discuss how the given qualities will help you to become a more responsible person.

"God give me courage to do what is right.

Courage to speak, courage to fight

For honesty, goodness, justice and truth;

Courage to choose the good in youth;

Courage to own up, when I'm in the wrong'

Courage to face the day, with a song;

Courage to guard my thoughts and my tongue;

Courage to choose what is right when I'm young."

Activity 4:

- How do you rate yourself on a scale 1 to 10 on responsibility?
- What are the weak areas you need to work upon, list them down. Consciously remember them and strive to remove them from your list. Review after a month/week how you fared and how long it took you to improve an aspect.



Main Idea: Law and order denotes 'the condition of normal functioning by following the rule of action established by authority or the rules of a community or state'. It is important that one develops the right attitude towards authority and law.

Activity 1:

- Divide the students into groups of 5 to 8. Each group is given a scenario to work with:
- They will have to come up with their likely response to the given situation.
- Wherever possible, they could enact the scene, with each character explaining the reason for his /her action.



Scenario-I

Your father is driving down a street that has only recently been changed into 'one way'. You are stopped by a traffic policeman. You see that some others who were stopped are pleading with the police personnel to let them go. You notice a few offering bribes, too. What course of action would you take/want your father to take?

What could be the consequences of paying and accepting bribes?

Scenario-II

Rescue vehicles [fire tenders and ambulances] frequently cannot reach the scene of accident/fire as the roads are blocked by the media/ onlookers. Suggest how this can be avoided.



Activities

Activity 2:

- Often pedestrians refuse to make use of zebra crossings bridges and subways to cross a road. Observe the road conditions at one such point in your locality. Time how long it takes a pedestrian, who is jaywalking, to cross the road? Also, make a note of the dangers that pedestrians face, next time you use the zebra / overhead crossing.

What conclusions can you draw?

Activity 3:

- Search the newspaper/the internet for reports of the

damage caused to public property during riots, rallies or demonstrations.

- Discuss who is to be held responsible for the same.
- Come up with an advertisement /skit depicting such a situation and the proactive role that individuals can play. This might be taken up as a group activity.

Activity 4:

- Hold a class discussion or a debate on the topic "Corruption is the norm and therefore should be accepted." Suggest means to combat corruption.



Main Idea: Conflict resolution involves the methods and processes to find a peaceful resolution to a problem or crisis situation that is acceptable to both sides.

Objectives:

- To understand and explore the reasons behind conflicts.
- To help explore the ways conflicts can be resolved peacefully. To help students explore ways to heal broken relationships.

Activities

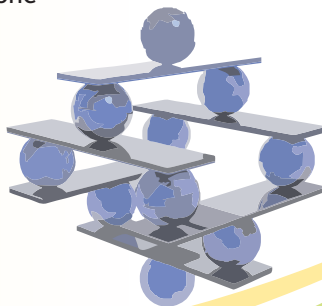
Activity 1:

- The teacher will begin with a discussion by asking students to share incidents where they have a fight or conflict with their friends or a member of their family. Things that should be included in the discussion- reason(s) behind the conflict, the course, outcome, and any other thing that the students would like to share.

Activity 2: My Response to Conflict.

Answer the following questions honestly.

1. I fight or argue when:.....
2. I get upset when:.....
3. Things that make me angry:.....
4. What do I do when I am talking to someone who is angry or upset?
5. What do I do or feel when I am listening to someone who is upset or angry?
6. I think most people fight or argue when they:.....
7. I think the most common reason for people to fight or argue is/are:.....



8. One good thing people get from arguing or fighting is:.....
9. One bad thing about arguing and fighting is:.....
10. People generally respond to conflicts by (list two):.....
11. When you are really angry or upset with someone, the most important thing for you to do is:.....
12. What do you do when you are upset at or bothered by another student?(list three):...
13. How often do you make an effort to resolve a conflict?
14. How do you feel when someone comes and apologises to you after a fight or argument?

Activity 3:

Have a class discussion for 5 minutes on - "Conflict is not synonymous with anger or violence but tolerance."

Activity 4:

- ✿ Analysing Conflicts: Conflicts can have both negative impact as well as positive impact. Brainstorm the table given below. Give at least 6 points for each.

| Reasons that Make Conflicts Negative | Reasons that Make Conflicts Positive |
|--------------------------------------|--------------------------------------|
| ✿ | ✿ |
| ✿ | ✿ |
| ✿ | ✿ |

Activity 5:

- ✿ Time for Resolution: Brainstorm at least 6 practical ways that you can adopt to resolve conflicts.

For example, soon after the conflict, move away from the place or person. Spend some time reflecting. Think carefully about what happened? How did the conflict start? Were all arguments really necessary? How could you have reacted differently?



Main Idea: Team work is a cooperative or coordinated effort on the part of a group of persons acting together as a team or in the interest of the common good. Team work subordinates the need of the individual to the needs of group.

Objectives:

- To sensitise students to the fact that by working together everyone achieves more.
- To understand how to set goals.
- To foster good and responsible behaviour and leadership skills.

Brainstorming

The teacher should discuss the following:

- What are the advantages of team-work?
- How important is goal setting in this context?
- What is your responsibility as a team player?
- Everyone in the team may have a different point of view. Do you agree? If yes, how will you deal with such a difference?

ACTIVITY 1

The teacher lays emphasis on the importance of goal setting and discusses the following points:

- Everyone needs to set goals in life as individuals and as a collective.
- The goals must be realistic and achievable.
- You should not give up your goal if you face obstacles.
- The group should work hard and systematically achieve your goals.
- Having a goal is necessary for success.



Activities



Value Focus: Relevance of goal setting in team work.

The teacher sets the tasks for her students by asking them to prepare a newsletter for the school covering the activities of the entire school for four weeks.

She assigns topics for the newsletter and creates groups. The topics can focus on school activities, assembly, intrahouse competitions, games and matches.

After collecting material the group reassemble and together prepare the newsletter. Through this activity they learn the associated values: responsibility, creativity, team bonding, respect for others, discipline, value of time as well as importance of goal setting.

ACTIVITY-2

- Characteristics of Effective Teams: Brainstorm at least 8 characteristics that make teamwork effective.
- For example, the team must have a clear goal.
- Sharing tasks organisation and planning.

ACTIVITY- 3

Value: Respecting differences.

The teacher is to give each member of the class a sheet of paper and instruct them to fold the paper in

half and further fold it in half again to form a triangle. Tell the students to rip-off the lower right corner and unfold the paper. The papers will look different.

Class discussion to be then held on the following:

- How does this illustrate that we are different and alike?
- Our perceptions and understanding of the same instructions might be different.

Through this activity the teacher explains how differences exist among people and how important it is for each member of the team to understand and respect differences and perceptions as well as clarity of objectives.

ACTIVITY- 4

Value Focus: Teamwork.

Associated values learnt: creativity, character building, respect for others, celebrating diversity, and overcoming shyness.

The teacher will ask the students to research Mahatma Gandhi's life and prepare a short play on those stages of his life where he expresses his views on untouchability or communal harmony.

The students have to present their play before an assembly.

Main Idea: Honesty is defined as the quality or fact of being truthful, upright and fair. Integrity is regarded as the ability to follow/adhere to a strict moral and ethical conduct.

Activity 1:

- ✿ Research newspapers: Create a scrap book where you paste the incidents of honest deeds of the common man, for example: autorickshaw driver returning lakhs of rupees to its owner, a person who had lift them in the seat while going off in a hurry, policemen declining bribe etc.

Activity 2:

- ✿ A student gets his exam answer sheets and discovers that there was a totalling error and the teacher has given more marks. He gets his marks rectified but he becomes the butt of jokes for his classmates.

How will you react in a similar situation? Do you think he was wrong? If not, how will you influence you classmate to think otherwise?



Activities

Activity 3:

- You are in a supermarket with your friends and find your friend shoplifting.
 - a. What will be your reaction?
 - b. Will you allow peer pressure to restrain you from calling authorities?
 - c. Create a similar classroom drama and ask each child to write his/her reaction. Collect and analyse the result. What did you find?

How can the situation be redeemed? Have a Fishbowl discussion for the same. What are the results after discussion?

Activity 4:

- A small skit with 4-5 characters wherein you have to come out with instances which highlight the impact of honesty and integrity.

For example:

You know that your parents will be disappointed to see your low grades in the exam. To avoid disclosure, you change the real marks. Neither your teacher nor your parents get to know of the same. Will you confess

or keep this misdeed to yourself? Brainstorm and find similar situations and problems and discuss ways to deal with it in an honest and open manner.

Activity 5:

- Divide the class into 4-5 groups. Each group will go to different classes and to the teachers to gather their views on honesty and integrity.
- Collect the results of each group and have a discussion. Create an awareness campaign, extolling the virtues of honesty and integrity.

Food for thought:

Watch your thoughts, they become words.

Watch your words, they become actions.

Watch your actions, they become character.

Watch your character, they become your destiny.

Main Idea : Values like courtesy and politeness make us better human beings. Courtesy will leave imprints on the minds and hearts of people we meet during our journey of life. They enhance the degrees and qualifications we acquire from academic learning.



Activities

Activity 1:

- Suppose you are alone in the house and a guest arrives unexpectedly. Meanwhile your friends are calling you to play outside with them but know that you are also expected to spend one hour with your guest till your parents arrive. What will be your behaviour in that situation? Discuss with friends what they will do in such a situation. What do you think would be appropriate conduct and why?

Activity 2:

- It is a special Diwali as your father got promoted to a higher post. You are celebrating Diwali with friends and relatives and burning crackers. This is causing smoke and noise pollution. Your neighbour's grandma suffers from asthma which is further aggravated by smoke. The neighbour approaches you with the request to stop burning crackers. What will be your reaction? Put yourself in your neighbour's shoes and enact a similar scene with your friends.

Activity 3:

- Your parents are away and you being the elder among your siblings are responsible for the house and family.

Your younger brother came late from his game of tennis and you scolded him without listening to his explanation. Later on you find that he had saved someone in a roadside accident while coming back home. What will be your reaction? What will you do in a similar situation? Discuss similar situation with your peers and note their reactions.

Activity 4:

- Give two examples of polite persons from your personal life and give details about the incidents or events justifying it. How do these qualities make people appreciate and value them more? Make a poster of basic courtesies you expect from others and put it on your class wall.

At the end of the month prepare a checklist where you have actually practiced these basic courtesies. Has there been a change in your outlook?



Celebrating differences:**Thinking points:**

- What would it be like if all the students in the school were similar in appearance and behaviour?
- Are you able to get along with different kinds of people?
- How can one show tolerance towards others?



Activities

Activity 1:

- Visit friends of different religions and celebrate festivals with them.
- Write 2 things that can make the world a more tolerant place.

Make a list of incidents where you have seen people treating others unkindly.

Activity 2:

- Tolerance in day-to-day life:
Intolerance lies at the root of most conflicts in the world today, be it at a local or a global level.

Discuss:

- Religious intolerance
- Racial discrimination
- Rich-poor divide
- Any other



What was the conclusion from your discussion? Divide into groups and use any of the following methods for the same:

1. Street Plays
2. Poster campaign

Activity 3:

- Celebrate all festivals in your class by:
 - a. Decorating your class according to the festival.
 - b. Bringing food prepared to signify a particular festival.
 - c. Bringing food of the regional / local flavour.
 - d. Discussing the spirit behind each festival.

Uniting through drama



Reflection: Tick tock! The clock never stops!

Main Idea : The impact we have on the environment today is making a big difference on the world for future generations. It is our responsibility to care for our planet and ensure its well-being.

Objectives:

To sensitise children about their environment and motivate them to care for the same.

Explicit Values Focus:

- ✿ Sensitivity to environment
- ✿ Responsibility
- ✿ Accountability

Activities

ACTIVITY - 1

The teacher will divide the class into 4 groups. Students begin a fishbowl discussion on environmental concerns. The discussion should centre on issues such as consideration and regard for other living species on the planet and responsibility while using the natural resources.

- a. Global warming: The air has warmed dramatically over the past 30 years, according to a new study of archived data collected by weather balloons. This has resulted in Green House Effect. Many species of flora and fauna have perished.
- b. Rivers, forests, estuaries, endangered species and national parks, which are our natural heritage, are being polluted by mining and factory wastes.
- c. Need to change the outlook of human beings towards environment and develop a relation of partnership rather than dominance.

Allow 10 minutes of discussion and 10 minutes for the feedback.

Focus questions for research may include:

- ✿ What steps have been taken by the government to conserve the natural resources?
- ✿ What technologies can be used to stop water pollution?
- ✿ Do we have any right to destroy forests and habitats of other species?
- ✿ What responsibilities do we have towards environment?

After gathering information, the students get back into their original groups and discuss the information they obtained from the different sources about the focus questions and how the awareness of environment concerns could be implemented in the school.



ACTIVITY - 2

Discuss: The teacher will discuss with the students that educating for a sustainable future is not so much about long term final objective as it is about the process of learning to make decisions that consider the long term economy, ecology and equity of all communities.

The teacher will then divide the class into groups of five and discuss pollution and the harmful effects of them.

- Each group studies one type of pollution - air, water, noise or land.
- Each group finds out causes, effects and solution.

The groups make presentation on the findings.

- Each group also prepares a banner or placard on the prevention of noise pollution. The placards can be displayed at traffic signals near the school, residential colonies and hospitals.

ACTIVITY - 3

Value Focus: Responsibility towards environment.

Reflection: The teacher will ask the students to discuss manmade threats

to our natural environment and how man's apathy towards environment will lead to catastrophe. The teacher will emphasise how each individual can contribute to protecting the environment. Thereafter, the class will be divided into two groups after explaining the role of reducing and recycling in protecting the environment.

Group-I: Old newspapers and waste paper can be used in paper machine to create various utility items like clip trays, pen holders, paper lanterns, lamp shades etc.

Old clothes, toys, books, bags and other waste objects at home can be used for crafting utility item like magazine holders, files and folders, aprons, laundry bags, pouches and purses, shopping bags etc.

An exhibition-cum-sale of the above mentioned articles can be organized and the earnings can be donated to some NGO associated with the environmental concern. This will further help a social cause.

Group-II: Make paper/cloth bags and distribute in your locality and discourage them from using polythene bags. Also, spread this awareness among vendors in your locality. Create slogans to propagate the same.

