

BE GOOD SEE GOOD DO GOOD

STUDENTS' WORKBOOK GRADE SEVEN



All Rights Reserved.

Any unauthorised reprint or use of this material is prohibited.

No part of this book may be reproduced or transmitted in any form without written consent from the Trust and the University.

Copyright © Prashanthi Balamandira Trust and Sri Sathya Sai University for Human Excellence.

North Extension,
Chikkaballapura Taluk & District,
Pin Code – 562101

And

Sri Sathya Sai University for Human Excellence,
Navanihala, Kamalapura Taluk,
Kalaburagi District,
PIN Code – 585313,
Karnataka State, India.

Dedication

We dedicate this book,

To, **Sri Sathya Sai Baba**, a humanitarian and philanthropist, and revered globally for propagating **the five human values of Truth, Righteous Conduct, Peace, Love, and Non-violence**, and whose life and message are our constant source of inspiration and guidance to lead a values-based life.

To, **Sadguru Sri Madhusudan Sai**, a disciple of Baba, who has taken it upon himself to walk in his *guru's* footsteps of service and spirituality, by establishing service initiatives across 33 countries in the verticals of nutrition, education and healthcare. To him, we owe the **five global values of Patriotism, Spirit of Oneness, Spirit of Service, Environmental Responsibility, and Awareness (body, mind and heart)**.

To, all the **Students**, who will benefit and embody these values,

To, all the **Teachers**, who will inspire, shape and mould the lives of young impressionable minds,

To, all the **Parents/Family members/Guardians**, who understand that they are the first teachers of every child, and who will mindfully nurture them,

...our deep love, respect, and immense gratitude.

Sri Sathya Sai Loka Seva Gurukulam Group of Institutions
Sri Sathya Sai University for Human Excellence

Why This Book?

'Be Good, See Good, Do Good', has been written to equip children with a proper understanding of human values so that they can integrate it into their lives easily. Through stories that bring to light the importance of values such as love, honesty, discipline, caring, the spirit of oneness, patriotism, etc. and through tailor-made activities that enable the right understanding and absorption, this book presents itself as a fun and interactive way to remind every child about goodness.

UNIQUE FEATURES

Values cannot be taught. They can only be caught. This forms the sum and substance of our approach to values-based education. The book has 14 chapters, each centered on a human value that the student can understand and relate to. We hope that, through the discovery and learning exercises, children will develop a support system of human values that they can fall back on to navigate life.

SILENT SITTING

All the classes will begin with a one-minute silent sitting. Doing this will help the children relax, clear the mind from the previous class or activity, and absorb the need to spread goodness in a conducive environment.

STORIES AND ACTIVITIES

All the chapters are embellished with stories, illustrations and activities that will give children many opportunities to learn and apply their understanding of values too. Diverse activities across chapters which involve group work, colouring and other creative activities will also help keep their interest alive.

ENGAGE WITH FAMILY

Every chapter ends with a 'Engage with Family' activity that requires the children to work with their parents or family members or guardians. Active involvement of parents or family members or guardians in their children's value education curriculum is an effective way to make the learnings create a positive impression in the young minds. Working with parents or family members or guardians also ensures and reiterates a proper understanding of human values in children.

TEACHER ASSESSMENT AND PARENT ASSESSMENT FORMS

The book also has a teacher-assessment and parent-assessment form, which has been designed to help children in their learning process from the book.

TEACHERS' HANDBOOK

This is a Teachers' Handbook that has detailed instructions and ideas a teacher can lean on to make the class interactive and effective. It also has the assessment grid that will help teachers assess the understanding and application of human values by students.

Dear parents and family members

This book has been designed to help your child understand and practise the ten values in everyday life. Through the tailor-made chapters and activities, your child will be made aware of the importance of following the **values of Truth, Righteous Conduct, Peace, Love and Non-violence, Patriotism, Spirit of Oneness, Spirit of Service, Environmental Responsibility, and Awareness (body, mind, and heart).**

At the Sri Sathya Sai Loka Seva Gurukulam Group of Institutions and at its higher education wing, the Sri Sathya Sai University for Human Excellence, we call the process of education as '*educare*', which aims at an all-round development of the child.

These series of books, which have been carefully curated keeping in mind the comprehensive abilities for all grades, is an effort to consciously integrate the human values into day-to-day life to build a better society. The teaching methods of this course rest on the tripod of teachers, students, and parents/family members/guardians so that moral education is seamless from school to home to the larger society. The activities associated with each lesson are designed to involve all the three - teachers, students, and parents/family members/guardians.

May we urge you to take an active interest in your child's understanding and help them always practise these human values mindfully. Each one of us serves as a role model to a child, and they learn more from what we do than from what we tell them to do.

Each chapter in the workbook ends with a '**Fun with Family**' activity that requires your participation and guidance. This is also a simple way for you to know what your child is being taught at school, as you work and bond with them.

We wish you a good time working and learning with your child. Happy parenting!

Our Gratitude

Writing a book on values for children was a pleasant albeit arduous task. It also requires keeping at the core how children think, feel, and act.

We would like to thank,

Ms Sudha Kudva, a practising child counsellor and certified Play Therapist and accredited Clinical Supervisor for Play and Creative Art Therapies (Play Therapy International) from Malaysia, for giving us the much-needed peek into a child's mind and universe. While writing this book, we have leaned heavily on her expertise in working with children.

We would also like to acknowledge the help of all those involved in this project, the authors and reviewers who took part in this noble task which will help many generations of students, teachers and parents/family members/guardians.

Word to Word Consulting, a content studio who edited and assisted with the proofreading of this book.

Bookworks.in, the illustrations team for the apt and attractive illustrations.

Advertflair Studio Pvt Ltd, our designer, for making the book a visual treat for the eyes.

Lastly, our deep love and gratitude to Sadguru Sri Madhusudan Sai, the Founder of the Prashanthi Balamandira Trust and the Sri Sathya Sai University for Human Excellence for his grand vision of creating these series of books, and his direction, provided at every step.

Table of Contents

1	TRUTH: Androcles and the Lion	7
2	LOVE: The Burnt Roti	16
3	RIGHTEOUS CONDUCT: A Good Sport	25
4	RIGHTEOUS CONDUCT: All About Time	36
5	AWARENESS: Understanding People	46
6	PEACE: The Secret Of Happiness	57
7	TRUTH: The Most Precious Jewel	66
8	AWARENESS: Communicating Beyond Words	75
9	SPIRIT OF SERVICE: Zohar's Selfless Act	88
10	NON-VIOLENCE: A Lesson, With Love	96
11	AWARENESS: The Emotional Hosepipe	107
12	SPIRIT OF ONENESS: Different Schools of God	118
13	PATRIOTISM: A True Bharatiya	130
14	ENVIRONMENTAL RESPONSIBILITY: Planet Bhuvan	139

1

Androcles and the Lion

What you sow, so you reap

Let's Begin

What happens when you throw a ball at the wall? Does it come back?

Try throwing the ball with different levels of force. Is there any difference in the force with which the ball bounces back each time?

Fill in the blank.

The ball I throw bounces back with the force with which I throw it.

Let us now compare the bouncing of the ball with our actions in our lives. The fruit we get depends on our actions. We can understand this a little better through the story of Androcles.

There was once a Roman slave named Androcles who worked for a very cruel master. One day, he escaped from his master and fled to the forest, but he was pursued by his master's soldiers.

Androcles entered a cave to hide from the soldiers. Suddenly, he heard the roar of a lion coming from the back of the cave, and Androcles thought he would soon be dead. If he ran out, he would be caught by the soldiers, and if he stayed in the cave, the lion would kill him. Androcles decided it was better to be killed by the lion. He crouched and waited for sharp teeth and claws to sink into him. But nothing happened.

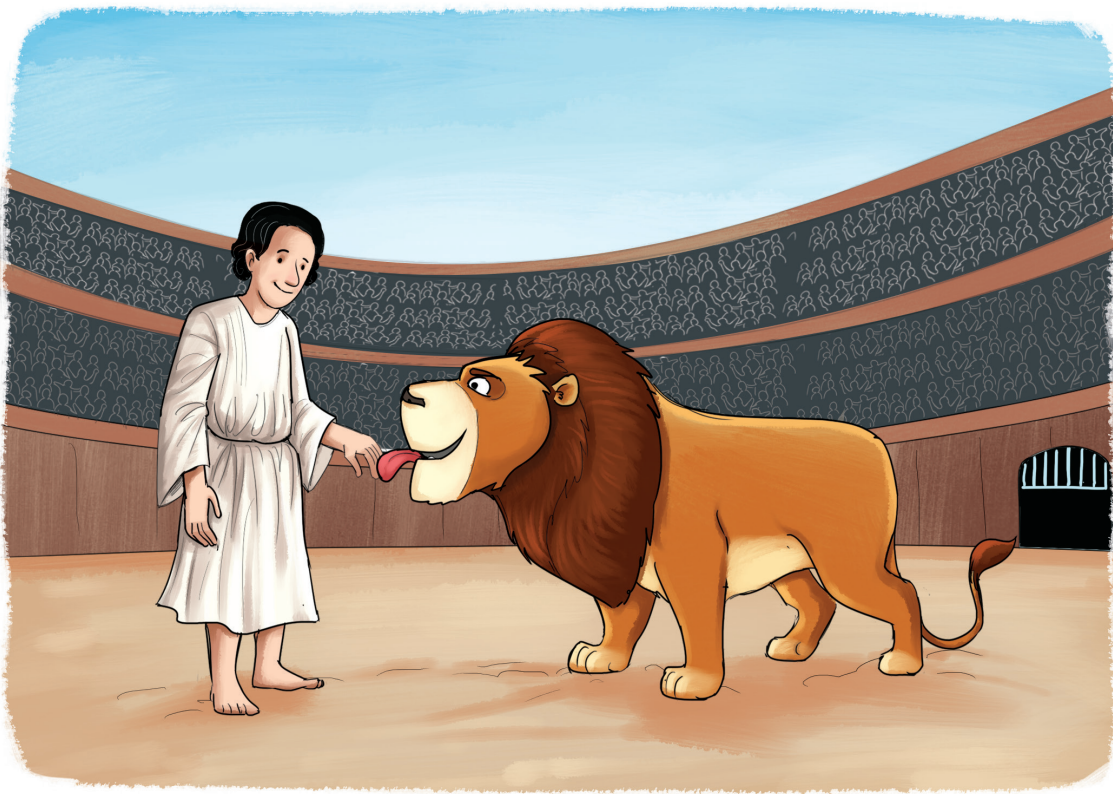
The roaring of the lion continued. Then Androcles realised that it was the sound of an animal in pain. He slowly went deeper into the cave towards the sound. He saw a lion lying in the far corner of the cave. One of its paws was swollen and bleeding. Androcles was relieved that the lion could not harm him. But seeing the animal groaning in pain, Androcles' heart melted. He went close and inspected the paw. There was a huge thorn that was causing all the pain.



Androcles removed the thorn and bandaged the paw. He looked after the lion for a few days. He dressed the wound every day and also brought food for the lion. The grateful lion became

friendly with Androcles. When the lion's paw was healed, it left the cave. Androcles continued to stay in the cave, free from slavery.

But one day, Androcles was captured and taken back to his master. According to the law of the land, Androcles had to be punished—he would be thrown to hungry lions. On the day of the punishment, Androcles was taken to a huge stadium filled with people. The emperor too came to watch the punishment.



Androcles was left alone in the centre of the stadium and a lion was released. He trembled in fear as the lion came close to him. But fear turned to surprise when the lion licked his hands in affection. Androcles looked closely at the lion and realised it was the same animal that he had helped.

The emperor and the people were shocked at what they saw. The emperor summoned Androcles and questioned him about

the extraordinary behaviour of the lion. Androcles told him the whole story. The astounded emperor pardoned Androcles and set him free from slavery. The lion was sent back to the forest from where it had come.

WORD WALL

pursued: chased

crouched: bent the knees and lowered oneself to the ground

summoned: ordered someone to be present

astounded: surprised, amazed

Think and Answer

1) Who was Androcles?

.....

2) How did Androcles help the lion?

.....

.....

3) How did the lion show his gratitude to Androcles?

.....

.....

4) Can you relate the story to the ball activity we did at the beginning of the class?

.....

.....

The Seed and the Tree, the Action and the Result

A man wanted a mango tree in his garden. But he did not have mangoes at home to plant the seed. He had only apples. So, he cut an apple, took a seed, planted it in his garden, and prayed that a mango tree should grow from the apple seed. What do you think happened? Would a mango tree come out of the ground or an apple tree?

Similarly, every action that we do in life is like a seed we plant in the ground. The kind of result we get depends on the kind of seed we plant. Good actions give rise to good results. Bad actions give rise to bad results. We can see some results quickly, like a seed that sprouts immediately. But there are some seeds that lie dormant (inactive) for many years and germinate only when the conditions are right. In the same way, we may not see the results of some actions immediately. But we will get the results, sooner or later. That is because we reap what we sow. The good action that Androcles did, by helping the lion, gave him a good result, not immediately, but much later.

What kind of seeds would you like to plant? What kind of actions would you choose to do? Good actions? Or bad actions?

Activity A: The Wolf Story

Do this activity in pairs. Read this story and answer the questions that follow.

There was once a boy who looked after the sheep of the landlord. He would take them to the hill near the fields where the villagers worked and let them graze the grass there.





Once he felt bored while he was tending to the sheep. He decided to play a trick on the villagers. He pretended that a wolf was attacking the sheep and shouted, "Wolf, wolf!" at the top of his voice. Hearing this, the villagers left their jobs and came running to drive away the wolf. Seeing them, the boy laughed loudly and told them that he had played a trick on them. The angry villagers scolded him and went back to their work.

A couple of days later, the boy played the same trick and shouted, "Wolf, wolf!" Once again, the villagers came running to help him and they were laughed at by the boy. The villagers were really angry with him and went back after scolding him.

A few days later, a wolf really came and attacked the sheep. The boy shouted at the top of his voice, "Wolf, wolf!" The villagers heard his voice but decided that he was playing a trick and did not go to help him. The boy shouted again and again for help but nobody came to help him. The wolf killed many sheep and went into the hills.

- Adapted from Aesop's fables

Discuss the following with your partner.

1. What was the action in the story? What was the result?

.....

.....

.....



2. How is this story different from the previous story of Androcles and the Lion?

.....

.....

.....

Activity B: Good or Bad?



Discuss with your teacher what will be the result of the following actions. Are they good or bad?

1. You do not study what is taught every day. You study just before the exam.
2. You are taking part in the running competition at your school sports meet. A month before the meet, you get up a little early in the morning every day to practise running.
3. Shalu always speaks rudely to friends who do not agree to what she says.
4. Chinki has the habit of taking things that belong to others, without asking them. His teacher has asked him to stop the habit, but Chinki does not feel like stopping it.
5. Shiny greets everyone she meets with a smile and a polite word.

Activity C: Wise Sayings



Have you heard the following sayings? Discuss with your teacher what they mean.

1. The law of harvest is to reap more than you sow.

Sow an act, and you reap a habit.

Sow a habit and you reap a character.

Sow a character and you reap a destiny.

2. What goes around, comes around.

3. Goodness begets goodness.

Let's Remember

Let us, at all times, do good things, for they will always give us good results, no matter how much time it takes. Let us also avoid doing bad things, for they too give us bad results, sooner or later.

My Space

The thing I liked the most about the lesson:

.....
.....

I learnt that

.....
.....



Ask your parents/family members/guardians to share their experiences of how the good actions they did helped them later in life. You can share these experiences with your class.

2

The Burnt Roti

***Patience is empathising with another
and behaving accordingly***

Let's Begin

Has your mother ever served you food that has too much salt, or is too burnt, or too hard to chew?

Did you get irritated or angry at that time?

What did you tell her?

It is very difficult to eat food that is not cooked properly or tasty, is it not? We would keep it aside rather than eat it, right?

Let us now read what the father in the story below did when he was served burnt food.

The following story is an incident narrated by Sri A P J Abdul Kalam, former president of India.

Dr A P J Abdul Kalam was born into a very humble family in Rameshwaram, Tamil Nadu. His father was a boat owner and the imam of a local mosque. His mother was a homemaker.



She worked hard all day, cleaning, cooking and taking care of the house. One night, when she had made dinner after a long hard day's work, his mother placed a plate of food in front of his father. It had *subji* and *roti* that was extremely burnt. Young Abdul noticed the burnt *roti* and waited for his father to show his mother burnt *rotis*. But his father ate the *roti* without comment, and instead asked Abdul how his day at school was.

Later, Abdul heard his mother saying sorry to his father for serving him the burnt *roti*. He was surprised when he heard his father say that he loved burnt *rotis*. Before sleeping, Abdul went to kiss his father good night. Then he asked his father if he really liked burnt *rotis*. Abdul's father hugged Abdul. Then he said that Abdul's mother had worked so hard the whole day that she was really tired. So, he had said that to comfort her. Then he told young Abdul something the little boy never forgot. He said, "A burnt *roti* never hurts anyone, but harsh words do."



WORD WALL

subji: cooked vegetable

Think and Answer

I) Answer in a sentence or two.

1. What did Abdul's mother serve his father for dinner one night?

.....

.....

2. What did Abdul's father do when he saw the burnt *rotis*?

.....

.....

3. Why did Abdul's father tell his mother that he loved burnt *rotis*?

.....
.....

4. What important lesson did Abdul's father tell him?

.....
.....

II) What good qualities did Abdul's father show through this incident? Circle the options you think are right.

Kind	impatient	considerate	cruel
harsh	understanding	patient	

Abdul's father exhibited many good qualities. The most important among them is patience. What is patience?

You have already learnt in a lower class that patience is to 'wait a while, and wait with a smile'. Another way we can show patience is to react calmly to a situation or person after understanding it, or them, completely. Abdul's father showed patience in spite of getting food that was difficult to eat because he understood how hard she had worked and how tired she must have been.

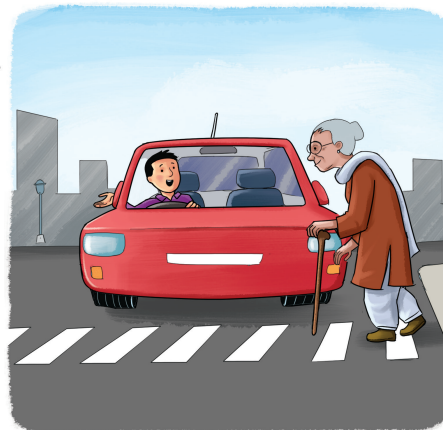
Many times, we get impatient with our parents for not listening to us, or not doing things the way we want. At such times, it is important to observe them and notice their life and behaviour. Are they tired? Are they busy with work? Do they have too many things on their minds? You can ask them if something is troubling them. And if they do have problems, then you can be patient by telling them your problems at a time when they are free.

Let us see what are some of the other ways we can show patience.

Activity A:

Who is patient?

Look at the pictures and discuss with your teacher how one can be patient in each of the situations. Have you ever done any of these things?



Activity B:

How do I feel?



Circle what you would feel in each of the situations given below.

1. You want to ask your mother permission to go play with your friends, but she has been talking on the phone for a long time. How do you feel?

Calm

Annoyed

3. Your grandmother is telling you about her childhood. Your friends call you to play at that time, and you want to go. But your grandmother is still continuing the story. How do you feel?

Calm

Annoyed

3. The class period is over, and it is break time. But your teacher wants to finish explaining the lesson before leaving. How do you feel?

Calm

Annoyed

4. It is games time in school. Your sports teacher has made teams to play. Your team has the weakest players, and you are sure you will lose. How do you feel?

Calm

Annoyed



5. Your baby brother or sister broke one of your favourite toys while playing with it. How do you feel?

Calm

Annoyed

5. Your teacher has asked you to help a new student who does not know English, with English class work. This means you will miss playing with your friends in break time. How do you feel?

Calm

Annoyed

6. What did you feel more often in the above situations?
Calm? Or annoyed?

It is normal to feel impatient at the situations above, when we think only of our comfort. But when we think of the other person or people and try to understand their side of the picture, then it helps us behave more patiently and kindly with them.

Activity C:

How can I be patient?

Look at the situations in Activity B once again. For each of them, put yourself in the shoes of the other person, and try to understand them. Discuss with your teacher how one can behave patiently and also why one should behave patiently in each of the situations.



Being patient is one of the ways we show love and concern for the people in our lives. A patient person spreads comfort and happiness wherever they go. So let us start being more patient and understanding of the people and situations we come across.

Let's Remember

Patience is behaving empathetically towards another person after understanding their problems and limitations.

My Space

The thing I liked the most about the lesson:

.....
.....

I learnt that

.....
.....



Discuss with your parents/family members/guardians how they would behave in a patient manner in the following situations.

- 1) You have hurt your tongue and so cannot eat food fast. What would your mother say?*
- 2) Your father is in a hurry to go to the office, and is waiting for your mother to make a cup of tea for him. What would your father do?*
- 3) Your father is teaching you mathematics and you are finding it difficult to understand a concept. How would your father react?*
- 4) It is time to sleep. But there is a lot of noise coming from the neighbour's house. How would your parents react?*
- 5) Your father promised to take your mother shopping. Your mother is ready, but your father has not yet come back from office. He is late by more than an hour. How would your mother react?*

3

A Good Sport

Playing with the spirit of sportsmanship makes sports more enjoyable for all

Let's Begin

Do you love to play sports?

Which is your favourite sport/game?

What do you like most about playing your favourite sport or game?

Given below are a few common things that happen while playing a sport or game. Number in the order of what you like the most to the second-most, and so on. Give the number 1 to what you like the most, and then follow with 2,3 etc.

- using your talent and skill well ☐
- Playing with your teammates (if a team sport) ☐
- Winning ☐
- Defeating the other person or team ☐
- Playing by the rules ☐
- Losing ☐

Which do you think is more important? Being good at a sport? Or being a good sport?

Let us read the following real-life incident to find out.

It was the finals of the cross country race in Navarre, Spain in the year 2012 . Kenyan runner Abel Mutai, the leader, was only 10 metres from the finish line and to win a gold medal. But he got confused with the signs and stopped, thinking he had finished the race. Iván Fernández, a Spanish athlete who was right behind Mutai, realised what had happened. He shouted to the Kenyan to keep running. But Mutai did not understand what Iván said as he did not know Spanish.

Iván realised Mutai could not understand him. He reached where Mutai was, and pushed him to victory.



A reporter asked Iván, "Why did you do this?" Iván replied, "My dream is that one day we can have some sort of community life where we push ourselves and also others to win."

The reporter insisted "But why did you let the Kenyan win?" Ivan replied, "I didn't let him win; he was going to win. The race was his."

The reporter asked again, "But you could have won!" Ivan looked at him and replied: "But what would be the merit of my victory? What would be the honour of this medal? What would my mother think of it?"

If Iván had overtaken Mutai and taken the gold medal, the young winner of a common cross-country event would have been soon forgotten. But Iván's act of integrity and sportsmanship has made him not only world famous, but also warmed the hearts of millions with the reassurance that there is still sportsmanship existing in competitive sports. Truly, Iván Fernández Anaya is a good sport.

Think and Answer

- 1) Why did Abel Mutai stop running 10 metres before the finish line of the cross- country race in Navarre?

.....

.....

- 2) What did the runner behind Mutai, Iván Fernández Anaya, do?

.....

.....

- 3) What qualities make Iván Fernández Anaya a good sport?

.....

.....

4) What would you have done if you were in Iván Fernández Anaya's place?

.....

.....

Would you like to play a game or sport with someone who gets angry or shouts at teammates every time a mistake happens, or goes into a tantrum at losing a game? Is it fun to play with someone who does not follow the rules or cheats? Definitely, no, isn't it?

We all enjoy playing games and sports. And it is fun when everyone plays in a way that is comfortable and enjoyable for everyone. Such behaviour that raises the spirit and heart of all those who play a game or a sport is called the spirit of sportsmanship.

Activity A:

How to be a good sport

There are so many different qualities that define good sportsmanship. Given below are some qualities that are displayed during sports. Form pairs. Discuss with your partner and tick the qualities that show true sportsmanship and cross the qualities that show poor sportsmanship. Share your answers with your teacher.



1. Not making excuses for your failure, if you lose. ☐

2. "Win at any cost" attitude, even if it means cheating.
☐

3. Even if you win, you do not put down the losers or the losing team. ☐

4. Learning from mistakes and getting back into the game. ☐

5. Always doing your best. ☐

6. If someone else makes a mistake, remain encouraging and avoid criticising. ☐

7. Crying and shouting if you have lost a match. ☐

8. Showing respect for yourself, your team, and the officials of the game. ☐

9. Never trying to win by cheating. ☐

10. Following the rules of the game. ☐



11. Making fun of opponents. ☐

12. Respecting the judgement of referees and officials. ☐

13. Fighting with members of the other team over a point lost. ☐

14. Treating opponents with respect. ☐

15. Blaming team members if you have lost a match. ☐

16. Be willing to sit out so others can play. ☐

17. Cheer for your teammates no matter what. ☐

18. Show off your talent and skill to others. ☐

Are there any other actions that show good sportsmanship? Share them with your class.

.....

.....

.....



Players with the Right Spirit

Activity B: Your favourite sportsperson



Who is your favourite sportsperson?

.....

Why is he/she your favourite sportsperson?

.....



Let's read about a gentleman in the popular sport of cricket, who has won the hearts of all Indians with his game as well as his super-cool attitude.

The Story of Captain Cool

Cricket is a beautiful game with a rich tradition. When it comes to good sportsmanship in Indian cricket, it is Mahendra Singh Dhoni who comes to mind. The one thing that separated Dhoni from all other captains was his ability to remain composed even in times of pressure; hence his nickname - 'Captain Cool'.

Captain M S Dhoni always played the game in the right spirit. During his captaincy tenure, India won the ICC World T20 in 2007, ICC World Cup in 2011, and ICC Champions Trophy in 2013. In addition to these accomplishments, he also made sure his team displayed the highest standards of sportsmanship.

In a test match between India and England in 2011, England batsman Ian Bell was dismissed in a controversial run-out. But during the break, England captain Andrew Strauss and coach Andy Flower requested Dhoni to withdraw the appeal that had led to Bell wrongly being declared out. Dhoni withdrew his team's appeal and Bell came back to bat. Dhoni was appreciated for showing the spirit of sportsmanship that placed integrity above winning the game. That year's ICC Spirit of Cricket award was given to M S Dhoni.

M S Dhoni never hesitated to help a fellow sportsman in need, be it a teammate or an opponent. In the 2015-16 series against South Africa, South African batsman Faf Du Plessis fell down after scoring a century with a sixer. Seeing the batsman in pain, Dhoni immediately helped Faf Du Plessis stretch his legs instead of waiting for the South African physiotherapist or Du Plessis's teammates to reach the pitch, as is the norm.

Dhoni displayed remarkable control over his emotions and impulses and was therefore able to respond to any situation in a very pleasant manner. A humble and modest person, he did not get emotional in victory or in defeat. He knew how to handle success or failure well.

While M S Dhoni always took the responsibility of loss on himself, he never took the credit for his team's victory on himself. Be it in the interviews, post-match presentations or press conferences, he never boasted about himself. Rather, he talked about the team's efforts. This showed a captain's confidence in his team members, which made the team feel secure and inspired them to perform well. Thus, M S Dhoni showed true team spirit.

M S Dhoni will always be remembered not only as a great cricketer, but as a sportsperson with impeccable sportsmanship.

Think and Answer

1) What are the qualities of good sportsmanship you can learn from M S Dhoni?

.....

.....

.....

.....

.....

2) M S Dhoni best liked and respected for his skill at playing cricket or for his qualities of sportsmanship? What is your opinion?

.....

.....

.....

Activity C: Sports Greeting Cards



Make a sports greeting card with any one of the following themes

- An 'All the best' card for sportsperson/team
- A congratulations card for a sportsperson/team
- A card to encourage a sportsperson or sports team that has lost a match/tournament
- A card that reminds a sportsperson/team about sportsmanship

Activity D: The Best Sport of the Class



Your class has to select a classmate with the best sportsmanship spirit. Your teacher will give you a chit of paper. Think carefully and write the name of the classmate you feel is the best sport. Do not show the chit to any other classmate. Fold the chit and give it to your teacher. Your teacher will take names from all your classmates. He or she will then announce the name or names of the best sport.

Remember to be a good sport and clap for your classmate or classmates!

Everyone wants to be a winner all the time in sports. However, if it does not teach us how to accept defeat then we are the biggest loser. So let us learn to win with humility and accept defeat with grace. But most importantly, if we play the sport as it is meant to be played, then it should not matter whether we win or lose. What matters is that we know, in our hearts, that we have done our best.

Let's Remember

It is more important to be a good sport than to be good at a sport. We cannot always win in sports, but playing with the spirit of sportsmanship can make sports enjoyable for us and others.

My Space

The thing I liked the most about the lesson:

.....
.....

I learnt that

.....
.....

Engage with Family



Ask your parents/siblings/family members/guardians who their favourite sportsperson is and why. Also ask them what qualities of a good sport does that sportsperson exhibit. Note down their answers below.

*My father's favourite sportsperson is
because he/she displays the qualities of*

*My favourite sportsperson is because
he/she displays the qualities of*

*My favourite sportsperson is because
he/she displays the qualities of*

4

All About Time

We can accomplish a lot when we manage our time properly

Let's Begin

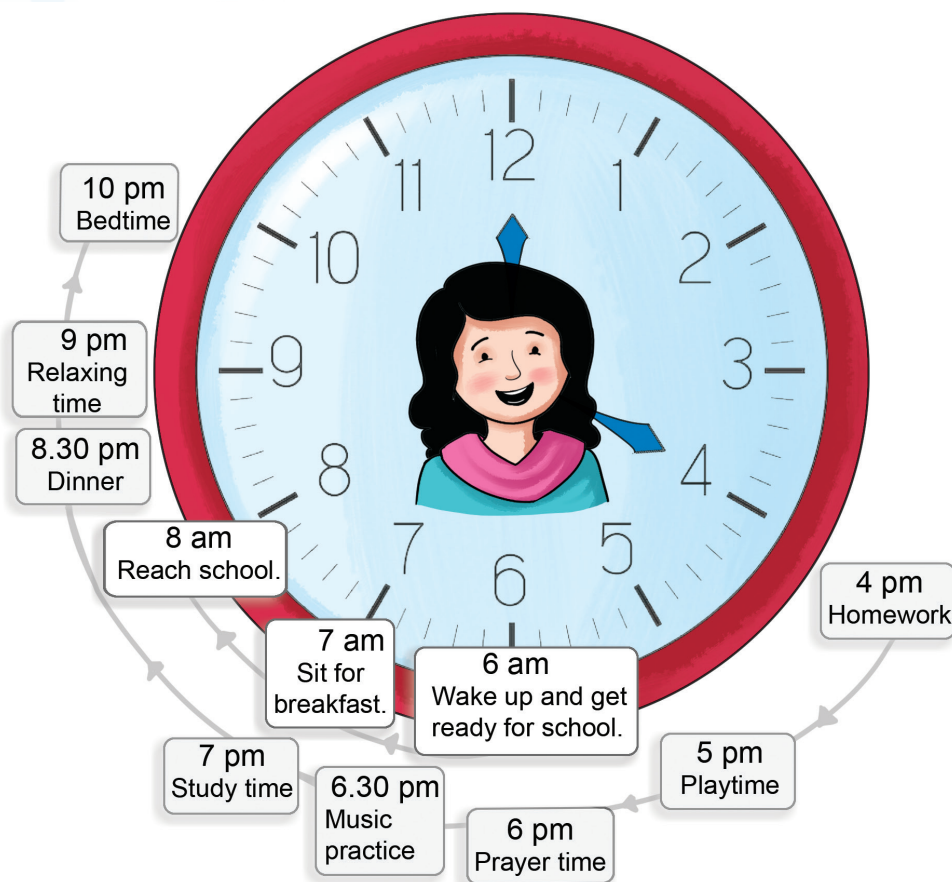
Write the amount of time you spend everyday on each activity next to the activities mentioned below.

- Screen time (TV/mobile) -
- Study time -
- Play time -
- Dinner time -
- Sleep time -

Do you find time to finish all your work? or do you always feel there is not enough time?

Why do some people manage to do so many things in a day while others find it difficult to find time to do even a little? Let us read the following story to find out!

Geeta and Asha were very good friends. They had similar hobbies and interests. But they were very different from each other in how they spent their time. Asha found time to do her studies and hobbies, whereas Geetha never found the time.



This was because Asha planned beforehand how to spend her time in a day and she would stick to her plan.

Geeta, on the other hand, never planned her day. She would not keep track of her time. She would lose herself in playing or watching television. This would lead to her wasting her time. She was never able to complete all her work and so would keep postponing it.

Geeta and Asha attended music class together. Geeta had a very sweet voice and was a talented singer. Asha could not sing as well as Geeta because of her hoarse voice.

Once, their colony organised a singing competition for children. Asha and Geeta gave their names for the competition. Asha carefully planned her day and spent more time practising for the competition. She encouraged Geeta also to practise. But Geeta was overconfident. She did not feel the need for extra practice. So, she spent her time watching TV and playing video games.



On the day of the competition, Asha woke up early, got ready and went to the auditorium where the competition was going to be held. Geeta got up late. She got ready slowly. She looked at the clock and suddenly realised that she was late. Geeta started to panic. She rushed to the competition venue panting and reached just in time for her turn. She could not breathe properly. She choked, coughed, and felt very nervous. She could not sing after a few lines.

Asha sang very well because of her disciplined practice. After the competition, the judges declared Asha as the winner. Geeta's name did not even appear in the consolation prize list. She realised her mistake and repented for wasting all her time.



Think and Answer

- 1) Mention any two differences between Asha and Geeta.

.....
.....

- 2) What did Asha do to prepare for the music competition?

.....
.....

- 3) Why did Geeta not win the competition even though she was a better singer?

.....
.....

- 4) What important lesson did you learn from the story?

.....
.....

Everybody has the same 24 hours. But some seem to achieve more than others! What could be the secret of their success? It could be the way they manage their time!

Time management is the skill to plan and divide one's time between specific activities. When you manage your time well, you can do all your activities in the best way possible. Good time management allows you to use your time efficiently. It teaches you to work smarter instead of harder. And the best part is, when you finish all your work, you can still find time to relax or do anything else you want!

Activity A: Sharing Time

Share with the rest of your class one example of when you did not manage time properly and what happened as a result. Also, give one example of when you managed time well and how it helped you.



Rahul Vellal

A Music Genius

Rahul Vellal is a young singer from Bengaluru, Karnataka. This child prodigy has got a sweet and melodious voice. Rahul's songs are heard by





millions of people across the globe. His songs have entertained and healed many people from little kids to old. Being such a busy boy, how does he manage to fit all the activities into his daily schedule?

Rahul practises good time management. He nicely organises his time in a day. He attends many classes to learn various arts. He allocates his time for academics as well as to attend the mridangam class, piano and carnatic music classes. Good time management has enabled Rahul to become what he is today.

There are some people who keep postponing their work for later or the next day. This is called procrastination. Once you get into this habit, it becomes very difficult to do any work at the time it is supposed to be done. Time is one of our most precious possessions. Time doesn't wait for anyone. Once gone, it can never come back. Therefore, it is very important to learn how to manage your time well.

Remember the story of the hare and the tortoise? The hare ran for some distance and decided to take a rest. He did not concentrate on the work at hand, that is, to run and finish the race. As a result, while he slept, the tortoise steadily walked on and won the race.

Activity B:

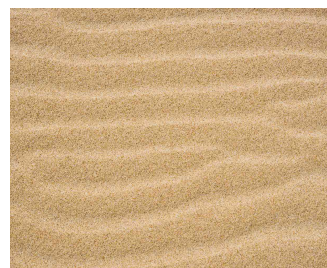
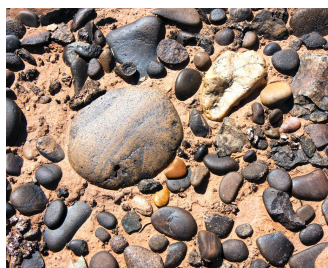
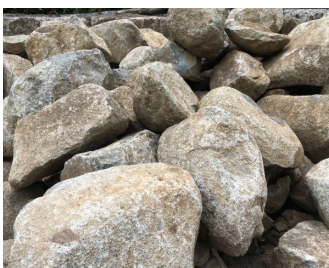
Rock, pebble and sand

On the table is a jar, a handful of rocks, a small bowl of pebbles and a bowl of sand. Help your teacher fill the jar in such a way that everything fits together well.

Were you able to do it? In which order did you put the rocks, pebbles and sand so that they all could fit into the jar?

The jar represents our life. Rocks represent the important work which needs to be done or attended to immediately. Pebbles represent the not-so-important work that can be done when we find time. Sand signifies the unimportant tasks which we can complete in our leisure time.

Deciding on the importance of work and how urgently it needs to be done is called prioritising. It becomes easier to complete our work when we prioritise them and do them accordingly.



Activity C: What's your priority?

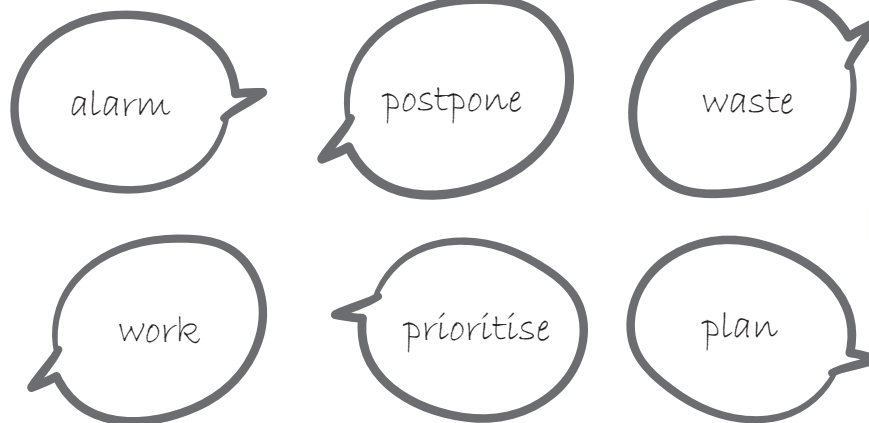
Do this activity in pairs. Discuss with your partner and divide all your activities into the three groups - Important work, not-so-important work, and unimportant work.

You can create a timetable for yourself at home with the help of your parents.

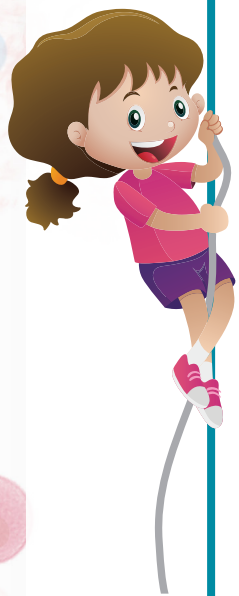


Activity D: Fill the blanks

Fill in the blanks with an appropriate word from the word bubble given below :



1. Set an in the morning to wake up.
2. Complete your in the given time.
3. a daily schedule for yourself.



- 
4. Learn to your tasks, that is, do your important or urgent tasks first.
5. Do not any of your work.
6. Do not your time watching too much TV or mobile.

Let's Remember

When you manage your time properly, you will find enough time to do things you have to do as well as things you like to do.

My Space

The thing I liked the most about the lesson:

.....

.....

I learnt that

.....

.....

Engage

with Family



Discuss with your parents/family members/guardians and create a timetable for yourself. You have already decided the priority of activities in Activity B. When you make the timetable, remember to keep time for all the important activities first, followed by the not-so-important activities. The unimportant activities can be adjusted within whatever time is available.

You could create two time-tables - one for school days and another one for holidays. Remember to keep some time for relaxation on a school day and definitely some time for studies on a holiday. Relaxation of some kind whether it be sports or art or even screen time is important. Just like we need a balanced diet we need a balanced program of work!

Days in the week						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday/ Sunday						
Holidays						

5

Understanding People

**Understand people to have healthy interactions
and relationships with them**

Let's Begin

1. Think of a friend who has a funny habit and describe the habit.

.....

.....

.....

2. Think of your sibling/cousin and tell us one thing that differentiates them from you.

.....

.....

.....

3. Think of a trait of one of your classmates that irritates you a lot. Write about the trait.

.....

.....

.....

All of us are born into this world with a lot of differences. Every human being we come across is different. Even our family members differ in their thought processes, feelings, mannerisms, personalities, likes and dislikes, and so on. Add to this the differences in culture, customs and family values. We have a mixture that is difficult to appreciate and understand.

However, as we live in a society filled with different types of people, it is important that we learn to recognise people, acknowledge the differences, and live and work with them without being judgemental or biased.

Now that we know that people are different, let us try to understand why people are different.

Activity A: **Case Study Analysis**



Do this activity in pairs. Write what you think is the correct answer and then discuss your answers with your partner.

Case Study 1

Mr Kumar was a 45-year-old man. He came from a very poor family. He lived with his parents and four siblings. His father barely earned enough to feed the family. With great difficulty, Mr Kumar studied and found a decent job.

Now he has a wife and two children. Both his children are studying—one is in Grade 10 and the other is in Grade 7. His wife is a homemaker.



Mr Kumar is a fun-loving and open person, but in money matters, he is very strict. He is very careful about spending money, much to the annoyance of his children.

1. Why do you think Mr Kumar is very careful with money?

.....

.....

Case Study 2

Preethi is a 13-year-old girl. She is in Grade 8. She is a very friendly person and is also very helpful. She is a good listener and has many friends. But she has a peculiar characteristic—she is overly sensitive. She gets upset if her friends don't talk to her. She needs to be the centre of attention always. She needs her friends to speak to her, acknowledge her and tell her everything.

1. Why do you think Preethi feels like this?

.....

.....

2. If you were her friend, how would you feel about Preethi?

.....

.....

Case Study 3

Rajesh is 14 years old. He is very quiet. He barely talks to anyone and has very few friends. He is quite good at studies, but he doesn't open up in class. His parents are very strict and he spends all his time studying.



1. What kind of a person is Rajesh?

.....

.....

2. Why is he very quiet?

.....

.....

3. Would you want Rajesh to be your friend? Why?

.....

.....

From the previous activity you would have learnt that:

1. Everyone in your class may have a different opinion on why people are the way they are.
2. People are different due to various reasons.
3. There are no right or wrong people, only their behaviour differs.

Did your answers and those of your partner match? Or were they different?

Let us understand these points more in detail

Each of us is a sum total of all the experiences we have had in our lives. When we say a person has a particular personality, what does it mean?

Personality is defined as the characteristic pattern of how one thinks, feels and behaves that makes them unique. It includes the person's moods, attitudes, interests and opinions.

How does one's personality develop?

All of us are born with certain traits that define our personality. For example, even children can exhibit different personalities—they can be quiet, exuberant, naughty, well-behaved, loud, and so on. We carry these traits with us through our lives.

However, our environment, circumstances, professions, culture and other influences also decide how our personality shapes up and how we behave in different circumstances.

Example

- You may like loud music, while someone else likes soft, melodious music
- You may love spicy food, while someone else likes bland food
- You may appreciate art a lot, while someone else appreciates sports

There is nothing right or wrong about any of these. While we were born with some of these traits, we also learnt some others from our families, culture and the people around us.

In the previous case studies, you may have seen how Mr Kumar, Preethi and Rajesh were different people with different thought processes and different behaviour. Why they are the way they are or why they behave in a certain way is not always easy to understand.

Let us look at a few ways in which we can understand people better.

1. Understanding feelings

Activity B: Guess the Feeling



Discuss with your teacher how the people in the following situations would feel.

1. Imagine one of your friends gave you a bar of chocolate but didn't give it to another friend standing beside you. How would your friend feel?
2. You stood first in class, but a friend barely passed and was scolded by the teacher. How would your friend feel?
3. You have been invited to a friend's birthday party, but another friend hasn't been invited. How would they feel?
4. Think of a time when you broke something or lost something valuable at home. Can you think about how your parents would have felt?

You may get answers to the above questions based on your own experiences or what other people have told you. Can you put yourself in the other person's place and think about how they would feel? Can you really appreciate their feelings, emotions and subsequent reactions?

This is called 'empathy'. The ability to put yourself in another person's shoes and feel what they may actually experience is an important quality. It will help us understand people and their behaviour better.

Activity C: Guess Why



You see your mother/family member/guardian shouting. What could be the reasons for her shouting?

Write down a few points.

1.
2.
3.

From this exercise you can see that the same behaviour could have different reasons. Usually, behaviour is decided by one's emotions and feelings. When we understand one's feelings, we can understand why someone is behaving a certain way. This will help us adjust our behaviour to suit the circumstances. For example, if you understand your mother/family member/guardian is shouting because she is angry about something, then you would do your best not to aggravate her anger further, won't you?

Remember, we don't have to change ourselves, but we can adapt our behaviour according to the situation at hand.

2. Reading Body language

Let's look at an example.

In the morning, during class, your friend is smiling, friendly and full of energy. Later that afternoon, he looks upset, like he might cry.

Which explanation is your best guess for what might have happened in the intervening period?

- a) He had a fight with his friend at lunch, and now they are not talking.
- b) He passed the weekly test.
- c) He just found out he wasn't selected in the cricket team.
- d) The chemistry teacher assigned a lot of homework.

On analysis, we might rule out option b. Your friend may not look upset if he has passed the test.

Now, let us look at the other options. If you closely observe your friend, you may understand the cause of his sadness.

One of the best ways to understand people is by understanding their body language. The way people sit, stand, smile, talk and laugh can tell you a lot about them and their moods and personalities.

3. Listening to Others

People who are good listeners are mostly good at understanding people. Listening to the words that someone is expressing and also understanding what they may not be saying is an art in itself.

Not everyone is adept at expressing themselves well. They may be saying something, yet they may mean something else. When we listen to someone, we should not only listen to their words but also understand the feelings attached to them. This will help us understand even the unsaid things many times.

Another important part of listening is to listen without assuming, judging and interrupting. We may be influenced by certain societal, cultural and familial beliefs. Yet, while we are listening, we should avoid looking at someone through our belief system. We should listen to understand and not to make judgements or to decide what is right or wrong.

Now let us look at some factors that could lead us to misunderstand others.

Why do we misunderstand people?

1. Influences by our family, culture and society
2. Not taking the time to understand others through their body language, the feelings that they exhibit, and their speech
3. Not being empathetic to peoples' situations
4. Being overly judgemental or doubtful of people, their behaviour, their looks and their attire
5. Stereotyping people. For example, all people with thin lips are liars; all people with sharp eyes are cunning; all rich people are bad people, and many such stereotypes.

Having said this, let us remember that there are some 'not so good' people in society. They may have their reasons for being bad or rude. However, we need to learn to identify such people and either avoid them or learn to deal with them.

What are the ways in which we can identify the 'bad' people?

1. People who are mean and harm others on purpose
2. People who make you feel scared in some way (When in doubt, you can check with your parents/family members/guardians or teachers to see if it is okay to be scared of that particular person.)
3. Strangers or unknown people who are overly friendly (Their friendliness may make you feel uncomfortable.)
4. People who ask you to keep secrets from your parents and elders in the family
5. People who touch you physically and inappropriately
6. People who make you feel uncomfortable for any reason (Just walk away, trust your instinct or feelings.)

Understanding other people is not always easy. We need to take time to understand people. We need to listen and observe them to truly find the person under the various masks they wear.

We also need to trust our senses. Our senses perceive danger very quickly. If we are doubtful or unsure, we must seek the help of an elder or a family member.

Let's Remember

People are different from one another due to differences in personalities as well as life experiences, upbringing, culture and values. It is important to understand people and their behaviour to have healthy interactions and relationships.

My Space

The thing I liked the most about the lesson:

.....

.....

I learnt that

.....

.....



1. *Observe your parents/family members/guardians. Jot down their behaviour and try to predict what they might be thinking and feeling at that particular time.*
2. *Discuss with your parents/family members/guardians the people and acquaintances you can trust as well as those whom you need to be careful about. Ask them to explain how they decided whether a person was trustworthy or not.*

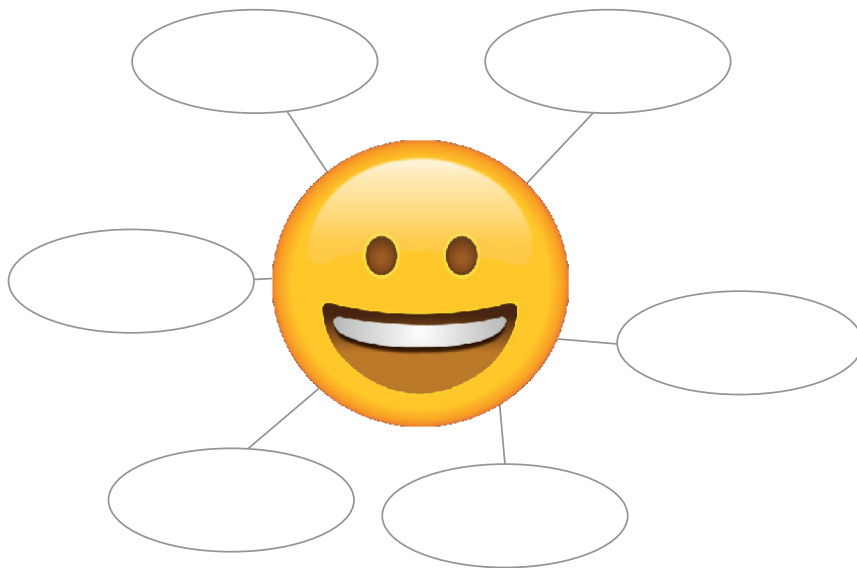
6

The Secret of Happiness

***Do your best and be content and grateful for
what you have***

Let's Begin

What are the qualities of a cheerful person? Write them in the bubbles given below. Discuss your answers with your class.



Does happiness depend on the things you have or your achievements? Or does it depend on your attitude?

The Poor Man and the 99 Gold Coins

There was once a poor man who hardly had enough money to have two meals a day. But he was content because he had accepted his situation. One day, he happened to meet the king who was out hunting. The king saw the poor man and felt like helping him. He asked his minister to give the poor man 100 gold coins. The poor man was extremely happy and gratefully took the bag of coins. He reached home and counted the coins. Unfortunately, there were only 99 coins. He lost all his happiness as there was one gold coin less. From then on, he was a miserable man, even though he had more money than he had ever had before.



Think and Answer

- 1) Why was the poor man unhappy even after getting a bag of gold coins from the king?

.....
.....

2) What advice would you give the man?

.....

.....

The Ever-Smiling Cricketer



Virender Sehwag

Virender Sehwag, a former Indian cricketer, always has a smile on his face. When Sehwag was a child, his father always told him, “Child, if you keep smiling, your destiny will change.” So, Sehwag smiles as he tries to tackle the events that life throws at him.

Sehwag says that his family is happy because they don’t get upset by what others say or do. Instead, they focus on how they can better themselves. They do not compare themselves with others.

Sehwag is not troubled that he could not score 10,000 runs or play 200 test matches. He feels happy that he scored over 8,000 runs and played 100 test matches and 250 one-dayers. The quality of focusing on what one has achieved rather than what one could not achieve makes Sehwag happy and content with himself.

How is Sehwag able to achieve this balance of mind so easily? From a very early age he concentrated only on the things that he could control and did not worry about the things that were beyond his control. For example, he worked hard to improve his game. He exercised regularly in the gym and did meditation and yoga to train his mind to focus. These were the things within his control.

Sehwag's aspirations are very simple. He wants to live a healthy and happy life. "Even if you have crores of rupees but you are not healthy, then money or fame is of no use." Sehwag says he only desires a happy and healthy family, which is a blessing and an achievement.

Virender Sehwag has truly understood the secret of happiness.

Think and Answer

I. Answer in a sentence or two.

1. What important advice did Sehwag's father give him when he was a child?

.....

2. What does Sehwag do to be happy?

.....

.....

3. What does Sehwag not do to be happy?

.....

.....

4. List two differences between the poor man in the first story and Sehwag.

.....

.....

II. Tick the correct option or options to complete the sentence.

The secret of happiness is to

- a) not try to achieve anything
- b) do your best and leave the rest
- c) be content and grateful for what you have
- d) compare yourself with others
- e) focus on things within your control and work on them
- f) focus on becoming rich and famous'
- g) focus on having good health and happiness

The Secret of Happiness

Contentment is an attitude in which you are satisfied with yourself and all that you have. When you are content with the things and conditions around you, you are more likely to be calm, peaceful and open. This will help you focus on your studies, sports and other extracurricular activities better. Contentment is the secret ingredient in one's life to be happy, peaceful, positive and successful.

Here are some things you can practise to be content.

- 1) Stop comparing yourself with others.
- 2) Do your best in all your activities and duties, for that is within your control. Do not worry about the results, for that is not in your control.
- 3) When you want something very much, ask yourself the following questions:

- Do I really need it?
- Why do I want it?
- Will my parents/family members/guardians be able to afford it?

If your answer is 'yes' to all the questions, then you can go ahead and ask your parents/family members/guardians to buy that thing for you. But if your answer is 'no' to any one of these three questions, then it is better to consider whether it is worth getting that thing or not.

Activity A: Ask the Questions

Partner with a classmate and interview them. Ask your partner the following questions.

1. What is the one thing that you want very much?
2. Why do you want it?
3. Do you really need it?
4. Will your parents/family members/guardians be able to afford it?

What is your conclusion? You can advise your friend whether to continue wishing for that thing or be content without it.



Have you ever liked something that belonged to a friend? Have you wished that you could have it too? Does not having that particular thing make you feel sad and discontent?

We are like the poor man from the story, who forgets about the 99 coins he has and instead feels sad about the one coin that is missing.

To avoid being like the poor man, let us focus on what we have rather than what we don't. Whenever we feel that we could have something more or better than what we already have, there is one thing we can do to cheer ourselves up and be happy again. Count our blessings! Each of us is unique and has special things in our lives that others may not have. So, we can think of all the wonderful things we have and then we can be happy.

Activity B: Count Your Blessings



Write any ten things you are grateful for in your life.

For e.g.: I am grateful to have parents who love me.

Share what you have written with your class.

.....

.....

.....

.....

.....

.....

.....



So now you know the secret of happiness. You can practise this in your life and also share the secret with your family and friends.

Let's Remember

Let's do our best in all endeavours, count our blessings and be content with what we have. This is the secret of happiness.

My Space

The thing I liked the most about the lesson:

.....
.....

I learnt that

.....
.....



*Do the following activity with all your family members.
Each one of you takes a sheet of paper.*

*For the following categories, write five things that you are
thankful to God for:*

- a. health*
- b. family*
- c. education*
- d. home*

*Now read it out to each other. Do you now see how many
things we should be grateful for? Are we not really better
off than so many other people around us?*

7

The Most Precious Jewel

Do what is right because it's the right thing to do

Let's Begin

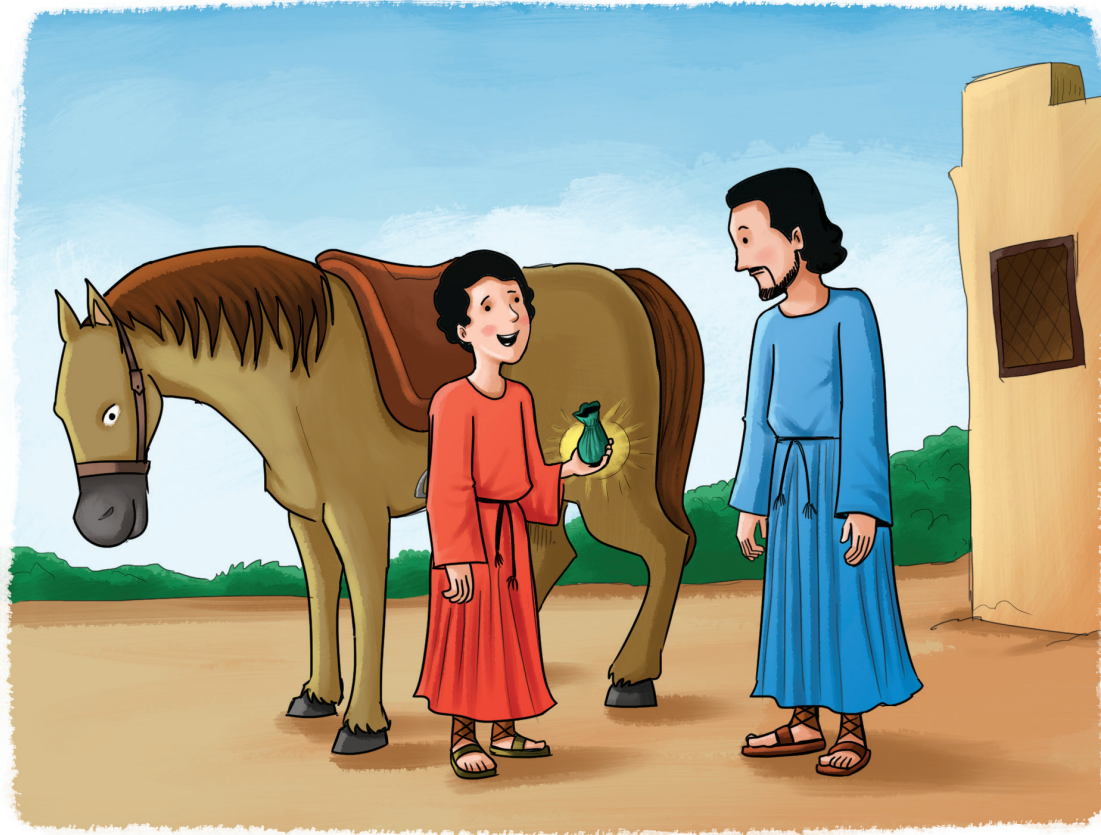
Imagine you just ate some chocolate. You go find a dustbin to throw the wrapper into it. Why did you do so?

Order the options you choose. Write number '1' against the strongest reason. Number the rest as '2', '3' and '4' in the decreasing order of importance.

- a) Your parents/family members/guardians and teachers told you it is the right thing to do. ☐
- b) You will get into trouble if you don't throw the wrapper into the dustbin. ☐
- c) It is the right thing to do. ☐
- d) There were other people there who would have scolded you. ☐

Once upon a time in Persia, a man went to the market to buy a horse. He saw a horse seller with a lot of horses. The man liked one horse. He haggled with the horse seller and bought the horse for a good price. He then walked home with his new horse.

After reaching home, the man asked his son to remove the saddle from the horse's back. While doing so, the son found a small velvet pouch filled with precious jewels under the saddle.



The son was excited. “Father! You bought a horse! And see what has come free along with it!”

The man was astonished to see the beautiful jewels sparkling in his son's palm.

The man said, “I bought the horse but not the jewels. I must return them to the horse seller immediately.”

The son thought his father was being foolish. He said, “Father, no one else knows about the jewels. Why don't you keep them?”

The man replied, “My dear son, no one else may know if I keep it. But I will know that I have done something wrong. And I won't be able to respect myself. We must always do the right thing at all times, whether others are watching us or not. Come,

let us return the jewels right away.”

The man and his son went back to the market and gave the velvet pouch to the horse seller. The horse seller was very happy. “Thank you. I had forgotten that I had hidden these jewels in the saddle for safe-keeping,” he said.



The man and his son felt satisfied.

Then the horse seller said, “Sir, please take one of the jewels for yourself as a token of my gratitude.”

The man said, “Thank you, but I don’t need any reward. I paid for the horse alone. So it was my duty to return the jewels to you.”

But the horse seller insisted.

Finally, the man said with a smile, "Before I brought back the

pouch, I took the most precious jewel and kept it for myself.”

The horse seller was surprised. He immediately emptied the pouch to count the jewels. He was confused. “Sir, all my jewels are here. Which jewel did you keep?”

The man said, “I kept the most precious jewel—my integrity.”

WORD WALL

haggle: to bargain over the cost of something

astonished: surprised

Think and Answer

I. Fill the blanks.

1. The man went to the market to buy a
2. The man’s son found a velvet pouch of jewels under the
3. The son asked his father to the jewels.

II. Answer in a sentence.

1. What reason did the son give the man for keeping the jewels?
.....
2. Why did the man not want to keep the pouch of jewels for himself?
.....

3. What is the most precious jewel according to the man?

.....

III. Choose the right answer or answers.

1. 'Integrity' means doing what is right

- a) in order to show others what a good person you are
- b) even if no one is watching you
- c) because it is part of your character
- d) because you will get scolded if you do wrong

2. Self-respect means

- a) to respect others
- b) to not respect others
- c) to not have respect for yourself
- d) to have respect for yourself

Why do the right thing?

We all know what is right and what is wrong. Most of the time, we follow what is right. We follow rules, we obey our teacher and parents/family members/guardians and we do our work on time. But sometimes, we do the wrong thing. Why does this happen?

Activity A:

Why do I?



Given below are the tasks you do every day. Tell your teacher the reasons why you do them.

1. Come to school on time
2. Get up early in the morning
3. Do your homework on time
4. Keep quiet in class while the teacher is teaching
5. Sit in your place while class is going on

What are your reasons for doing the right thing?

We all follow rules and do the right things most of the time. But sometimes we break rules or do wrong things. Why does that happen?

Tick the reasons you feel are true for you. Are there any other reasons? Write it in the lines provided.

1. I didn't think it was wrong. ☐
2. My friends were doing the wrong thing, so I did too. ☐
3. My parents or teachers were not there to scold me. ☐
4. No one was looking, so I thought I could do it. ☐

.....

.....

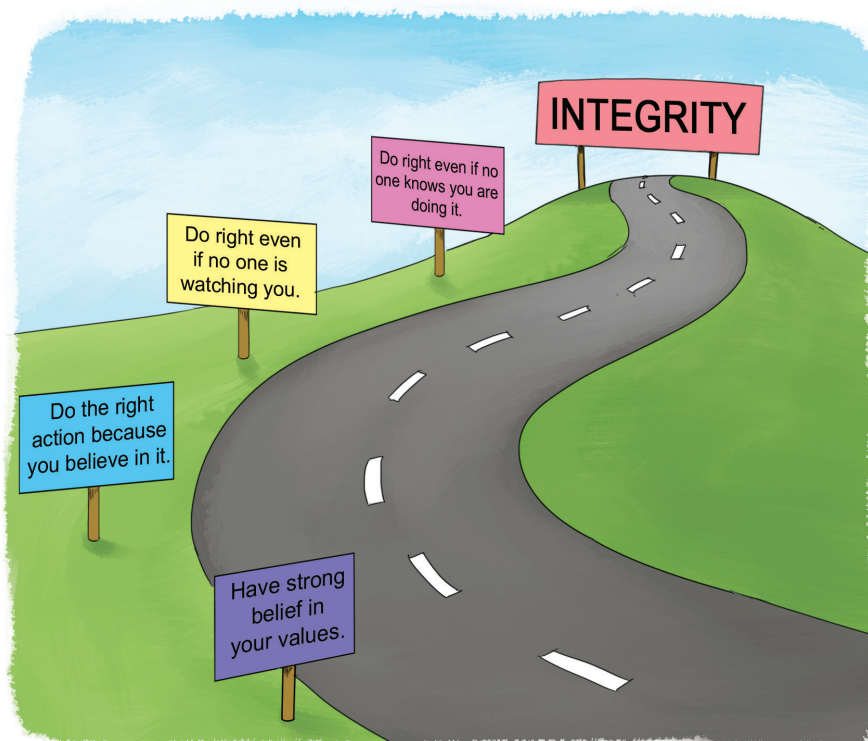
Path to Integrity

Doing the right thing because we are scared of someone or we are forced to do so is not the right attitude. It means we can go wrong very easily and hurt ourselves and others.

Is there any way to ensure that we always do what is right?

Yes, there is. And here is how you can practise doing the right thing always.

1. Believe in the values you follow. For example, you have to really believe that telling the truth is good and right.
2. Do the right thing for the right reason. For example, take care of your toys because they will last longer if they are in good condition and not because you are scared your parents will scold you if you don't do it.
3. Do the right thing even if no one else is watching you.
4. Do the right thing even if no one else knows you are doing it.



This is called 'integrity'

Activity B: Sharing Time



Share with your teacher some examples of when you acted with integrity. How did you feel then?

Also share some of the good things you did not do because there was no one around to tell/scold you.

Do you feel it is better to have integrity or not? Give reasons.

Activity C: Help Zara

Help Zara understand what integrity is by filling the bubbles with suitable points on integrity. One has been done as an example.



Let's Remember

Integrity is doing what is right because it is the right thing to do. When we behave with integrity, we are always peaceful and happy. We gain the respect of those around us and we also spread happiness wherever we go.

My Space

The thing I liked the most about the lesson:

.....

.....

I learnt that

.....

.....



Ask your parents/family members/guardians if they have faced any of the following situations and what they did at that time.

- 1. Forgot to pay for something in a shop and realised it after returning home.*
- 2. Stopped at a red light at a traffic signal and saw many people crossing the red light.*
- 3. Forgot to wear a helmet while driving a two-wheeler.*
- 4. Got into a crowded bus where the conductor did not notice them to sell them a ticket.*

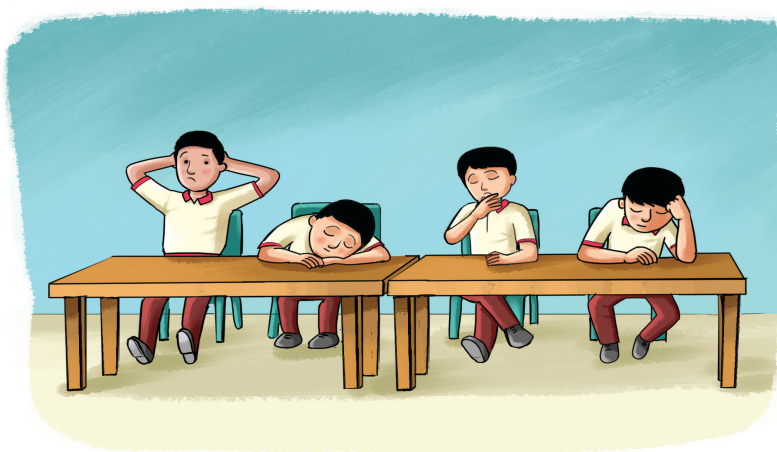
8

Communicating Beyond Words

Appropriate body language and behaviour helps us maintain healthy relations with the people in our lives

Let's Begin

Look at the pictures and identify the emotions expressed by the people.



A



B



D



C



E

A

B

C

D

E

Discuss your answers with your class. Are they similar or different?

Non-Verbal Communication

We normally communicate to others through speech or written language, which is usually called ‘verbal communication’. But did you know that we also communicate, knowingly or unknowingly, through ‘non-verbal communication’? You were able to correctly identify the emotions of people in the Let’s Begin activity even without them uttering a word.

‘Non-verbal communication’ is the transfer of information from one person to another through the use of body language, including eye contact, facial expressions, gestures, tone of voice, personal space, eye gaze, touch, appearance, and artefacts such as clothing and jewellery. In this lesson we will focus on body language such as body posture, gestures, facial expressions and eye movements.

Why is non-verbal communication important?

Non-verbal communication plays a crucial role in how others perceive us. It also determines the impact of our communication—whether people understand or don’t understand us. If non-verbal communication is incorrect, it can lead to misunderstanding and loss of respect and can also make people around us feel insulted. It is also an indication of our personality and our attitude.

1. Facial Expressions

When we communicate with someone, our facial expression is mostly the first thing that they see. A smile or a frown on our face can convey a lot of meaning without a single word being said.

While non-verbal communication and behaviour can differ among different cultures, the facial expressions for happiness, sadness, anger and fear are mostly similar throughout the world.

Activity A: Read the Face



1. Identify the different emotions from the following facial expressions. Also mention whether they are positive or negative expressions.



A



B



C



D



E



F

- 
- A
- B
- C
- D
- E
- F

Activity B:

Make the Face

What facial expressions will you exhibit in the following situations? Your teacher will select a student to enact a situation.

1. Your friend has won a prize in a competition at school.
 2. You are going on a vacation to a hill station.
 3. You smell a bad odour.
 4. Someone cracks a joke.
 5. You dislike the clothes that your classmate is wearing.
 6. You are shocked about something.
 7. You are curious to know your classmate's marks in an exam.
 8. You are served a particular food item that you hate.
 9. You didn't understand what the teacher said.
 10. You are irritated by your sibling when you are studying.
- 

During positive situations, we express ourselves using positive facial expressions like smiling, laughing and looking interested.

However, during negative situations, we need to be cautious while using negative facial expressions.

For example, your mother cooked a dish, and you didn't like it. Showing open disgust on your face is disrespectful and can hurt her feelings. So, you can verbally express that you disliked the dish, of course politely, but it would be better not to show it on your face.

Similarly, let us suppose that your teacher enquires about your homework. If you show an irritated or angry expression, it is quite insulting for your teacher.

Therefore, we should be careful about the kind of facial expression that we put on in situations we do not like.

Sometimes we unconsciously keep an unpleasant expression or have no expression at all. Both are not good. So, practise having a pleasant expression or an expression suitable to the situation at hand.

To have the right facial expressions, watch others and learn. Also, ask your friends or family members whether you have any unconscious facial expression like a frown, a confused look or any other type of expression on the face that may not be suitable in a given circumstance.

2. Posture

The way we stand, sit and move are related to posture. Our posture tells other people about our level of comfort with them and the situation, our general disposition, and our attitude.

What posture is considered appropriate differs from country to country and culture to culture. For example, it is considered disrespectful to sit with crossed legs in India, especially in front of elders. But it is considered normal in some Western countries.

Other postures that are considered negative include crossing hands in front of the body, leaning back in the chair, and slouching in the chair.

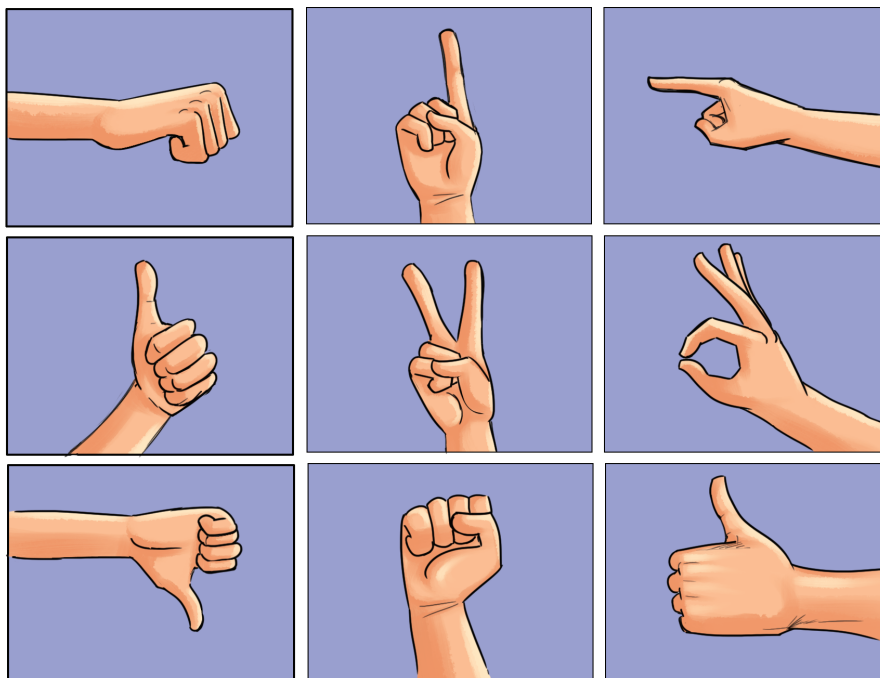
3. Gestures

Using hands, head and shoulders in deliberate movements are called gestures. Gestures too have different meanings in different countries. Common gestures include waving, pointing and using fingers to indicate numeric amounts.

For example, the gesture we make by putting the thumb and forefinger together while the other three fingers are stretched out means good in India, while it means zero in some other country. 'Namaste' is how we greet people in India, but in other countries people prefer to shake hands.

Pointing fingers at people while speaking is considered rude. Fidgeting or drumming fingers on the table shows impatience. There are many such gestures that play a role in communicating the right meaning or sending across the wrong message.

Some examples of gestures



4. Eye Contact

We need to look at people while speaking—when someone is speaking to us and when we are speaking to others.

Good eye contact involves looking in the other person's eyes, particularly when they are speaking. This indicates interest in that person. Normal, steady eye contact is often taken as a sign that the person is telling the truth and they are trustworthy.

On the other hand, shifty eyes and an inability to maintain eye contact are taken to mean that the person is lying or being deceptive.

Proper eye contact involves looking away occasionally to avoid staring. When we encounter people or things we like, the rate of blinking increases and our pupils dilate. On the other hand, we tend to narrow our eyes, glare or stare when we dislike someone or something.

5. Space

The amount of distance we need and the amount of space we perceive as belonging to us is called 'personal space'. There is a certain distance that needs to be maintained when we speak to people. Also, we feel uncomfortable when someone invades our personal space.

However, this distance is perceived differently by different cultures. In India, we consider it appropriate to stand about three feet away from a stranger while speaking to them. If the person is a relative or friend, the distance could be lesser. However, this distance is more in some countries. People in some countries do not appreciate others standing too close to them while speaking.

6. Touch

People also communicate through touch. It can be used to offer comfort, sympathy, support and affection.

But this form of communication should be used rarely outside our immediate family circles and only when we know the

receiver is okay with it. It should never be used to convey anger, frustration or any other negative emotion.

Communication through touch varies with country and culture. In some countries, people often touch friends and known acquaintances, either on their shoulders or their hand while speaking. But this might not be acceptable in some other countries and cultures. Gender also plays a role in deciding whether a touch is appropriate or not.

It is also very important to differentiate between good and bad touch. Touching a known person on the shoulder or hands is okay, provided they are comfortable with it. However, any other form of touch needs to be used judiciously. A person being touched should also be aware that they need not entertain all kinds of touch and they can voice their discomfort.

Activity C: **Good Body Language**

Do this activity in pairs. Practice with your partner the following examples of good body language that can be used in public. You can take the help of your teacher.

- ✿ Good eye contact
- ✿ Appropriate head nods
- ✿ Firm handshake
- ✿ Open palms
- ✿ Upright and open posture
- ✿ Sitting with legs uncrossed
- ✿ Standing erect
- ✿ Smiling face
- ✿ Respect for others' personal space



Activity D: Positive or Negative

Your teacher will select a student to enact each of the following points. Identify the correct point based on what has been acted out and categorise it into positive and negative body language. Write 'P' if positive and 'N' if negative.

- ❁ Arms folded in front
- ❁ Relaxed posture, sitting comfortably and normal, relaxed breathing
- ❁ Arms relaxed and uncrossed
- ❁ Blinking rapidly
- ❁ Breaking knuckles
- ❁ Stiff body and wrinkled brow
- ❁ Looking into the other person's eyes, particularly when they are speaking
- ❁ Nodding the head when someone is speaking
- ❁ Eyes flicking about in distraction
- ❁ Taking notes
- ❁ Smiling and looking interested
- ❁ Leaning closer to the speaker



- ❁ Talking with hands, particularly with palms open
- ❁ Leaning on elbow with the chin in the hand
- ❁ Leaning away from the speaker
- ❁ Drumming fingers
- ❁ Arms behind head, leaning back
- ❁ Yawning
- ❁ Interrupting what the other person is saying
- ❁ Rolling eyes when someone is talking



Now that we have understood body language and its nuances, let us define behaviour and understand the differences between acceptable and unacceptable behaviour.

Behaviour

The way people act or conduct themselves in a given situation is called behaviour. It can be both non-verbal and verbal. It is a way of communicating our feelings and thoughts.

We live in the midst of people and there are certain norms of behaviour that have been set so that people can live in harmony. Most behaviour is in response to some situation or person.

People make judgements about us based on our behaviour. Irrespective of what situation we might be in, we need to behave in a manner that does not harm others or ourselves in any way.

Activity E:

Good or Bad?



Identify the good behaviour and bad behaviour from these points. Write 'G' if the behaviour is good and 'B' if the behaviour is bad.

1. Yelling at people
2. Speaking politely
3. Listening attentively
4. Showing disrespect
5. Being honest
6. Fighting with others
7. Exhibiting good manners
8. Complaining all the time
9. Being kind
10. Being punctual
11. Throwing tantrums
12. Using foul language
13. Following rules like traffic rules
14. Being helpful
15. Valuing things, our own and that of others

Good positive behaviour helps people form a good impression about us. It also helps us build better relationships with people. Bad behaviour can create a bad impression of us. It can also harm or destroy relationships. Therefore, we need to be aware of the behaviour that we put out at all times.



Activity F:

How Would I Behave?

How would you behave in the following situations?
Write down the behaviour that you think is appropriate.

1. When you win a race or a competition

.....

.....

2. When you get angry

.....

.....

3. When you dislike something

.....

.....

4. When you fail at something

.....

.....

5. When someone scolds you

.....

.....

6. When someone praises you

.....

.....

Let's Remember

Appropriate body language and behaviour help us maintain healthy relations with people.

My Space

The thing I liked the most about the lesson:

.....

.....

I learnt that

.....

.....

Engage with Family



Discuss with your mother, father or guardian and set acceptable non-verbal communication behaviour, based on the person with whom you interact. Accordingly fill the table given below.

	<i>Good/Appropriate</i>	<i>Bad/Inappropriate</i>
<i>Touch</i>		
<i>Gestures</i>		
<i>Posture</i>		
<i>Space</i>		

9

Zohar's Selfless Act

Selfless service is a helpful act done without expecting anything in return

Let's Begin

What would you do or say in the following situations?

A hungry puppy is sitting outside your house.

.....

A beggar approaches you for alms.

.....

Your classmate forgets to bring their lunch box.

.....

You have a lot of unused clothes and you have outgrown them.

.....

Zohar loved playing basketball. When his parents came to know about this, they enrolled him in a basketball coaching academy near their house. Zohar happily attended the classes. A few months later, the coaching academy held selection trials for a zonal level basketball tournament. Zohar was selected and he excitedly informed his mother about his selection. He also told her that he would need new basketball shoes and a uniform shirt for the tournament.

Zohar's mother bought him the shoes and the shirt. Zohar was elated. He never missed a day's practice. Zohar's mother was very happy to see her son's dedication to the game.

Finally, the day of the tournament arrived. It was Zohar's first important match. Zohar's mother decided to go and watch her son play. The match had already begun by the time she reached the venue.

Zohar's mother looked for Zohar on the court, but she couldn't find him among the players. Instead, she saw Rahul, the son of Shanti, their domestic help, playing. Zohar's mother was pleasantly surprised.

She continued searching for Zohar and finally found him sitting in the side stands. Zohar was cheering for Rahul enthusiastically.

Zohar saw his mother and came up to her. He wasn't wearing his uniform shirt or shoes. "Why aren't you playing the match, Zohar? And where are your shoes and shirt?"

Zohar hugged his mother and said, "Ma, I lent them to Rahul."

Zohar's mother was shocked. "Why did you do that, dear?" she asked.

Zohar said, "Rahul is the best player in our team. He could not afford the coaching class, but he learnt to play just by watching others. He plays with us in the academy. John Sir, our coach, allows him because he is a very good player."

"Rahul begged John Sir to give him a chance at the selection trials for the tournament and he got selected without any difficulty. But his mother couldn't buy him the shoes and shirt because they are too costly for them."

Zohar's mother listened carefully as he spoke.

"Sir could not permit him to practise without the shoes and the

shirt, and Rahul was devastated. So I lent my shoes and shirt to Rahul for practice. One day I would practise and the next day Rahul would. We took turns to practise like this, all these days. Today John Sir wanted Rahul to play. So I gave him my shoes and shirt. I hope you don't mind, *maa*. I will definitely play in the next game. You can come and watch me then."



Zohar's mother was speechless. She hugged Zohar and cried. She was overwhelmed by her son's selfless act. She thought, *my son is a champion in life even if he didn't get to be a champion on the court.*

Think and Answer

Answer in a sentence.

1. What was Zohar passionate about?

.....

2. How did Zohar help Rahul?

.....

3. How did Zohar's mother feel about Zohar when she heard what had happened?

.....

4. What quality did Zohar demonstrate in the story?

.....

Nature of Creation

Read these situations and tell your teacher which situation would give you more excitement and joy.

1. Your mother makes you something special for your birthday as a surprise.
2. You surprise your mother by making something special for her on her birthday.

Don't you feel a lot of joy when you do something for another person, especially if it helps them? Such an act is called 'service'. And when you help someone without expecting anything from them, not even a thanks, it is called a 'selfless act of service'. It requires a lot of love to do a selfless act of service.

The whole of creation, in fact, rests on selfless service.

Nature is selfless and gives us many things without expecting anything in return.

There is a saying which goes as follows:

Trees give fruits for others to eat.

Rivers flow for others to use their water.

Cows give milk for others to drink.

This body is for helping others.

The sun rises every day; it works incessantly all through the year, even on a Sunday, for our sake. It gives us light and life without expecting anything in return.

The earth allows us to use all its resources, without expecting anything in return.

The river flows long distances from its source to merge into the ocean. It flows selflessly and quenches the thirst of many people on its way. It sees no differences in who drinks from it or bathes or washes in it.

The tree does not eat a single of its own fruit. Yet it produces hundreds of fruits each year for feeding animals and birds. Its wood is used by human beings to make so many things.

As we too are part of nature, the quality of selfless service is part of our nature too! So, let us help others, as much as we can, in whatever way we can.

No one is too small, too young or too poor to help another. Let us read about the selfless students of a school who helped one of their schoolmates.

A House of Love and Sacrifice

When Arunima R. Nair, a volunteer for the National Service Scheme (NSS), lost her father, her fellow volunteers from NSS decided to help her.

For a year and half, 12,000 students of St Mary's Higher Secondary, Pattom (in Trivandrum, Kerala) worked extremely hard to raise a sum of Rs 4.5 lakh to build a house for Arunima, who lived in a mud house.

The students decided to collect 50 kg of newspapers and magazines each, which could be sold to get the money. They went door-to-door, requesting people in their locality to give them old newspapers and magazines.

The students also came up with other plans to raise money. They started making soaps and lotions, which they sold in their school. They also bought loose flowers from the market, strung them into garlands, and sold them.

Construction of Arunima's new house began once a huge amount was collected. The NSS volunteers even helped with the construction when they were free or had a holiday. Thanks to the selfless efforts of volunteers, schoolmates and the local people, Arunima today has a '*pucca*' house that she can call her own.

Food for Thought

Have you ever come across a child who really needs help? How do you feel then?

Did you put your feelings into action then?



Activity: A Selfless Act a Day

Form groups with the help of your teacher. Discuss with your group the different ways in which you think you can serve someone selflessly, at home and at school. It could be through kind words, or through kind and thoughtful deeds. Note down your selfless act daily, for a week, in the following table.



DAY	MY SELFLESS ACT
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Let's Remember

Selfless service is helping another person without expecting anything in return. Selfless service makes us as well as others happy.

My Space

The thing I liked the most about the lesson:

.....

.....

I learnt that

.....

.....



Explain to your family what a selfless act means. Decide with them one selfless act you can carry out for a person who needs help.

10

A Lesson, With Love

Express disagreements in a non-violent manner

Let's Begin

Have you ever told a lie?

Have your parents/family members/guardians caught you telling the lie?

How did they react to your lie?

Have you ever lied after that?

One morning a father and son drove to a nearby city. The father had to attend a conference that was to be held from morning to evening. But the son did not have anything to do. So, the father gave him a list of chores to be completed in the city. He asked the son to drop him off at the conference venue, finish the chores and pick him at 6 pm, so that they could go home together.

The son agreed. He finished off the chores one by one, until there was only one chore left—dropping the car for servicing. It was 4 pm when the son left the car at the service centre. He had two hours to kill. So, the son decided to watch a movie at a nearby movie hall. He thought he would leave the movie hall by 5:30pm, collect the car from the service centre, and pick up his father at 6 pm.

But the son got so engrossed in the movie that he forgot to keep track of time. The next time he checked his watch, it was 6:15 pm. The son ran out of the movie hall, collected the car from the service centre, and quickly drove to the venue of the conference.

He saw his father standing outside on the footpath, looking worried. The time on the son's watch read 6:45 pm. The father asked his son why he was late. The son was ashamed of telling him the truth. So, he said that he had to wait at the service centre as the car was not ready. The son did not know that his father had already called the service centre and he was informed that the car was ready at 5:30 pm.

The father knew that his son was lying. But he did not get angry, nor did he scold him. Instead, he told his son that he, the father, had probably done something wrong while bringing up his son, because the son did not have the confidence to tell him the truth. The father then told his son to stop the car.

The father got down and told his son that he would walk home and use the time to think about where he had gone wrong in bringing up his son.

Then the father started walking. It was dark and the roads were uneven. The son tried to persuade his father to get into the car. But the father did not agree. So, the son drove slowly behind the father for the whole journey back home, a distance of 30 km. It was past midnight when they reached home.



The son understood how pained his father was at the lie he had uttered. He promised himself that he would never lie again. And he never did.

If the father had scolded or punished the son, probably the lesson would not have gone as deeply into the son's mind. But this single non-violent action of the father had the power to ensure that the son never again spoke a lie.

WORD WALL

servicing: maintenance and repair work on a vehicle

engrossed: giving full attention to something

Think and Answer

I. Fill in the blanks.

1. The father and son went to the city as the father had to attend a
2. The father asked the son to complete some during the day.
3. The father asked the son to meet him at the conference venue by pm.
4. The son reached the conference venue at pm.

II. Answer in a sentence or two.

1. What did the son do after dropping off his father at the venue of the conference?

.....
.....

2. Why was the son late in picking up his father? What reason did he give for not being there on time?

.....

.....

3. What did the father do when he caught his son telling a lie?

.....

.....

4. Was the father's action an effective way to teach the son a lesson on honesty? Why?

.....

.....

Anger is a natural emotion felt by every human being. All of us get angry at some time or the other when things do not go the way we want them to. Different people express anger differently.



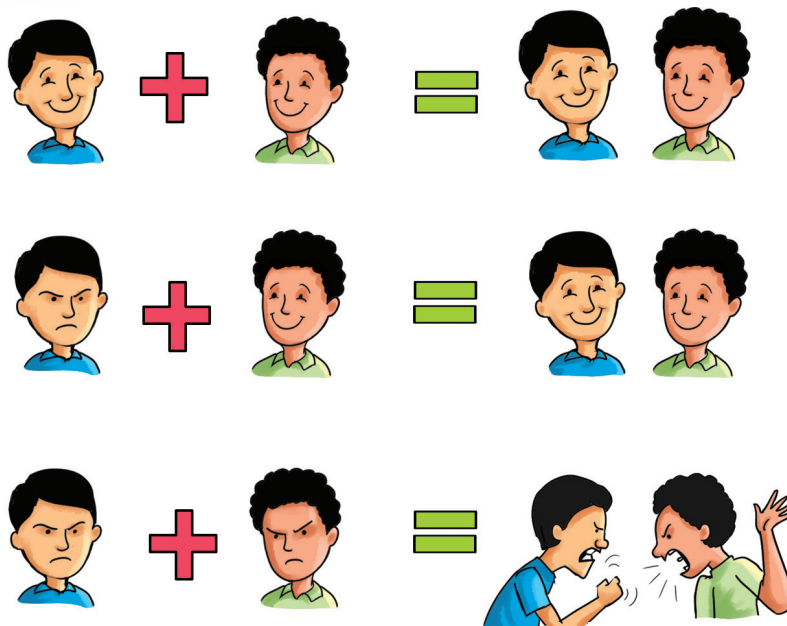
Activity A: Sharing Time

Discuss the following with your teacher in class.

What do you do when you are angry?

What happens when you show your anger at another person by screaming or hitting? Does it end well or in a fight?

Look at the picture below. What does it show?



When we are angry with someone, we want to tell that person what is wrong, what we feel, and what can be done. But if we do not express our anger in a proper way, we can make the situation worse instead of better.

Do you enjoy watching movies? Do you enjoy playing video games?

Many action-oriented movies and games have a lot of violence. People hit, fight and kill each other. We have gotten so used to seeing violence that we feel it is normal and cool to fight with one another. We feel that violence is the only way we can make others listen to us or obey us. But this is not true.

In most cases, a calm word or a calm action can bring about more change in a person than angry words or violent action. This is seen from the story of the father and the son.

It is important that we let people know our feelings, especially when something is not happening the way we want it to happen. But let us make sure we do it in the nicest way possible, so as to not hurt others or make them angry.

Here are some ways in which we can do this.

1. Try to understand why the other person is behaving in a particular way.
2. Understand their problem and the reason why they are doing something. You may not agree with them, but it is important to respect another person's opinion.
3. Talk calmly and lovingly to the person whose ideas you don't agree with.

Talk softly to your parents and teachers. Listen to them patiently. Do not shout back when they do not agree with your views. Instead, understand what they are saying. Try to think from their point of view. Remember that our parents/family members/guardians and teachers always want only what's good for us. If you still feel you are right, do not shout. Try to convince them with love.

Do not scream at your brothers or sisters or cousins. Even when they are agitated or angry, you can still give a soft and sweet reply to them. Talk with a smile.

When you get angry with your friends while playing a game, don't start fighting, hitting or screaming. Calm down, think and then talk in a nice and polite way.

Activity B: The Best Way



How would you react in the following situations?
Tick the option you would choose.

1. Your parents/family members/guardians do not give you permission to go on a school picnic.
 - a) You shout and scream that they don't love you, that they don't care for you. You throw and break things. ☐
 - b) You shut your room and cry for a long time. ☐
 - c) You feel very sad and angry. But you understand that there must be a good reason why your parents/family members/guardians cannot send you. So, you make them feel better by telling them it is okay. ☐
2. Your teacher scolds you for something you did not do.
 - a) You shout back at the teacher that they are wrong. ☐
 - b) You wait quietly till the teacher has calmed down before explaining things to them. ☐
 - c) You show your anger toward your classmates by shouting at them. ☐



3. Your classmates tease you by saying something hurtful.
 - a) You calmly tell them that you did not like the way you have been teased and leave the place. ☐
 - b) You say hurtful things to them. ☐
 - c) You catch a classmate and hit them. ☐
4. You are standing in a line to drink water in school. Another student pushes you and goes ahead.
 - a) You pull that student and shout at them to stand in line. ☐
 - b) You calmly ask the student to go back and stand in line or else you will tell the teacher. ☐
 - c) You call the student dirty names. ☐
5. You have done something wrong and your classmate is going to complain to the teacher.
 - a) You tell the student that you will hit them if they complain. ☐
 - b) You start shouting and screaming at the student. ☐
 - c) You tell the student calmly that you are sorry and you won't repeat the act. ☐

Activity C:

Act with Love

Your teacher will divide you into groups. Each group will be given a situation. The group has to enact the most loving way of reacting to that situation.



Will behaving calmly and sweetly ensure that things will happen the way we want them to? Not always, because the result of an action also depends on the attitude of the other person. But let us remember that anything done with love will always be better than anything done with anger. We spread love and goodwill with our actions, which will affect others for the better.

Activity D:

Fill in the blanks.

patiently, softly, talk, yourself, watch, criticise

Respect, don't hurt yourself.

Respect your parents' feelings, speak to them.

Listen to what your siblings have to say.

Do not when you are angry. You tend to hurt people when you are angry.

Don't say mean things or your classmates.

Do not violent programs on television.



Let's Remember

Expressing our anger, disapproval, and disagreements in a non-violent manner helps solve problems peacefully.

My Space

The thing I liked the most about the lesson:

.....

.....

I learnt that

.....

.....



Sit with your parents/family members/guardians and decide what steps you all will take as a family to respond lovingly when you are angry or when another person is angry with you. Write down the measures you all will take. You can change the names and relationships written below according to whom you are dealing with.

Mother/Guardian:

Father/Guardian:

You:

Brother/Cousin:

Sister/Cousin:

11

The Emotional Hosepipe

***It is healthy to express emotions appropriately
rather than keep them inside***

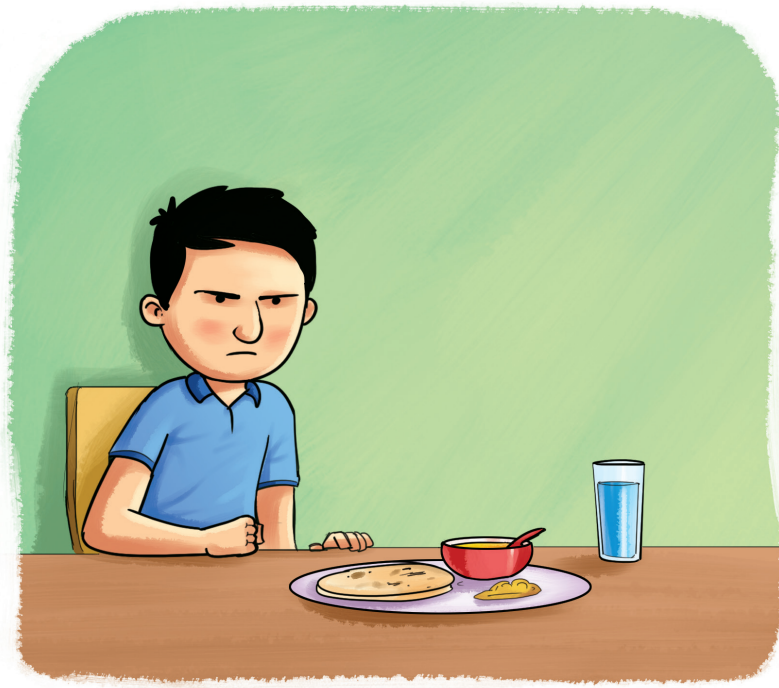
Let's Begin

How do you feel in the following situations? Tell your teacher how you express your feelings.

1. Your parent scolds you.
2. You get high scores in a test.
3. You have to speak in front of the class.
4. Your best friend cheats or lies to you.
5. Your friends ignore you.

Roshan came back from school looking grim and angry. His mother immediately noticed this. “What’s the matter, Roshan? Why are you upset?” she asked him.

Roshan brushed off her question saying, “Nothing’s the matter, *maa*. I am fine.”



But Roshan's mother knew that was not true, for Roshan was quiet and disturbed. He pecked at the food on his plate, unusual for a boy who always gobbled up his mother's tasty treats. After the meal, Roshan went into his room and shut the door.

Roshan's mother was concerned about him. She wondered how she could help her son. Then she got an idea. "Roshan! Please come here!" she said.

Roshan came out of the room grumpily. "What is it, *maa*?" he asked.

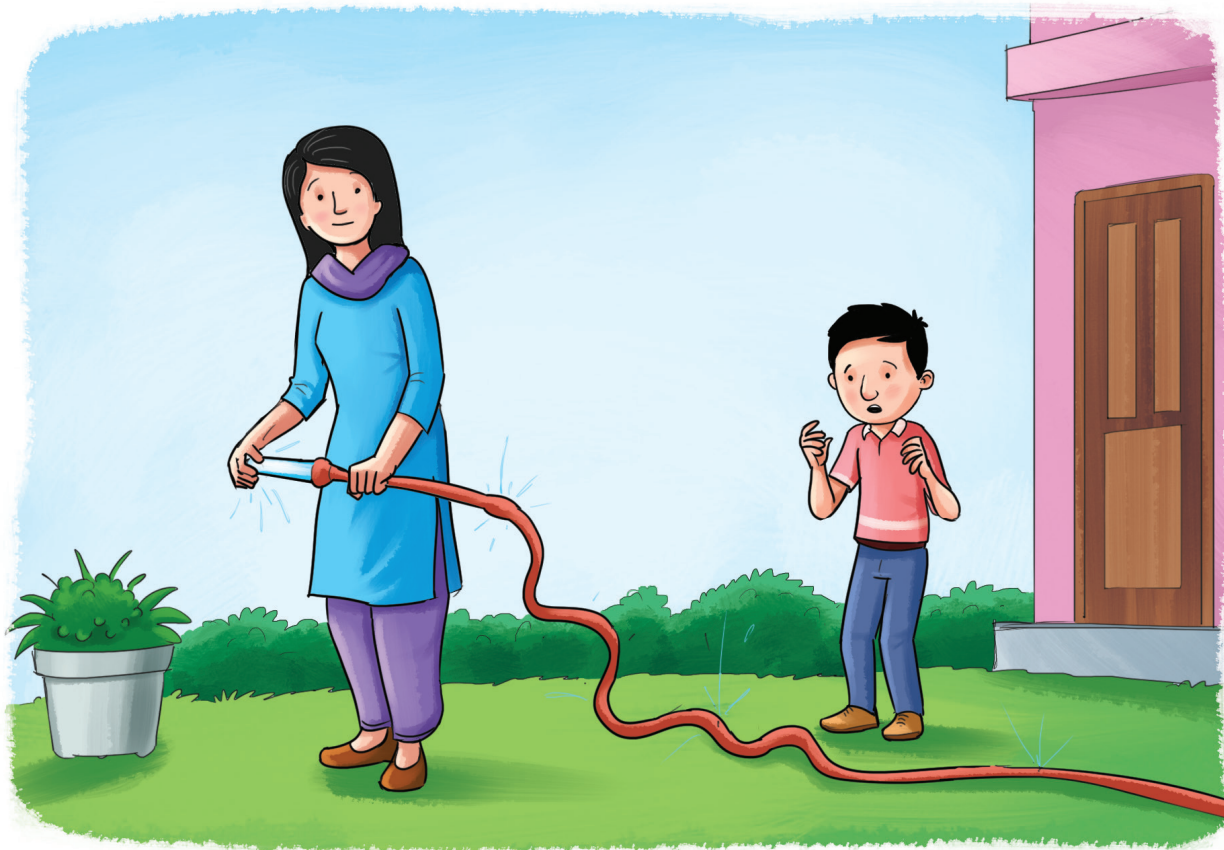
"Roshan, could you help me water the plants?" his mother asked.

Roshan reluctantly agreed.

They both went out into the garden. "Please fix the hosepipe to the water tap and switch on the tap, dear," said his mother.

Roshan fixed the hosepipe firmly to the pipe and switched on the tap. Then they started watering the plants. After a while, Roshan's mother suddenly covered the mouth of the hosepipe.

Roshan looked at her in surprise. "What are you doing, *maa*?" he asked. But his mother did not reply.



Roshan saw the hosepipe developing leaks in several places as the water pressure built up inside the pipe. He went about trying to cover the leaks. Yet his mother did not remove her hand from the pipe's mouth. Roshan saw that it was getting more and more difficult for her to keep her hand there as the pressure was increasing with every second.

Roshan ran towards his mother, shouting, “*maa*, please release the water!”

“Why should I do that?” asked his mother.

Roshan thought his mother had gone mad. He shouted once more, “If you don't, the pipe will burst!”

“PHHTHACK!!” The hosepipe burst as Roshan said this, spraying water all over him and his mother. They both lost their balance and fell on the ground. Roshan and his mother looked at each other in shock. Then they burst out laughing at the same time.

Finally, Roshan got to his feet and helped his mother stand up. He asked her, “Why did you do that, *maa*? You knew the pipe would break.”

Roshan’s mother told him gently, “I wanted to show you what happens when you keep your emotion, especially the negative ones such as anger, sadness and frustration, bottled up inside you. The emotion builds up till you cannot contain it any longer. And then it bursts out in a way that is harmful for you and those around you, just like what happened with this hosepipe.”

Roshan quietly mulled over what she said. He then asked, “What should one do in that case?”

His mother answered, “Express it, let it out.”

Roshan looked thoughtful. He said, “I was very angry today. I felt like throwing and breaking things. I felt like hitting someone. Do you mean to say I should have done these things?”

Roshan’s mother said, “No, *beta*. We must express emotions in an appropriate manner and in a way that does not hurt anyone. For example, if you feel like hitting someone when you get angry, hit a pillow instead of a person. If you feel like throwing something, throw a pillow instead of something breakable.”

Roshan smiled. He said, “I understand now, *maa*. Thank you for making it so clear. But you know what, I don’t feel angry any more, even though I did not do any of the things you said. I wonder why that is so.”

Roshan’s mother hugged him and said, “I know why. It is because you used another way to release your anger—laughter, which is a fun way to release negative emotions and get back into a good mood.”

Roshan laughed once again, and his mother joined him. Then they walked back into the house together.

WORD WALL

brushed off: dismissed in an abrupt way

reluctantly: unwilling manner

bottled up: to keep a feeling or emotion inside instead of expressing it

contain: to hold within

Think and Answer

1. How did Roshan's mother know he was angry?

.....

.....

2. Explain what happens when we bottle up emotions using the example of the hosepipe from the story.

.....

.....

.....

3. What should we do when we feel any emotion, especially a negative one?

.....

.....

.....

4. What two ways to release anger are mentioned in the story?

.....

.....

Activity A: What do you do?



What do you do when you experience these emotions?

1. Happiness
2. Anger
3. Sadness
4. Surprise
5. Frustration

Expressing Emotions

Every day, we feel many emotions, and we usually wonder how to handle them. Some people express their emotions freely, while some don't. Emotions can be mild, intense or in between. People usually suppress emotions for two main reasons—they don't want others to think they are weak or they have been told from childhood that one should not express certain feelings. For example, boys are told not to cry, girls are told not to laugh loudly, and adults are told not to express happiness openly because someone may feel envious.

But bottling up emotions, especially negative emotions, can cause problems for us and others. When the negative emotions that we bottle up are very strong or intense, we may end up expressing them in the wrong place or in the wrong way. They can also make us physically and mentally sick. Bottled-up emotions usually explode at some point.

Some people completely shut down and do not express any emotion at all. Such people become like stone, which can lead to depression, which is a form of not acknowledging one's own emotions.

It is okay to feel and express emotions. Even emotions like jealousy, hatred, anger and dissatisfaction can be experienced. The only thing we need to consider is how we express our emotions. We do not want to harm or hurt others. Neither do we want to express our emotions at the wrong time in the wrong place.

When we understand and accept our emotions, we can master them rather than be controlled by them.

Therefore, we first need to learn to accept our emotions and then deal with them accordingly. We also have to learn to express them appropriately.

So, let us learn ways to manage emotions and express them appropriately.

Ways to Manage Emotions

1. Acknowledge the emotion.

All emotions tell us something about ourselves and our situation. But sometimes we find it hard to accept what we feel, especially if the emotion is negative. We might judge ourselves for feeling a certain way because society, elders, media or our culture has told us that it is wrong to have those negative emotions. They say that we should never even have such emotions, which is not practically possible as we are human.

But not accepting our emotions is like burying our head in the sand. The emotion doesn't go away just because we think it is not there. So, the best thing is to first accept the existence of the emotion, even a negative one.

2. Write about them.

Write down all about the emotion—the reason, why you feel it and everything associated with it. Make an attempt to understand what or who made you feel like that.

Here are some questions you can ask yourself.

1. What am I feeling?
2. Why am I feeling it?
3. Who is the cause?
4. Have I felt like this before?
5. Was it a similar situation or a different one?
6. Was the same person the cause of this emotion?
7. How often do I feel this emotion?

These questions will help you understand the causes of the emotions. They will also help you see if there is a pattern to the emotions—are there some people in your life who make you feel like that or are there some particular situations that trigger some emotions?

You need not share this with anyone. Write it, tear it and throw it, or, even better, burn the paper on which you write it if it is a negative emotion.

This helps in releasing the emotion and also reduces the intensity.

3. Talk to someone.

Talk about your emotions with someone who cares, maybe a friend or an older cousin. They may help us understand the emotion better.

Of course, don't share it with anyone and everyone, especially those who say it is bad to feel that particular emotion.

4. Cry or scream.

Certain situations are beyond our control and crying or screaming is the only way in which we can deal with the situation. You may not want to cry or scream in front of everyone, but you can do it in private, maybe in your bedroom or in the bathroom. Crying and screaming is not bad. It is a healthy way of letting off steam when emotion has built up to unbearable levels.

5. Laugh.

Laughing is another wonderful way of resetting our emotional balance.

6. Do something you like.

You could play with your pet or spend time with friends.

7. Express yourself creatively.

You can resort to any form of art to help relieve the stress created by emotions. You can draw, paint, dance or sing. Art helps us express even deep-rooted emotions. In fact, someone who is high on emotion may actually produce a masterpiece when they resort to art.

8. Do deep breathing.

If you have less time or no private space to do any of the above, one of the best ways to release emotions is to breathe in deeply through your nose and imagine yourself breathing out the emotion through the mouth. Do this 10 to 12 times, and you will feel calm and better equipped to deal with the situation.

Activity B: Deep Breathing



Practise the art of breathing deeply. Follow the instructions your teacher gives you on how to do the breathing exercise.

Let's Remember

It is normal to feel all emotions and it is healthy to express them in an appropriate manner. You can use different methods to manage your negative emotions. It is unhealthy to bottle up emotions as they can lead to mental or physical health problems or they can get expressed in inappropriate ways and in wrong situations.

My Space

The thing I liked the most about the lesson:

.....
.....

I learnt that

.....
.....



1. *Tell your parents/family members/guardians all that you learnt about managing emotions appropriately.*
2. *Watch yourself over the week. Note down any one negative emotion you felt and how you managed that emotion. You can do so by answering the following questions.*

a. What was the emotion?

.....

.....

b. Why did you feel it?

.....

.....

.....

.....

c. How did you manage your emotions?

.....

.....

.....

.....

12

Different Schools of God

Religions are many, God is one

Let's Begin

Write the name of your school.

Write the colour of your uniform.

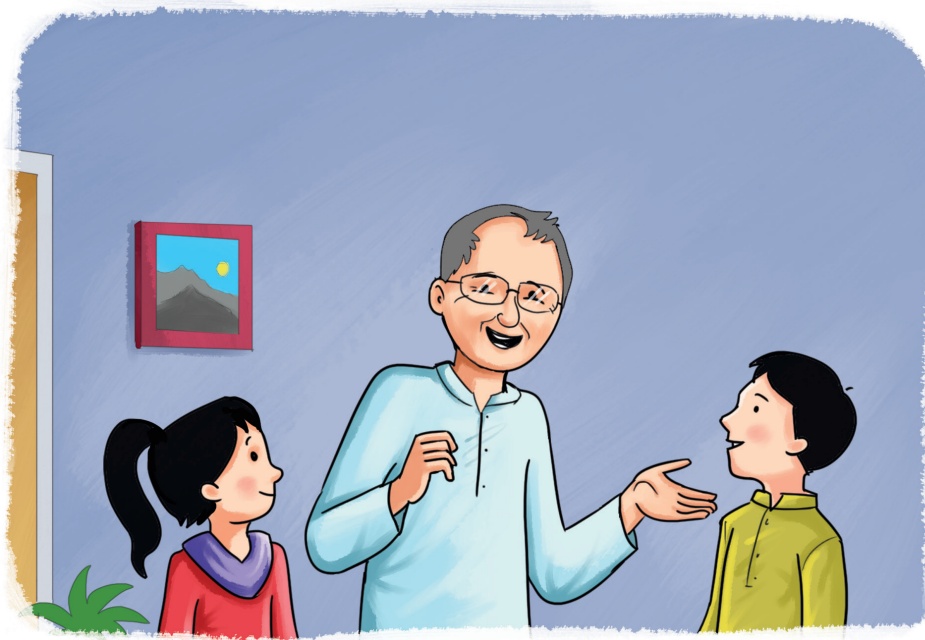
Do you like your school and school uniform? Do you consider them to be the best in the world?

What do you study at school?

Siya and her brother Soham went to different schools. They often fought over whose school was better. Sometimes they would compare their uniform or their school buildings and fight over whose school function was grander.

One day, they were in the middle of a fight when their grandfather entered their room. Siya asked her grandfather, “Dadaji, is my school better or is Soham’s school better?”

“Mine is better!” shouted Soham.



Dadaji smiled. He asked Siya and Soham to sit with him. Then he asked them, “Children, why do you go to school?”

“To study, Dadaji,” they replied.

“Hmm, and do they teach different subjects or the same subjects in both your schools?”

“The same subjects, Dadaji,” said Soham.

Dadaji said, “Good. So, the same knowledge is taught to both of you.”

Siya and Soham thought about this silently.

Grandpa continued. “The type of buildings, the teachers and the methods of teaching may be different in both schools. In fact, they are different in all schools. But all schools impart the same knowledge. Every school teaches science, language, maths, social studies, art and other subjects. You all learn the same things. So, does it matter whether you learn all this by wearing a blue uniform in a yellow building or a red uniform in a white building?”

Siya and Soham understood what Dadaji said and stopped fighting.

That afternoon, Siya and Soham went for a walk with Dadaji. Siya saw Dadaji bowing his head when they crossed a church. A little later, they crossed a temple and he bowed his head again. He did the same when they crossed a mosque.

“Dadaji!” exclaimed Siya. “Are all these places like schools of God?”

Dadaji laughed heartily, “Yes, my dear child, you are absolutely right. Different religions are like different schools of God, who is actually only one,” he explained. “These religions may have different rituals, forms of worship, holy books and festivals, but they all teach the same thing— how to become good human beings/loving like God.”



They continued walking. Then Soham asked, “But why do we have different religions if God is one?”

Dadaji thought a little and said, “Let us take the example of a school again. There are different types of schools based on their curriculum—CBSE, state board, ICSE. The language of teaching may be English, Hindi or Tamil depending on the place. People

choose the type of school they feel comfortable with. But all schools teach the same subjects, because knowledge is one and the same.

Similarly, different religions began in different parts of the world at different times. They all teach the same lessons of love and goodness in the language and the manner in which the local people can understand. So, my dear children, remember this:

“Schools are many,
Knowledge is one.
Religions are many,
God is one.
Faiths are many,
Teaching is one.”

Think and Answer

Fill in the blanks.

- a) Schools differ from one another in
types of
and methods of
- b) All schools teach the same
- c) Religions have different,
and
- d) All religions teach how one can be a
human being OR All religions teach how one can be
and like God.
- e) Religions are, God is

Extended Activity 1

Discuss the following questionnaire with your parents or elders in your family and use the points they share with you when covering the next section 'Knowledge is One'.

1. Does your religion teach how one can love God? YES or NO?

.....

2. Does your religion teach how one can become a better human being? YES or NO

3. List any two teachings of your religion about how one can express love to God.

.....
.....
.....

4. List any five teachings of your religion about how one can become a better human being

.....
.....
.....
.....
.....

The Many Schools of God

India is a multicultural country and home to many religions. We should be proud of this cultural diversity of faith in our great land. Now that we know that they are all schools that impart the same knowledge, let us treat all religions and their followers with love and respect. The first way to do this is to know more about the religions of our country. There is much to learn about them, but a brief introduction is given for you to begin with.

SANATANA DHARMA

sanātana dharma is a way of life. People who lived on the banks of River Sindhu practised *sanātana dharma*. Hence, invaders of Bharat began to call them Hindus. Thus came the word 'Hinduism'. It is the mother of all religions and the most ancient one.

Belief

In *sanātana dharma*, we can choose to worship God as formless or with a form.

Holy scriptures

There are many scriptures. Two of the main ones are the *veda* and the *bhagavad gītā*.

Place of worship

Temple

Showing respect

When you visit a Hindu temple, remove your shoes outside, bow to the deity and consume the holy *prasad* given by the priest.

ISLAM

People who practise Islam are called Muslims.

Belief

God is one and is formless.

Holy scriptures

The holy book of *quran*

Place of worship

Mosque

Showing respect

When you visit a mosque, remove your shoes. Before you enter, bow and kneel respectfully at the place for offering obeisance. It is customary for women to cover their heads inside the mosque.

CHRISTIANITY

Followers of this religion are called Christians.

Belief

Jesus Christ was the son of God who incarnated on Earth to save humanity.

Holy scriptures

The Holy Bible

Place of worship

Church

Showing respect

When you visit a church, sit on a pew (bench) and attend the prayer session in respectful silence.

SIKHISM

Sikhism is commonly practised in the state of Punjab. Followers of Sikhism are called Sikhs.

Belief

Sikhs believe in one formless God. They pay respect to their ten *gurus* who taught the principles of Sikhism and whose teachings are contained in their holy book.

Holy scriptures

guru granth sahib

Place of worship

gurudwara

Showing respect

When you visit a *gurudwara*, remove your shoes. Both men and women should cover their heads before entering a *gurudwara*. They have to kneel or bow to offer respect to the holy book.

JAINISM

The followers of Jainism are called Jains. They worship their saints called the *tīrthaṅkara*.

Belief

Jains believe in the principles of non-violence and peaceful living to purify the soul.

Holy scriptures

āgama

Place of worship

Jain temple

Showing respect

A Jain temple is more commonly regarded as a place of study and meditation than as a place of worship, and one must maintain respectful silence there.

BUDDHISM

The followers of this religion are called Buddhists.

Belief

Buddhists are followers of the enlightened saint Gautama Buddha, who taught the way to achieve *nirvāṇa* or freedom from the cycles of birth and death.

Holy scriptures

tripitaka

Place of worship

Buddhist monastery

Showing respect

When you visit a monastery, you sit on the ground barefoot and listen respectfully to the prayers and chants.

There are a few more religions followed in India.

Extended Activity 2

Find out what other religions are followed in India and write their names here.

.....

.....

.....

.....

.....

.....

.....

Research any one religion and write details on the following.

Belief

.....

.....

.....

.....

Holy scripture

Place of worship

Showing respect

.....

.....

.....

Activity A: Find the Common Point

Here are some of the common teachings from all religions.

1. Discuss them with your teacher.
2. Crosscheck the points given by your parents/elders in your family (from **Extended Activity 1**) with the points given below. Are there any common points?
3. Write down any other teachings that are common in the empty bubbles.



"God is one."

"Be kind to all."

"Love is God."

"Service and sacrifice."

"God loves you."

"Help those in need."

"Live a virtuous life."

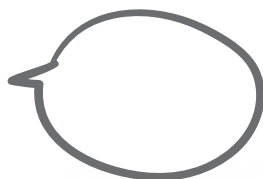
Love one and all.

Do not hate another.

Be truthful.

Do not hurt others.

Do what is right.



Activity B:

Many Religions, One Knowledge



You now have some idea about different religions of our country as well the common things they all teach.

Form groups with the help of your teacher. Each group should select one religion and present it to the rest of the class. Mention the teachings that are common with other religions. Also enact the method of showing respect in that religion.

We have learnt that schools are many but knowledge is one and religions are many but God is one.



What happens when you light a lamp? There is light everywhere. The light is the grace of God, which is common for all creation, irrespective of which religion you follow. Let us always remember to bow in gratitude to the grace of God, wherever and in whatever form we see it, be it in a temple or a mosque, in a *gurudwara* or church. Just as we respect and enjoy different cultures of people, so we must respect and celebrate different religions of the world.

Let's Remember

All religions impart the same knowledge. All religions help us connect to the Creator. Therefore, let us respect all religions.

My Space

The thing I liked the most about the lesson:

.....

.....

I learnt that

.....

.....



For this activity you must take the help of a friend or an acquaintance who is from another faith. Along with your friend, visit their place of worship and learn about the rituals and customs followed there. Also, if possible, attend a religious function with your friend's family and take their help to understand and follow the festivities.

13

A True Bharatiya

***A true Bharatiya is one who exhibits the qualities
and values that Bharat stands for***

Let's Begin

What is the first thing that comes to your mind when you hear the name of our country 'Bharat'?

.....

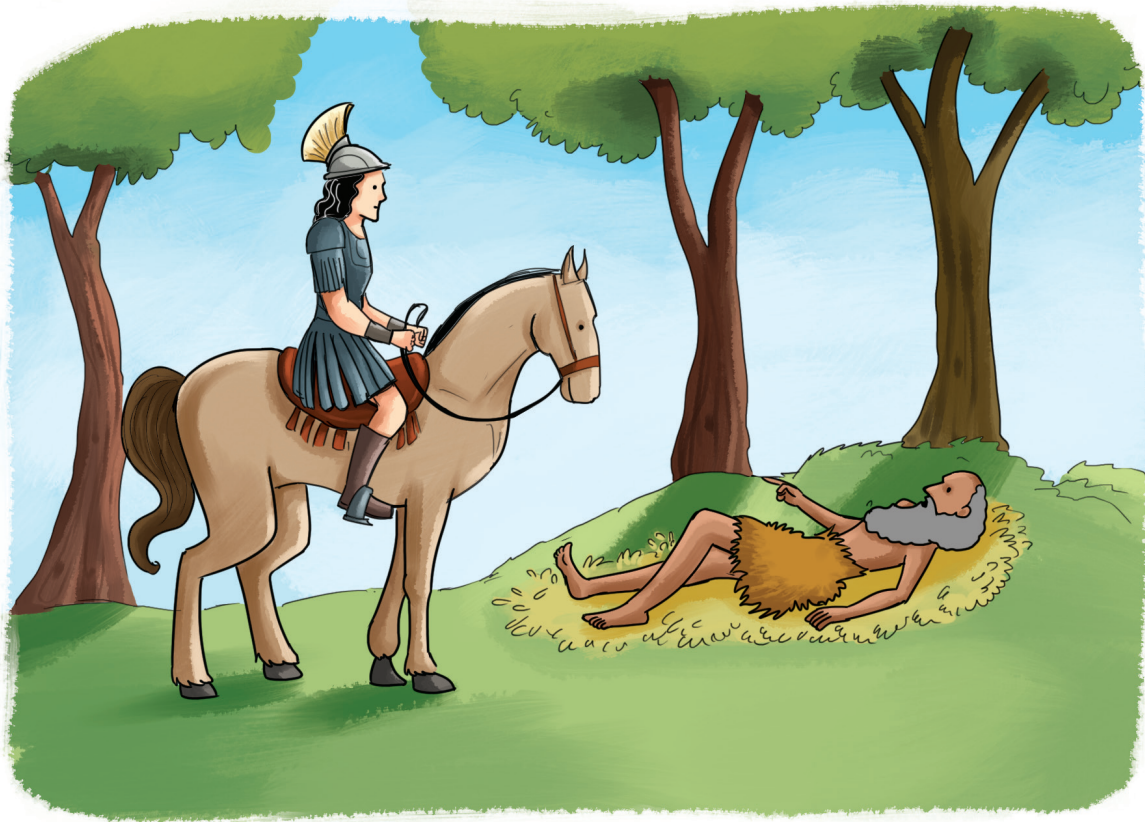
People from all over the world have different ideas about our country. Let us see what the famous Greek conqueror Alexander thought about Bharat.

King Alexander and the Wise Man of Bharat

King Alexander was the king of Macedonia in Greece. His aim was to become the king of the whole world. He set out from Greece with an army to conquer different lands. He travelled eastwards, waging wars and conquering many kingdoms. He finally reached the western boundaries of ancient Bharat, to the city of Takshashila.

In Takshashila he heard about a great wise man called Dandamis. King Alexander had also heard about the great wise men of Bharat from his teacher, Aristotle. He wished to meet them and learn from them. So, he sent one of his people to bring Dandamis to him.

That person, Onesikritos, went deep into a forest, where he saw an old man lying on the forest floor with leaves as his bed. Onesikritos told Dandamis that the great Lord of Men, Alexander, wanted to meet him. He said that if Dandamis came to Alexander he would be given huge gifts. But if he refused, his head would be cut off.



Onesikritos's words did not scare Dandamis. He lay on his bed and calmly told Onesikritos that he did not want any gift as he was happy to have no possessions. He also said that he was not afraid of dying. And so Dandamis refused to go to Alexander. He sent a message that Alexander should come to him if he wished to meet him. Dandamis wanted to teach the Greek conqueror a lesson that one could not obtain wisdom or knowledge through power or force but only through humility and love.

When Alexander heard Dandamis' message, he was impressed. He had never heard of or met a person like Dandamis. He finally went to the forest and met Dandamis.

Alexander got an idea of the greatness of Bharat and its fearless people, through Dandamis and many other wise men and great kings he came across during his march of conquest through the western borders of Bharat.

Think and Answer

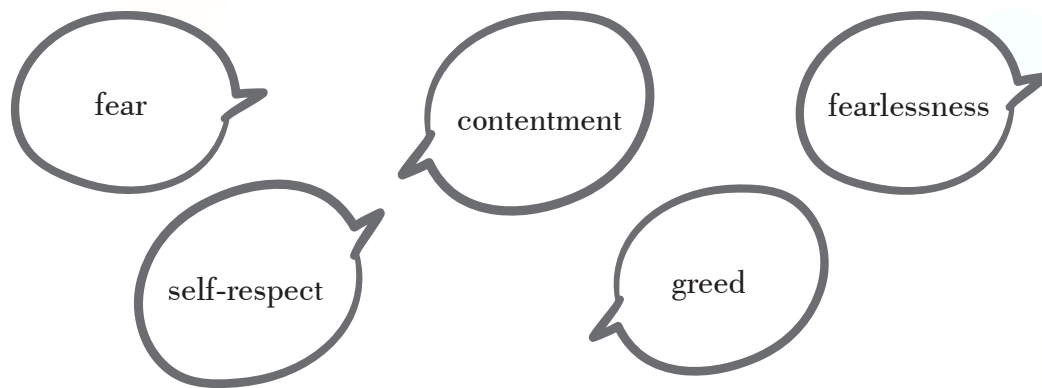
I. Fill in the blanks.

1. King Alexander's aim was to become the king of the
.....
2. He set out to do this by as many lands as possible.
3. Alexander finally reached the city of on the western borders of ancient Bharat.
4. Alexander wished to meet a great wise man of Bharat.

II. Answer in a sentence.

1. What was Alexander's message to Dandamis?
.....
.....
2. What was the message of Dandamis to Alexander?
.....
.....
3. What lesson did Dandamis want to teach Alexander?
.....
.....

III. What qualities did Dandamis show in his conversation with Onesikritos? Tick the correct option or options.



Bharat, the Land of the Great and the Wise

Bharat is our land. The people of Bharat are called Bharatiyas.

What is the meaning of Bharat? *Bha* means 'light (of knowledge)', *rath* means 'driven towards'. So, 'Bharat' means 'driven towards the light of knowledge'.

In ancient times, Bharat was known as a land of great wealth, prosperity and plenty. Many travellers and historians have mentioned the beauty of the land, its architecture, and its towns and cities. There are many things unique and wondrous about Bharat. But, of all of them, the most important and unique characteristics of Bharat, not found anywhere else in the world, are knowledge and wisdom, as well as the social, moral and spiritual values followed by Bharatiyas. These form the backbone of the culture of our great country and have prevented our great civilisation from going extinct. These form the true wealth of our land.

Who is a true Bharatiya?

Do we become Bharatiyas because we are born in Bharat? Legally, we may be citizens of this country. But we become Bharatiyas in essence when we follow the great values our country stands for. Here are some of them.

One God present within all

Bharatiyas believed that one and the same God was present within all living beings. Thus they respected not just people but even birds, animals and insects. True Bharatiyas never saw others as different from themselves. They had love for all. This made it easy for them to see unity in the diversity of people, religions and cultures.

*mātr̥ devo bhava, pitr̥ devo bhava, ācārya devo bhava,
atithi devo bhava*

Mother, father, teacher and guest are verily God and are given the same love and respect given to God.

vasudhaiva kuṭumbakam: The world is one family

True Bharatiyas considered everyone as family. In ancient India, enlightened citizens welcomed and respected people from all over the world as guests. Foreign cultures were graciously accepted and embraced by the people, and soon they became a part of Bharat's culture. People of different religions and cultures lived in harmony with one another.

Activity A: Know Our Diversity



Bharat today is a land of diverse races, religions, customs and traditions. How much do you know about diverse Bharat? Let us have a fun quiz and find out!

1. Kuchipudi is a dance is associated with which Indian state?
2. What is the capital of Nagaland?



3. Madhubani painting is famous in which state?
4. Which classical dance is famous in Tamil Nadu?
5. In which month is Lohri celebrated?
6. What is the language spoken by the people of Shimla?
7. What is the language spoken in Tripura?
8. How many states are there in India?
9. How many languages do the people of different states in India speak?
10. Udupi cuisine originated in which state?

***samasta lokāha sukhinō bhavantu* - May the whole world be happy**

True Bharatiyas prayed for the happiness of the whole world, not just for themselves or their family. This broad-mindedness made Bharatiyas unique among all the nations of the world.

***sathyam vada, dharmam chara* - Speak the truth and do what is right**

True Bharatiyas give utmost importance to speaking the truth and doing the right thing, no matter how difficult it is.

Ancient Greeks talk about how Bharatiyas never borrowed money nor did they lend it at dishonest rates. Bharatiyas were also known not to do any wrong to others. Even war was fought in the right manner. Only the warriors of two kingdoms fought with each other. They never harmed the common citizens, especially the farmers or crops of the enemy kingdom.

parōpakārāṛtham idam śarīram - This body is meant to serve others

True Bharatiyas believed that one should help others as much as possible, even if it was inconvenient or difficult. It was a matter of pride and honour to serve a person in need. People living in houses on main roads used to keep pots of water to serve thirsty travellers. A hungry stranger was offered food with love and respect.

ahimsā or non-violence

This value is unique to Bharat and Bharatiyas, who believed in not hurting another person in thought, word or action, unless necessary.

Bharat, a World Teacher

Bharat's role in the world is that of a 'world teacher'. For thousands of years, Bharat has been teaching people from other parts of the world its unique knowledge, wisdom and values. For this to continue, we Bharatiyas first need to be aware of and follow the timeless values of Bharat. When the actions of Bharatiyas reflect the values of Bharat, the whole world will look at Bharat with respect and regard.

Let us follow these qualities in our lives and become true Bharatiyas.

Activity B: **Are you a true Bharatiya?**

Form groups with the help of your teacher. Discuss in your group how you and your family follow the qualities discussed in the lesson with examples.



Activity C: Prayer for All



Learn and repeat the following universal Sanskrit verse that prays for the welfare of all beings on earth.

samasta lokāha sukhīnō bhavantu (3).

Let's Remember

A true Bharatiya is one who reflects the values that our country Bharat stands for.

My Space

The thing I liked the most about the lesson:

.....
.....

I learnt that

.....
.....



Share with your parents/family members/guardians the qualities of a true Bharatiya that you learnt in this lesson. Discuss with them and write down a few more qualities that your family thinks are present in a true Bharatiya. Write at least five qualities.

.....

.....

.....

.....

.....

.....

.....

14

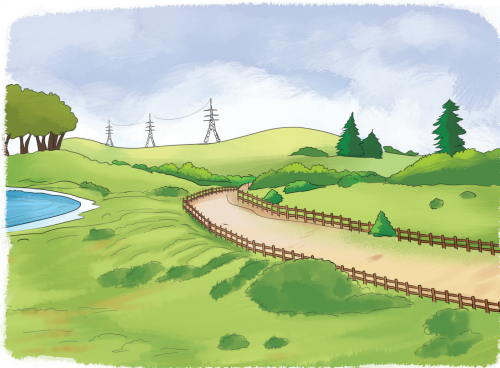
Planet Bhuvan

Human activities are causing environmental problems such as pollution, species extinction and resource depletion

Let's Begin

Look at the two pictures given below: Picture A and Picture B. How are they different from each other? Which of these places would you like to live in? Why?

A



B



Let us now read a story of a place really far away from here.

Once there was a beautiful planet called Bhuvan in a distant solar system. The planet was identical to our Earth in every way. It had air, water, land, trees, animals and people like human beings. These people were called Danavas. They were a very happy race. The elders of the Danava race taught all Danavas one lesson. They told their children, ***“Remember this. In the well-being of all lies the well-being of one.”***



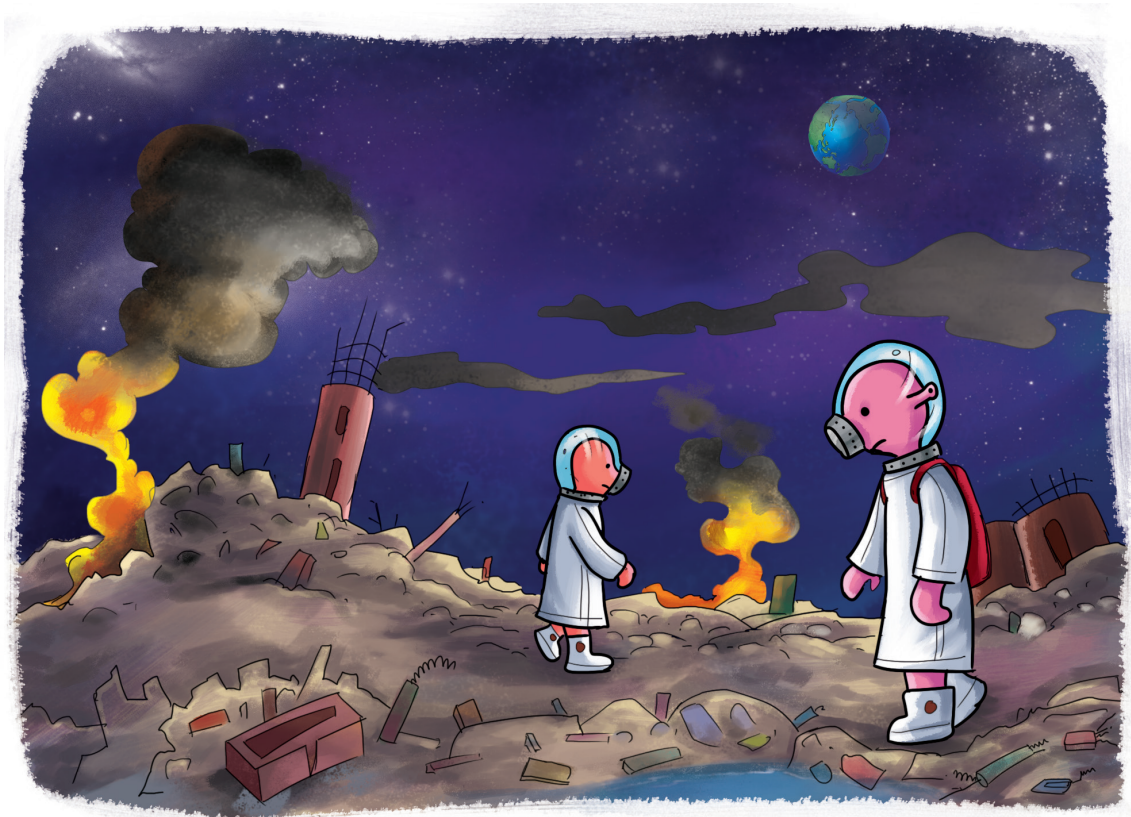
The Danavas remembered this lesson and lived accordingly. They loved their planet and took care of it well. They respected nature and used the materials and animals on the planet very carefully.

Planet Bhuvan had a rich variety of living beings. It also had different types of non-living materials which the Danavas called 'resources'. These resources were of two types. Some were available in large quantities as they were produced continuously and did not get over. They included resources such as water, forests and living organisms. They were called 'renewable resources'. There were other materials that were available in very small amounts because they took a long time to form. They were coal, petroleum and natural gas. They were called non-renewable resources. The Danavas used both the renewable and non-renewable resources judiciously.

But, over time, the Danava race slowly forgot the most important lesson their elders had taught them. *What was the lesson?*

The Danavas started using their planet's resources carelessly. They did not respect the water, air, land, animals, or even the

planet, anymore. They dirtied the rivers and seas. They made the air poisonous and unclean with their activities. Forests were cut down. The land became a huge dump yard of all their wastes. So the Danavas killed many animals and birds and soon they did not exist on Bhuvan anymore. Both the renewable and non-renewable resources got over. The once beautiful planet became ugly and bare. Very few could live on it anymore.



The Danavas did not notice all these changes at first. They were very busy with all their favourite activities. But slowly, they started becoming sick because of the dirty air and water. Resources became scarce. Food became less because a large number of trees, animals and fish had died. Many Danavas started dying. In the middle of all this chaos, one Danava remembered the elder's lesson.

What was the lesson? Write it here.

.....

.....

This Danava called a meeting of the remaining surviving Danavas and reminded them of the lesson. All the Danavas were sad. They wished they had followed the elders. Although the Danavas decided to stop all activities that harmed the planet and its resources, it was too late. The planet was damaged beyond repair. The Danavas had no choice but to begin searching for a new home and a new planet. They are still searching. In the meanwhile, they have sent out a coded message to all planets which have people like them. Here it is.

KEAT RAEC FO UROY NATLEP. NI HET EWLL-NEBGIN FO
LAL ESLI HTE ELWL-INBEG FO EHT LPATEN

Decode the message and write it here.

.....

.....

WORD WALL

judiciously: carefully, in a way that shows good judgement

scarce: in short supply

chaos: disorder and confusion

Think and Answer

Answer in a sentence or two.

1. What lifestyle of the Danavas created happiness for them and all the beings on Planet Bhuvan?

.....

.....

2. When did the Danavas start using the resources of their planet carelessly?

.....
.....

3. What happened on Planet Bhuvan when the Danavas misused their resources?

.....
.....

4. What happened to the Danavas when they misused the resources of their planet?

.....
.....

5. Is there a need for us on Earth to follow the message of the Danavas? Why?

.....
.....

Extended Activity 1

Explore Your Neighbourhood

Go on a walk around your neighbourhood with your parents or an elder in your family and carry out the following activities.

1. Tick all the things in the box that you could find, look for, listen to, smell and feel during your walk in your neighbourhood.

2. Were there some things that disturbed your exploration—
such as strange smells, sounds or things? What were they?

.....

.....

.....

Find



Rock



Twig



Feather

Look For



Sprout



Insect



Squirrel

Listen



Bird Chirping



Rain Drops



Wind

Smell



Soil

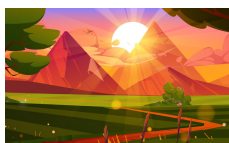


Wood Smoke



Fresh Air

Feel



Sunlight



Raindrop on Face



Breeze

3. Is the air, water and land in your locality clean and pure?
Write YES or NO.

Air:

Water:

Land:

4. Write any one reason why you wrote YES or NO.

.....

.....

.....

Threats to Earth

*One of the first conditions of happiness is that the link
between man and nature shall not be broken.*

- Leo Tolstoy

Activity A:



Bhuvan and Earth: Different Planets, Same Problems

We saw from the example of the Danavas what can happen to a planet and its beings if the planet's resources are not taken care of properly. Unfortunately, our earth is also facing the same problems that Bhuvan faced. On Earth we have given these problems specific names. Discuss with your teacher and write the names next to the problems.



PLANET BHUVAN	PLANET EARTH
Dirty, unclean rivers and seas, air and land	
So many beings killed that they did not exist any more	
Renewable and non-renewable resources got over	

The major environmental problems we have on Earth today are pollution, resource depletion and species extinction. Who has caused these problems? Can we compare them to the problems of the Danavas?

Impact of Environmental Problems

Examples

Pollution

1. **Taj Mahal discolouration/marble cancer:** One of the seven wonders of the world is suffering from cancer known as 'marble cancer' because of air pollution. The presence of many rubber and automobile industries in and around Agra and vehicles are polluting the air. The toxic gases produced by them are reacting with water to create acidic rain. This acidic rain and the ash that remains suspended in the air are causing discolouration of the marble of Taj Mahal.

2. **Yamuna water pollution:** Yamuna is one of the major rivers in northern India. Decades ago, it was the major lifeline for the people of the area where it flows, but now it is the most polluted river in India. Flowing of drainage water because of improper sewage system, increase in usage of pesticides and fertilisers, and dumping of industrial waste in water are the main reasons for the pollution of Yamuna. Yamuna is the source of water for the majority of the people living along this river. Its waters are used to irrigate crops and animals drink water from it. Can you imagine the effect of this polluted water on the people, animals and plants of that area?
- 3) **Air pollution in Delhi:** According to the World Air Quality Report 2020, New Delhi, the capital city of India has been cited the most polluted capital city in the world for the third year running.

Species Extinction

1. **Extinction of dodos:** Dodos were flightless birds that lived only on the island of Mauritius in the Indian Ocean. They were like pigeons and originally they could fly. But since they had no predators that ate them and also because their food was available in plenty on the ground, they gradually lost their ability to fly. They did not know what it was to be scared of anything.

The Dutch sailors were the first men to land on the island of Mauritius. They found it very easy to catch the helpless Dodos who did not even know to run and protect themselves! The sailors soon set up colonies in Mauritius and started living there. They had pigs and dogs living with them. The pigs would feed on the fruits eaten by the dodos and the dogs would hunt the young ones of the dodos very easily. Rats from the ships soon came on land and they destroyed the nests and eggs of the dodos on the ground. Well, very soon, the number of dodos on Mauritius reduced drastically and, within just 100 years of the Dutch landing in Mauritius, the dodo was extinct.

More than one million species of plants and animals are now at risk of extinction- more than ever before in human history, according to the The Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES).

Resource Depletion

It is predicted that world reserves of crude oil, which gives us petrol and diesel, will run out in 53 years, natural gas in 54, and coal in 110. These fossil fuels take millions of years to form. We have managed to deplete these fossil fuels in less than 200 years since we started using them.

We must prevent Planet Earth from becoming Planet Bhuvan.

Do we want our Earth to become like Planet Bhuvan? What should we do so this does not happen?

Activity B: Message to Humans



Form groups with the help of your teacher. Imagine you are one of the Danavas who has travelled to earth and seen how human activities are disturbing Planet Earth. You do not want Earth to experience the same fate as Planet Bhuvan.

Discuss and come up with suggestions as to what human beings need to do to protect Planet Earth and its resources. Write down your suggestions as a message to the human race on a chart paper.

Extended Activity 2

Research and find out more examples of pollution, species extinction and resource depletion. Write them here.

.....

.....

.....

.....

.....

.....

.....

.....

Let's Remember

Human activities are causing environmental problems such as resource depletion, pollution and species extinction. We must protect our planet and its resources.

My Space

The thing I liked the most about the lesson:

.....

.....

I learnt that

.....

.....



Watch the movie WALL-E or Avatar with your parents/ family members/guardians. What important lessons did you learn from the movie? Discuss with your parents/ family members/guardians and note the points here.

.....

.....

.....

.....

.....

Glossary

1. **ahimsā** - Sanskrit word for non-violence
2. **āgama** - holy scriptures of the Jains
3. **ācārya** - Sanskrit term for a spiritual master who teaches by setting example
4. **atithi** - Sanskrit word that means 'guest'
5. **beta** - means 'child' in Hindi. Can refer to both son and daughter
6. **Bhārata** - Light of knowledge and according to Mahabharata India was called Bhārata or Bhāratavarṣa after the king named Bharata Chakravarti. Bharata was a legendary emperor and son of King Dushyanta of Hastinapur and Queen Sakuntala.
7. **Bhagavad gītā** - Holy text of the Hindus
8. **bhavantu** - Sanskrit word that means 'they shall'
9. **bhava** - Sanskrit word that means 'being'
10. **cara** - Sanskrit word that means 'pursue'
11. **dadaji** - Hindi word for paternal grandfather
12. **dharmam** - Sanskrit word that means 'righteous conduct or duty'
13. **devo** - Sanskrit word that means God
14. **guru granth sahib** - Holy text of the Sikhs
15. **gurdwara** - Sikh place of worship
16. **imam** - Arabic title bestowed on someone who leads Muslim worshippers in prayer
17. **idam** - Sanskrit word that means 'this'
18. **kuchipudi** - one of the classical dance art forms of India indigenous to Andhra Pradesh

19. **kuṭumbakam** - Sanskrit word that means 'family'
20. **lokāha** - Sanskrit word that means 'worlds'
21. **lohri** - festival celebrated by Hindus and Sikhs in Northern India to mark the end of the winter solstice and harvesting of rabi crops
22. **maa** - word for mother in many Indian languages
23. **madhubani** - old folk art form that originated in the Madhubani district of Bihar
24. **mātr** - Sanskrit word for 'mother'
25. **namaste** - greeting in many Indian languages
26. **nirvāṇa** - Sanskrit word that means 'deliverance'-3
27. **pucca** - Hindi word that means solid or permanent
28. **prasād** - adevotional offering made to the deity in sanātana dharma
29. **parōpakārārtham** - Sanskrit word that means 'to help others'
30. **pitṛ** - Sanskrit word for 'father'
31. **quran** - Holy text of the
32. **roti** - round Indian flat bread
33. **śarīram** - Sanskrit word that means 'body'
34. **subji** - Hindi word for 'vegetable dish'
35. **sanātana dharma** - Sanskrit term that means 'the eternal way of life'
36. **samasta** - Sanskrit word that means 'total'
37. **sukhinō** - Sanskrit word that means 'happy'
38. **sathyam** - Sanskrit word that means 'truth'
39. **tīrthaṅkara** - a human being who helps achieve liberation and enlightenment
40. **tripiṭaka** - holy scripture of the Buddhists
41. **veda** - large body of religious text in sanātana dharma
42. **vasudhaiva** - Sanskrit word that means the earth/world alone
43. **vada** - Sanskrit word that means 'say'

[illegible]

