

**Curriculum on Health and Wellness of  
School Going Adolescents**

Under the Aegis of School Health Programme of

**Ayushman Bharat**

**Theme 4: Values and Responsible Citizenship**  
**(SECONDARY & SENIOR SECONDARY)**

## Theme - Values and Responsible Citizenship

Learning Outcome - Module	Activity No	Title of the Activity	Learning Outcomes - Activity	Time (in minutes)	Transaction methods
<b>The Learner</b> <ul style="list-style-type: none"> <li>• <b>Demonstrates informed and responsible decision making by aligning personal values with constitutional values</b></li> <li>• <b>Practices the process of value prioritization</b></li> <li>• <b>Negotiate real-life dilemmas by upholding own values as well as constitutional values</b></li> </ul>	1	Value Polarization Debate	The learner <ul style="list-style-type: none"> <li>• Identifies the values which are important to her/him and demonstrates ability to prioritize one's own values.</li> <li>• Explains how values influence decision making and stances that one takes with respect to conflicts.</li> </ul>	30	Debate
	2	Decision-Making Wheel	The learner <ul style="list-style-type: none"> <li>• Develops a better understanding of oneself</li> <li>• Thinks about options and the consequences of each of those options while taking decisions</li> </ul>	60	Case study followed by Reflective exercise
	3	Real-life Value dilemmas	The learner <ul style="list-style-type: none"> <li>• Reflects and be aware of one's own behaviour</li> <li>• Takes responsible decisions based on certain constitutional values</li> </ul>	30	Role plays and Presentation
	4	Active Citizenship Project: Waste Audit	The learner <ul style="list-style-type: none"> <li>• Practices responsible citizenship behaviour to establish harmony between personal behaviour and civic values</li> </ul>	30	Structured small group task and presentation
	5	Active citizenship Project: Developing Sensitivity towards Disability	The learner <ul style="list-style-type: none"> <li>• Develops sensitivity through lived experience as a person with physical disability</li> </ul>	30	Structured small group task and presentation

## Activity 1:

### Title: Value Polarization Debate

#### Learning Outcomes:

The learner:

- Identifies the values which are important to her/him and demonstrates ability to prioritize one's own values.
- Explains how values influence decision making and stances that one takes with respect to conflicts.

**Time:** 30 mins

**Life skills enhanced:** Creative Thinking, Problem Solving and Decision Making

**Resources:** Blackboard and Chalk, Sheets/notebooks, Pens/pencils

#### Guidance for the facilitators

- Through this activity, learners experience how values influence their thoughts and behaviours.
- It is important to recognize that people may prioritize different values leading to different decisions/ behaviours in the same situation.
- The activity also helps help learners to recognize and respect different viewpoints on a particular issue.
- It is important that the facilitator does not impose her/his own values on the learners.
- In this module, we have suggested three different statements around which a debate may be conducted. The procedure for conducting the activity remains the same, while the statements may differ. You will need to decide in advance on any one statement on which the debate may be conducted. The discussion and reflection questions that follow would also remain similar.
- Each time the activity is conducted, i.e., on each statement, it will take at least 30 minutes.
- Please note that in the debate the focus must be retained on Values rather than the topic and content of discussion.

## Transacting the activity

1. Tell the learners that a statement will now be read out and also written on the blackboard
2. Those who agree with the statement stand on the left side of the room (*point towards it*). Those who disagree with the statement stand on the right side of the room (*point towards it*). Each one must choose to either agree or disagree.
3. Write the statement on which you wish to conduct the activity on the blackboard (one out of the following)

**‘Underage driving is dangerous for oneself as well as others on the road!’**

**Or**

**A person with a physical disability can be a great sports person’**

**Or**

**‘Elders may not always be right!’**

4. Wait till all the learners have taken a position on the right side / left side of the room
5. Now ask the learners to share their reasons and values for choosing this side. Alternatively, the group may also decide to nominate one person to present their reasons and underlying values to the other group.
6. As one group shares, the facilitator notes down the reasons and values on the blackboard in the following format

Decisions/ Behaviors	Value/s (Reasons

7. Repeat this for the other group and continue to add in the given table
8. Let the groups debate on the matter by countering or agreeing to the other for 5-7 minutes
9. During the debate, announce that if any learner feels that the other groups’ rationale is convincing, they are free to change sides and take new positions
10. Conclude the debate and ask the learners to sit in their original positions.
11. Now, read out the reasons and the values the two groups mentioned. After each value, ask the learners to raise their hands if they believe in that value.
12. Also understand the reasons from those who felt convinced enough to change their positions on why did they did so.
13. Ask everyone to respond to the following questions
14. Remember there may not be ONE CORRECT ANSWER

## Discussion Questions

1. What led them to the choices they made? What value were you upholding?
2. Was everyone in the same group upholding the same value?
3. If you changed position, what about the earlier position wasn't convincing enough?
4. Did any of you feel like changing positions, yet did not change? If so, what stopped you?
5. Is it possible for two people to have similar values yet take different stances?
6. Did you find that in the debate you just conducted?
7. How do you think your values influence your decisions? Can you think of an example?

## Summing Up

- The reasons that were shared during the debate reflect the values that we stand for. Values are standards or principles which help us decide which way to go and what stance to take.
- Our decisions, values and behaviors are all linked together. The root of our behavior lies in our values. Hence, if we want to modify our behavior we should think about which values we would want to prioritize.
- Since values consciously or unconsciously guide us in making choices and behaving in certain ways, it is important to be aware of them to make informed choices.
- Sometimes two people might uphold the same value, but exhibit completely different behaviours.
- Difference in values (or sometimes different prioritization of values), is one of the main reasons behind the conflicts between people. Different people may have different values. One may not be able to easily relate with someone else's values.
- Conflicts often arise due to a difference in values. What is held dear by one may not be preferred by another, and that may give rise to conflicts.
- For example, even if two people hold values of non-violence dearly, to one it may be non-violence till it comes to self-defense, and for the other it may be non-violence as the ultimate value that cannot be compromised under any circumstances.

## Reflection questions

- What is the basis of our behaviour and our choices?
- How do you think your values influence your decisions? Can you think of an example?

### **Take-home messages**

1. As individuals it is important that we are aware of the various values that play a role behind our decision making
2. Our decisions, values and behaviours are all linked together. The root of our behaviour lies in our values. Therefore, if we want to modify our behaviour we should think about which values we would like to prioritize
3. Values are neither right nor wrong. Different people have different values. Though one may not be able to relate with someone else's values, it is important to respect them.
4. Difference/prioritization in values is one of the main reasons behind conflicts arising.

### **Suggested activities**

1. The learner goes back home and writes down one conflict which is ongoing in their life at the moment. It should be an interpersonal conflict with another person.
  - a. Once completed, ask them to reflect on today's learning, and try to identify the values that they prioritized and also try to guess the values from which the other person is operating.
2. Around us, conflicts arise due to lack of empathy and understanding of values upheld by different people. Can you identify a conflict and try to identify the value clashes? And why they occur?

## Activity 2

### Title: Values-Based Decision Making

#### Learning Outcomes

The learner

- develops a better understanding of oneself
- thinks about options and the consequences of each of those options in while taking decisions

**Life skills enhanced:** Decision making, Problem-Solving

**Time:** 60 mins

**Resources:** Blackboard/chalk, notebooks, pens/pencils

#### Guidance for the facilitators

- There may be many ways to make informed and responsible decisions. In this activity, a tool will be discussed called the decision making wheel, that helps align our values with our decisions.
- Decision-Making Wheel: This wheel can help make better choices in life. When there is an important decision to make, start by stating the problem at the hub of the wheel. Next, move through the next 6 steps to help arrive at an informed decision.

#### Transacting the activity

1. Recapitulating learnings from the previous activity: Ask the learners if anyone would like to share what was done in the previous activity. Provide prompts by sharing the debate they conducted. Encourage learners to come forward and share what they had learnt through the debate. Revise the main learning and take home messages (5 mins).
2. Now ask the learners if they have ever made a choice that resulted in unwanted consequences.
3. Invite 3-4 learners to share any such experience.
4. Generate a discussion by asking the following questions:
  - How do you decide whether to do something or not?
  - How do you make a choice or a decision?
  - Do you usually consider the consequences of a decision first or identify own values first? Share an example!

5. The facilitator draws the Decision Making Wheel on the blackboard, or hands out the Activity Sheet (if possible) to each learner



6. Following the steps on the wheel, take the learners through each of the numbered steps.
7. Explain that while moving through the steps carefully, one arrives at a decision.
8. Explain to the learners that the decision-making wheel can be understood through the following example
9. Read the following case aloud to the learners.

*It is the Sports period and all class IX students are supposed to be out in the playing field. You have to go the toilet. On the way, you pass your classroom and notice that there is someone in the room. You stop and peep in, and see one of your best friends reach into another person's bag and take something out of it. You quickly move past the door. During the next period, the learner whose bag you saw your friend reach into, walks up to the class teacher. A moment later the teacher announces that this student's new book has been stolen. What do you do?*



### Discussion Questions

- Using the Decision Wheel as a guide, the facilitator discusses the following questions with the learners, thinking together, referring to the wheel on the blackboard
  - i. Problem: What is the problem?
  - ii. Choices: What are the choices you have?
  - iii. Consequences: What do you think the consequences of these choices will be for yourself and others who are involved?
  - iv. Values: What values do you need to consider?
  - v. Feelings: How do you feel about the choices you have?
  - vi. Decision: What is your decision?
  - vii. Assess Decision: Do you think you made the right decision? Why or why not?
- The facilitator writes their answers on the board on the given sections of the wheel. The facilitator should emphasize that even though the situation is the same, decisions may be different for different people.
- The facilitator now asks the learners to think of a situation in which they wish to take a decision, in their personal life
- Ask the learners to fill out their Decision Making Wheel, filling in the hub of the wheel first and then filling in their answers to each of the areas of the wheel. Check to see that learners are considering each step on the Wheel for making their decision
- Give the learner about 15 mins to carry out the personal exercise
- The facilitator then invites those learners who feel comfortable sharing, to share the process and the results they came up with.
- The facilitator also tells learners they can come and share their process and decisions with her/ him any time later, if they would like to.

### Summing up

- Thinking about the problem, options available and consequences of different actions before taking a decision is important.
- An effective decision making strategy helps improve the quality of the decision made.
- The Decision Making Wheel provides a strategy for taking decisions, taking into account the exact problem, possible choices, consequences of each possible choice, underlying values, and feelings.
- If we wish to change an outcome, we change our choices. Since our choices depend on our values, we need to first change the values.

### Reflection questions

1. What would you do differently now that they have learned how to make careful decisions?

2. What are the steps to consider while arriving at a decision?

**Take home messages**

1. Decision making and values go hand in hand.
2. It is important to identify the values behind our decision to strengthen the decision making process.

**Suggested activities**

1. Ask the learners to choose a friend and take a decision together using the Decision-Making Wheel

## Activity 3

### Title: Real-Life Value Dilemmas

#### Learning Outcomes

The learner:

- Reflects and be aware of one's own behaviour
- Takes responsible decisions based on certain constitutional values

**Time:** 30 mins

**Life skills enhanced:** Critical Thinking, Self-Awareness

**Resources:** Blackboard, Chalk

#### Guidance for the facilitators

- Constitutional rights are based on Values that are important for each and every one.
- The constitutional values guarantee certain rights. Some of the important constitutional values are equality, freedom, justice, fraternity and human dignity. Refer to the fact sheet for details on these values.
- The activity tries to reflect on one's own values in the light of constitutional values. In the following cases the freedom of one person seems to be compromised due to a friend's values. This often causes conflict. In such cases own behaviour needs to be altered to be able to align oneself with the constitutional values.
- Reference could be made to the various constitutional values discussed in the textbooks
- Each situation has been deliberately kept open-ended so as to allow learners to end it their way

#### Transacting the activity

1. Recapitulating learnings from the previous activity: Ask the learners if anyone would like to share what was done in the previous activity. Remind them of the Decision Making Wheel and how many used it to arrive at a decision with a friend. Invite 2-3 students to share with the class.
2. Share that we are now meeting 2 people -- Deepak and Firoza who are caught up in certain situations and we have to think of ways to help them
3. Share that Deepak, an older child, is caught up in a situation with his best friend Dilshad, and so is Ruheen with her friend Firoza. Let's try to step into their shoes and understand their struggles, and think of suggestions for them
4. Divide the learners into 2 groups

5. Give each group a case study and ask them to prepare a role play on it, including a suitable ending. Ask them to present their role plays, and after each group's presentation, initiate discussion around the questions

**Case 1:** Deepak and Dilshad are best friends. One evening, after ensuring no one's watching, Dilshad draws out a cigarette/beedi and lights it. He then gives a cigarette/beedi to Deepak and invites him to do the same. Deepak is uncomfortable. What do you think Deepak should do?

**Discussion questions:**

1. Do we identify a value clash in these cases? What is it?
2. What do you think of the ending for the case?
3. Can you suggest an alternative end to this case?

**Case 2:** Firoza and Ruheen go to the village Mela. Ruheen likes a poster of her favorite actor but doesn't have the money to buy. Firoza uses her parent's mobile phone and secretly clicks a picture of the poster. Ruheen thanks Firoza! Soon, they identify a senior boy - Shogun, whom they both find very attractive. Firoza uses her mobile phone and secretly clicks Shogun's picture. But Ruheen feels uncomfortable about this.

**Discussion questions:**

1. Was it ok for Firoza to click a picture secretly? Why or why not?
2. Do we identify a value clash in these cases? What is it?
3. What do you think of the ending for the case?
4. Can you suggest an alternative end to this case?

**Summing up**

1. Responsible behaviour is about respecting others' rights.
2. Responsible behavior takes care to not infringe other people's constitutional rights.
3. Constitutional rights are based on Values that are important for each and everyone.

### **Take home messages**

1. Different people prioritize different values while taking a decision which may result in conflicts.
2. It is important to align own values with constitutional values.

### **Reflection questions**

1. What would you do differently now that you have learned how to make responsible decisions?
2. What is value-based, responsible behaviour?

### **Suggested activities**

1. Can you think of a situation around you where you feel someone's values and behaviour is infringing others' rights, and constitutional values?
2. Can you think of ways to address it?

## Activity 4

### Title: **Active Citizenship Project: Waste Audit**

#### Learning Outcome

The learner

- Practices responsible citizenship behaviour to establish harmony between personal behaviour and civic values

**Time:** 30 minutes

**Life skills enhanced:** Critical thinking, Problem Solving

**Resources:** Notebook, pens/pencils

#### Guidance to the facilitator

- To conduct an 'Audit' means to examine something in detail to make sure everything is in order.
- Wastage of a resource refers to an action or a process of losing or destroying something by using it carelessly or extravagantly, such as natural resources.
- The purpose of the project is to build the capacities of the learners to be concerned and capable citizens who respect their constitutional rights and duties.
- This project is deliberately designed to be practical and action-oriented. The reason for this is to initiate action, based on the civic values they may have learnt through books, so as to practice these values in daily life
- Ensure the focus is on sensitizing the learners to their role as citizens in the society

#### Transacting the activity

1. Recapitulating learnings from the previous activity: Ask the learners if anyone would like to share what was done in the previous activity. Prompt by asking what we learnt from Ruheen and Deepak's cases. Highlight the importance of constitutional values and how one's own values need to be aligned to them.
2. The facilitator refers to the concept of wastage of resources
3. The class is then divided into 3 subgroups
4. Each group is given a theme
  - a. Water wastage
  - b. Power wastage

c. Food wastage

5. The learners from each group do a quick round of (some parts of) the school premises and identify any form of wastage, related to their theme
6. Give 10 mins to conduct this audit and bring back their findings
7. After returning, each group sits together to classify the wastage under - Water wastage/ Power wastage/ Food wastage. The group also thinks on ways to reduce the wastage
8. The facilitators then invites each group to share their findings with the rest of the class
9. Generate a discussion with the help of the following questions after each presentation. Encourage other groups to add their observations and ideas

**Discussion Questions**

1. Is wastage related to water, food and power a problem? Why do you think so?
2. Who all create this wastage, and why?
3. Is there a role we can play to reduce the wastage?
4. What do you think is the underlying value here?
5. Who benefits if there is minimal wastage? Is it individual, or the society at large?

**Summing up**

- a. It is important to harmonise our behaviour with civic values
- b. Civic values take precedence for larger good
- c. Individual habits and actions, based on personal and civic values, can lead to action that benefits society at large
- d. We can all act as responsible, concerned and capable citizens

**Reflective questions**

1. How do our behaviour and habits become a reason for wastage? Explain
2. Why do you think precious resources such as water, food, and power are wasted?
3. Who benefits from minimum wastage?
4. What role can you play in minimizing wastage? If you were to change a habit to avoid wastage, would you do it? Give an example

**Suggested activities**

1. Identify forms of wastage in and around your house.
2. Can you try to think of ways to avoid/reduce it? Tell your family members about it so your home can be a no-wastage home!
3. Present your findings in the school assembly and pledge to reduce wastage in the school as well



## Activity 5

**Title:** Active citizenship Project: Developing Sensitivity towards Disability

### Learning Outcome:

The learner

- Develops sensitivity through lived simulation of experience as a person with physical disability

**Time:** 30 minutes

**Life skills enhanced:** Empathy, Self-Awareness

**Resources:** A piece of rope or a long piece of cloth, per child

### Guidance to the facilitator

- Ensure the focus is on sensitizing the learners to the role they could/ should play to make life easier for those around who have a disability.
- It is important to highlight that we should develop sensitivity, sympathy and respect, but not an attitude of pity, towards persons less advantaged than us.
- Some children might get emotional due to experiencing such hardship, and feel overwhelmed.
- In case there is a learner in class who has a physical disability, be sensitive to this situation. Appreciate how well the person manages daily life situations, including coming to school and studying. Integrate the person respectfully in the activity, and make sure others listen respectfully if s/he wishes to share any incident or experience.
- Allow learners to share their findings as well as feelings.
- You may ask the learners to carry a piece of cloth from their homes a day in advance.

### Transacting the activity

1. Recapitulating learnings from the previous activity: Ask the learners if anyone would like to share what was done in the previous activity. Prompt by asking what we learnt from Ruheen and Deepak's cases. Highlight the importance of constitutional values and how own values need to be aligned to them and influence our behaviour.
2. The facilitator shares that this activity may be challenging for most of us.
3. The facilitator invites a learner to volunteer
4. The facilitator ties one leg of the learner with the other, so that the learner is able to walk only with one leg

5. For another learner, the facilitator ties one hand to the waist of the child, so that the hand becomes dysfunctional.
6. The facilitator asks each learner to choose if they wish to tie their leg or arm or both. Accordingly tie that body part.
7. The facilitator now gives daily situations to the learners like
  - Drink water
  - Walk around the classroom
  - Eat food
  - Wear your sweater
  - Comb your hair
  - Write on the blackboard
  - Sit down
  - Wash your face
  - Take part in a race
  - Help in the kitchen
  - Climb into a bus
  - Buy vegetables in the market
  - Any other
8. Continue this for about 15 minutes
9. Untie the body parts.
10. Generate a discussion on what the learners experienced. Invite 2-3 volunteers to share.
11. Generate discussion around the following questions:

### **Discussion Questions**

1. What did you experience?
2. What was most difficult? Why?
3. How did others in the school look upon you? What did it feel like?
4. Did you need help at any time? In what situations?
5. Did you receive help from anyone? How did it feel?
6. What would it be like to live life this way?

7. If you had a friend with a disability, how would you help?
8. Who else do you think can play a role in making life less difficult for such a person?

### **Summing Up**

1. It is important to be sensitive to those around us and the different realities they face
2. We can play a role in supporting friends with physical disability
3. Those with a disability have many other abilities and qualities
4. It is an important citizenship value where we learn to not discriminate against others, and instead develop respect and sensitivity

### **Reflective questions**

1. Are people with a disability less able or inferior to others?
2. Is their right to equality and dignity compromised because of the disability? If so, how and why?
3. Do you think you can play a role in supporting persons with disability? How?
4. Do you think this will help enrich your own life in some way? If so, how?

### **Take home messages**

1. It is important to be sensitive to those around us and the different realities they face.
2. We can play a role in supporting friends with physical disability.
3. Our constitution guarantees the right to equality to each one of us, including persons with disability.

### **Suggested activities**

1. While you are home, tie your eyes so that you cannot see at all, for two or three hours, and see how it feels. What are the tasks that you can and cannot do?
2. Identify 3 ways in which you could be sensitive to the lives of persons facing disability.

## FACT SHEET

### Some of India's Constitutional Values

Have you read the Preamble to the Indian Constitution? The values expressed in the Preamble are expressed as objectives of the Constitution. These are: sovereignty, socialism, secularism, democracy, republican character of Indian State, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation. Let us discuss a few of these discussed in the module.

- **Justice:** At times you may also realize that living in a democratic system alone does not ensure justice to citizens in all its totality. Even now we find a number of cases where not only the social and economic justice but also the political justice is denied. Which is why, the constitution-makers have included social, economic and political justice as constitutional values. By doing so, they have stressed that the political freedom granted to Indian citizens has to be instrumental in the creation of a new social order, based on socio-economic justice. Justice must be availed to every citizen. This ideal of a just and egalitarian society remains as one of the foremost values of the Indian Constitution.
- **Liberty:** The Preamble prescribes liberty of thought, expression, belief, faith and worship as one of the core values. These have to be assured to every member of all the communities. It has been done so, because the ideals of democracy cannot be attained without the presence of certain minimal rights which are essential for a free and civilized existence of individuals.
- **Equality:** Equality is as significant constitutional value as any other. The Constitution ensures equality of status and opportunity to every citizen for the development of the best in him/her. As a human being everybody has a dignified self and to ensure its full enjoyment, inequality in any form present in our country and society has been prohibited. Equality reflected specifically in the Preamble is therefore held as an important value.
- **Fraternity:** There is also a commitment made in the Preamble to promote the value of fraternity that stands for the spirit of common brotherhood among all the people of India. In the absence of fraternity, a plural society like India stands divided. Therefore, to give meaning to all the ideals like justice, liberty and equality, the Preamble lays great emphasis on fraternity. In fact, fraternity can be realized not only by abolishing untouchability amongst different sects of the community, but also by abolishing all communal or sectarian or even local discriminatory feelings which stand in the way of unity of India.
- **Dignity of the individual:** Promotion of fraternity is essential to realize the dignity of the individual. It is essential to secure the dignity of every individual without which democracy cannot function. It ensures equal participation of every individual in all the processes of democratic governance.

*[Adapted from NIOS at <http://www.nios.ac.in/media/documents/secsocscicour/english/lesson-15.pdf>]*