

**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

(UPPER PRIMARY)

Theme - Values and Responsible Citizenship

Learning Outcome - Module	Activity No	Title of the Activity	Learning Outcomes - Activity	Time (In minutes)	Transaction methods
The Learner <ul style="list-style-type: none"> Identifies values embedded in own behaviour Recognizes that values influence decision making Recognizes the constitutional values Analyses own values in the light of constitutional values 	1	My Decisions-My Values	The learner: <ul style="list-style-type: none"> Identifies own choices and the values embedded in them 	30	Game
	2	Value Polarization Debate	The learner: <ul style="list-style-type: none"> Identifies the values which are important to them, and prioritize these values. 	30	Debate
	3	Real-life Value Dilemmas	The learner: <ul style="list-style-type: none"> Recognizes that Values influence decision making 	30	Case study followed by discussion
	4	Active Citizenship Project: Diversity Map	The learner <ul style="list-style-type: none"> Analyses own values in the light of constitutional values 	30	Independent and Group Action Projects followed by Discussion
	5	Active Citizenship Project: My Pledge for better society		30	

Activity 1

Title: My Decisions - My Values

Learning Outcome:

The learner:

- Identifies own choices and the values embedded in them

Time:

30 mins

Life skills enhanced:

Self Awareness, Empathy, Decision Making

Resources:

4 packets/4 bags, 1 onion/any other vegetable, a currency note (example, Rs.10 /Rs. 20/ Rs. 50/ Rs. 100, 1 water-filled plastic bottle, 1 packaged food (example biscuit packet, chips, salted peanuts)

Guidance for Facilitators:

- Values are formed by personal experiences and culture. People learn values from elders, or by observing others, and also by thinking for themselves. Different people have different values.
- This is a game-based activity, so there may be some level of noise that may disturb other classes. Please choose an appropriate time slot to carry it out.
- Allow free-flowing discussions. Learners could provide prompts but the contents of the packets must not be revealed.

Transacting the activity:

1. The facilitator makes 4 bags/ packets containing one item each:

- i. Packet 1: An onion/any other vegetable
- ii. Packet 2: A water-filled bottle.
- iii. Packet 3: A packaged food item
- iv. Packet 4: A currency note

2. Number each packet as 1, 2, 3 and 4
3. Fold or tape the packets such that the item inside cannot be seen.
4. Lay out the packets on the floor/desk in the class, so all learners can see them.
5. Request any 4 volunteers from among the learners to step out of the class and wait to be called back inside.
6. Tell the rest of the class what is inside each packet.
7. The class now has to influence the 4 volunteers to select the most valuable packet, by providing clues.
8. Now call the 4 volunteers back inside.
9. Ask the 4 volunteers to sit comfortably and choose one packet each. In case the same packet is chosen by two or more people, allow the learners to mutually decide to pick between them.
10. Allow them to lift, touch, and feel the four packets.
11. Tell them that their classmates could help them in making the choice.
12. The rest of the class gives clues to the 4 volunteers, to help them make their selection.
13. The 4 volunteers make their choice, one by one. They may exchange packets if mutually desired.
14. The 4th volunteer may have to take the last remaining packet.
15. After the packets have been selected, ask the 4 volunteers to open their packets and share the content with the whole class.
16. They should express whether they are happy with the choice they made, or not.
17. Generate a discussion with the help of the following questions:

Discussion Questions for the Volunteers

- What influenced your decision-making in each case? You could share factors like appearance, weight, size or last remaining object or any other.

Discussion Questions for all the Learners

- What does this tell us about how decisions are made?

Next,

- Ask all the learners to think of a decision they have taken recently and at least 1 reason behind their decision-making and write in their notebook.

- Ask 8-10 learners to share the reasons for their decisions with the class.
- Say, every day we take several small decisions. We don't even think about them. It would be interesting to explore on what basis we make our decisions.
- Conclude by saying that all our decisions are based on some reasons which may differ for different people.

Summing Up:

- Behind all our decisions, there are reasons. Some of these reasons might be the Values. They often provide criteria by which people decide whether something is good or bad, right or wrong for them.
- Values are formed by personal experiences and culture. People learn values from elders, by observing others and also by thinking for themselves.

Reflection questions

- What are our decisions based on?
- Reflect on a difficult decision you recently took and figure out the underlying values behind it

Take-home Messages

1. Values are the guiding principles and the basis behind most of the decisions an individual makes
2. Different people have different values.

Suggested activities

1. Think about the past one day, and try to recall all the decisions you have made. These can be simple, as the route I took to walk from home to school, a book I read, and the number of hours I watched TV, woke up early/late, helped with household work, fought with a friend and so on.
2. What led you to take each of these decisions? Try and figure out the values/reasons behind each of these. For example, choosing to help with housework may reflect your value of helping your parents, or taking a shorter route to school may reflect that you value efficiency.

Activity 2

Title: Polarization Debate

Learning Outcomes:

The learner

- Identifies the values which are important to them and prioritizes them.

Time: 30 mins (each)

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

Resources:

- Blackboard and Chalk
- Sheets/notebooks
- Pens/Pencils

Guidance for the facilitators

- This activity can be conducted for many different statements.
- In this module, we have addressed the following themes and suggested three different statements. The procedure for conducting the activity remains the same, while the statements may differ. You will need to decide in advance on which statement you wish to conduct the activity.
- The objective of this activity is to understand one's own values, and how the values influence decisions.
- 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. Recapitulating learnings from the previous activity: Ask the learners if anyone would like to share what was done in the previous activity. Prompt by reminding the game with 4 packets. Ask what we learnt in it? Highlight the importance of being aware that our values influence our decisions.
2. Tell the learners that a statement will now be said and also written on the blackboard.
3. Those who agree with the statement have to 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*). One must choose to either agree or disagree.

4. Now write ONE statement on which you wish to conduct the activity on the blackboard (out of the following)

‘My surroundings are clean if I am clean!’

Or

‘Boys and girls can be friends!’

Or

‘Playing during exam-time is as important as studying!’

5. Wait till all the learners have taken a position on the right side / left side of the room

6. Now ask the learners to share their reasons and values for choosing this side.

7. As one group shares, the facilitator notes down the reasons and values on the blackboard in the following format

Decisions/ Behaviors	Value/s

8. Repeat this for the other group and continue making notes in the same table

9. Let the two groups debate on the matter by countering or agreeing with each other

10. After 10 minutes, conclude the debate and ask the learners to go back to their seats

11. Now, read out the values the two groups mentioned. After each value ask the learners to raise their hands if they believe in that value

12. Generate a discussion by asking learners to respond to the following questions:

Discussion Questions

- What values did you prioritize during the debate?
- Was there a time when you questioned your own values? Did you feel a need to change your stand? When? Why do you think that happened?
- Is it possible for two people to have similar values yet they take different stands and/or decisions? Did you find that in the debate you just conducted?
- How do you think your values influence your decisions? Can you think of an example?

Summing Up

- Decisions, values and behaviours are all linked together. The root of one's behaviour lies in values. Therefore, if one wants to modify behaviour, one should think about which values to prioritize.
- Values consciously or unconsciously guide in making choices and behaving in certain ways.

- The reasons that were shared during the debate reflect the values that this class stands for. Values are standards or principles which help us decide which way to go and what stand to take.
- It is important to be aware of one's values in life as these help in making decisions.
- Sometimes two people might operate out of the same value, however, they might 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 dearly the values of non-violence, 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.

Reflective questions

1. Can there be scenarios where underlying values may be similar but behaviours are different? Give one example.
2. How do one's values influence decisions?
3. How can one strive to change behaviour? Share an example.

Take-home messages

1. As individuals it is important that we are aware of the various values that play a role in 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 may be 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.

Suggested activities

1. Ask the learners to reflect upon and write down one ongoing conflict in their life. It should be an interpersonal conflict with at least one other person. They should reflect on today's learning, and try to identify the values 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 different people's values. These values may clash and sometimes lead to violence. Can you identify a conflict and try to identify the value clashes? Can you suggest how the persons involved can try to resolve the conflict by understanding each other's values?

Activity 3

Title: Real-Life Value Dilemmas

Learning Outcomes:

The learner

- Recognizes how values influence decision making

Time: 30 mins

Life Skills Enhanced: Problem Solving, Creative Thinking, Decision Making

Resources: Case Studies

Guidance for facilitators

- Arrange the room in such a manner that learners are all seated in a circle.
- About Values: Values, either consciously or unconsciously, are a standard for guiding actions and making choices. The choices people make reflect their perception of what is right, just, or cherished at a particular time. We hold a number of values dear, such as friendship, loyalty, honesty, etc. and our actions are usually guided by these.
 - Sometimes even when common values operate in two people, their stances on an issue may differ. For example, a person for whom loyalty as a value is more important than honesty, could lie to defend a friend. But a person for whom honesty is more important, will not. In this way, people prioritize their values while taking action or making behavior choices. It is noteworthy that sometimes we may not be fully aware of the influence of values on our decisions.
- The sample blackboard work is only an example. It is not to be replicated exactly. It is to be developed on the blackboard based on learners' responses.

Transacting the Activity:

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 in 5 minutes

1. Divide the class into 3 groups with 6-8 learners each.
2. Share a different case study with each group. Ask the learners to read the case studies in their groups.
3. In case of large class size, the same case studies can be given to more than one group
4. Allow all the groups approximately 10 minutes time to deliberate on the questions given below.

Case study 1

Sonu, Kashish, Nikita and Parvez are good friends since childhood. They are now in Std. 10th and have a choice to make on which stream to pick? There is Science, Commerce, and Arts. Kashish and Parvez will take up Science while Nikita wants to take up Commerce. Sonu wants to become an artist. Sonu knows choosing different streams may mean going to different schools and separating.

Discussion questions:

1. What should Sonu do?
2. How did you arrive at this decision in your group?

Case Study 2

Razaa from Class VIII went to drink some water. When he got to the water tank, he heard voices. They seemed to be coming from behind the tank. Suddenly he realized that it was Rajesh's voice. Rajesh was also in Class VIII but he was taller and stronger than Razaa. He heard Rajesh's booming voice, "Hey who do you think you are?" Razaa stood still. He knew that Rajesh was troubling some younger class learner and perhaps even physically bullying him.

Discussion questions:

1. What should Razaa do?
2. How did you arrive at this decision in your group?

Case Study 3

During the final exams, Tehseen notices that his best friend, Dalsie, is attempting to cheat from notes she sneaked into the exam hall. Tehseen is worried that she will get caught by the facilitator. He is also unhappy that she is cheating as what Dalsie is doing is not right. Tehseen also does not want to complain as it would get Dalsie into trouble.

Discussion questions:

1. What should Tehseen do?
2. How did you arrive at this decision in your group?

Case Study 4

Kabir and Anna are very good family friends. One day, Anna shares a personal issue about her family with Kabir, and asks him to not share with anyone. Kabir promises. However, during a conversation with his mother, he shares it with her. Kabir's mother happens to meet Anna's mother and mentions what Kabir had told her. When Anna finds out, she is disturbed. She doesn't want to be friends with Kabir anymore.

Discussion questions:

1. What should Anna do?
2. How did you arrive at this decision in your group?
4. Ask each group to present their views on their case to the whole class. They should give their decision as well as the reasons and values behind their decisions.
5. Note down the reasons behind the decisions and the corresponding values on the board for everyone to see.
6. See sample board work given below, (not to be replicated exactly). The facilitator plots the learners' responses for Sonu, Razaa, Anna and Tehseen in the following format

Exemplar Note for the Blackboard (Sample)

Decision	Reason	Values
Sonu takes up Arts	She should follow her interests	Happiness Independence Passion
Sonu takes up science	She will be happy with her friends	Friendship Loyalty Happiness

7. Generate discussion based on the following questions

Discussion Questions

1. What factors did you keep in mind while taking a decision?
2. What were the values guiding the decision?
3. Did you notice that for different decisions, sometimes the value behind both decisions is the same. For example, Sonu prioritizes happiness as a value, yet might show two different types of behaviour. Remember there is NO ONE RIGHT ANSWER many times in life.
4. What else do we infer from the table?

Summing Up

1. Values guide every person's decision making process
2. The decisions one takes may be different, but the values behind them may still be the same. This is why it is important to respect everyone's decisions and try and understand the underlying value, to understand each other better.
3. People are not necessarily aware that their decisions are influenced by their values. This awareness becomes apparent only when a person reflects on why s/he chose to act in a particular way in a particular situation.
4. People hold a number of values important, such as friendship, loyalty, honesty, etc. However, their actions are usually guided by the value/s they hold as more important. Example, a person for whom loyalty as a value is dearer than honesty, could lie to defend a friend. But a person for whom honesty is more important, may not defend the friend..
5. Knowing one's values help get more clarity on why one does something. This can help one become more aware and behave more consistently.

Reflective question

1. Can there be scenarios where underlying values may be similar but behaviours different? Explain through an example.
2. Can you think of a situation where you chose a value and then took a decision? E.g. Not eating a toffee every day because it spoils our teeth.

Take Home Messages

1. Values guide our decision-making process
2. We prioritize our values while making behavior choices.
3. Sometimes even when common values operate in two people, their stance on an issue may differ.

Suggested activities

1. Revisit the list of decisions that you wrote down in the first Activity. Re-look at the values that you identified then. Is there any value that you would now like to add/delete/clarify?
2. Can you think of another situation where you have taken an important decision? Try to identify your underlying values.

Activity 4

Title: **Active Citizenship Project: Diversity Map**

Learning Outcome

The learner

- Analyses own values in the light of constitutional values

Time: 30 minutes

Life skills enhanced: Creative Thinking, Empathy, Decision Making

Resources

- Chart Paper
- 4 sheets of paper
- Pens/Pencils

Guidance to the facilitator

- The purpose of this project is to build the capacities of the learners to be concerned and responsible citizens who respect their constitutional rights and duties.
- The project is deliberately designed to be practical. 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.
- The purpose of this activity is to sensitize learners towards the diversity that exists around them and how they respond to it.
- Be mindful that some learners may not yet be able to grasp the concept of maps.
- Try to form as diverse subgroups as you can.
- Please note that the objective is not to have a perfect looking map, but rather the idea of appreciating the diversity that one lives in.

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 Razaa, Anna, Tehseen and Sonu's cases. Highlight the importance of identifying underlying values in our decisions and how they influence our behaviour.

2. The facilitator begins by drawing a map of the village/town on the blackboard.
3. Facilitator and learners discuss the map and familiarize themselves with it.
4. The facilitator divides the class into 3 groups with no more than 8 learners in each. If the class size is bigger, repeat the themes.
5. Each group chooses ONE theme out of the following (all 3 themes must be covered)
 - Language
 - Food
 - Festivals
6. The facilitator asks the learners to sit in their groups and draw the map of their village/town on their chart papers. They should mark out the homes of each learner.
7. The learners then identify the region and religion each of them belongs to, and mark it near their homes in the map.
8. The learners discuss the theme they have chosen and share associated practices in their home. For example, in Language theme, a learner may share that parents speak Maithili at home, while siblings speak a mix of Maithili and Hindi, and at school, they speak in Hindi. In the Food theme, a learner may share that their staple food is rice and fish, while for another learner the staple food may be roti and dal.
9. The group then puts each learner's practices on their map around their respective homes.
10. In addition to the above theme, each learner also shares the following personal details and preferences
 - Number of members in the family (e.g. 5 Members)
 - Sex of the members (e.g. 3 Females, 2 Males)
11. These are also written on the map, near each learner's home.
12. Each group does the same, in addition to the theme they have chosen.
13. The facilitator then asks all the learners to sit in the large group and invites each group to share.
14. On the map drawn on the blackboard, the facilitator marks a few learners' findings.
15. Each group also puts up its diversity map on the wall / display board, visible to the entire class.
16. The facilitator asks the class to observe and identify the similarities and the differences amongst the maps displayed. This could be done by allowing the learners to walk around and take close look at the maps.
17. The facilitator discusses these and connects it to the idea of diversity that exists within the class.
18. Through this activity, the learner and facilitator have arrived at the class's collective map.
19. The facilitator introduces this as our class's 'Diversity Map'.

Discussion Questions

1. What are the different forms of diversity that you can identify in the map?
2. Is every household the same?
3. Are all the people same? Why or Why not?
4. In what aspects do we find similarity?
5. In what aspects do we find diversity?
6. Can you imagine doing this exercise for the whole school? What do you think our diversity map would look like?
7. What do you think a map like this for our district will look like?
8. What do you think it would be like for our state? And for our country?

Summing Up

- The class diversity map reflects the practices of each household as well as the individual
- Respecting each other's differences is an important value in our constitution
- Everyone is unique , respecting differences is important
- People are different from one another; this does not make any of them superior or inferior

Reflective questions

1. When you see a person whose practices are different from yours, what do you think and how do you respond?
2. Why do you think diversity exists?
3. Do you find such diversity within your family? In what aspects?

Take Home Messages

1. Respecting diversity and equality, are constitutional values that we must uphold at all times
2. To ensure we behave in line with these values, it is important that these values are part of our personal values

Suggested activities

1. Speak to different family members, including extended family, and identify the diversity within your family. For example, how they like to spend their time, food preferences, where they'd like to travel etc.
2. Speak to your friends to understand how they are different from you! For example, they have different interests and hobbies, like different sports, different foods etc. Share your experiences with your class.

Activity 5

Title: Active Citizenship Project: My Pledge for better society

Learning Outcome

- The learner analyses own behaviour in the light of constitutional values

Time: 30 mins

Life skills enhanced: Self Awareness, Problem Solving

Resources

- Pen/Paper

Guidance for Facilitators:

- Ensure action ideas that are possible for the learners to implement.
- Encourage them to share examples of small efforts made in everyday life and its larger impact in society.
- Emphasize that even a small action can bring big changes.

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. Highlight the importance of identifying and appreciating diversities within our friends, families, village/ city, country.
2. Ask learners to take out their rough note books or hand out coloured sheets (if available).
3. Ask them to identify at least 8 of their own personal habits that are harmful for the environment, and write them down. Give at least 5-8 minutes for this.
4. Now ask them to carefully identify 3 of these habits which they think they can change immediately.
5. Ask the learners to pledge to change these 3 habits; and write down exactly how they will do so, and how quickly.
6. Now ask to pledge to change the remaining 3 habits, in the next 1 month.
7. Hold a discussion about this after a few days. Pick the topic after two weeks and take a status update.
8. Ask a few learners to volunteer to share their experience.

Summing up

- Values and decisions get reflected in the actions. Acting responsibly for oneself and society can have impactful consequences.
- One's actions impact one's environment! It is important to act responsibly and think of benefits and harms of the action one takes.
- To protect and improve the natural environment including forests, lakes, rivers and wildlife, and to have compassion for all living creatures, is a constitutional duty that one needs to follow.
- The environment needs us and it is our responsibility as responsible citizens to keep our surroundings clean.

Reflective Questions

1. How do you think you are influenced by the environment around you?
2. How can you influence the environment around you?
3. How can you contribute towards creating a better society?

Take Home Messages

1. Our values and decisions get reflected in the actions that we do
2. Your actions impact your environment!

Suggested activities

1. Ask your family and neighbours whether they have made any efforts for safeguarding the environment
2. Identify and examine advertisements about the environment that inspire you, or posters in newspapers or any other media, and write down what about them inspires you.
3. Discuss with one or more family members and identify 2-3 actions you can take as a responsible family, to improve the environment around your home

FACT SHEET

What are Values?

Values are those inner standards from which you receive the motivation to act as you do. Values signify what is important and worthwhile. They serve as the basis for moral codes and ethical reflection. Individuals have their own values based on many factors, such as family, peers, culture, race, social background, gender, religions etc. Values guide individuals, professions, communities, and institutions.

1. A value, and behaviour guided by that value, must be chosen freely. For example, if you don't cheat only because someone tells you not to, or because you know you might get into trouble, you are not freely acting on your values of honesty and integrity.
2. A value, and the associated action, is always chosen from among alternatives. If you don't cheat because you are taking a test in an empty room without any resources, you cannot say you chose not to cheat.
3. A value results from a choice made after thoughtful consideration of choices. If you don't cheat because it never occurred to you to do otherwise, there is no value at play. But if you cheat carefully it does reflect a value.
4. When you value something, it has a positive quality for you. If your decision not to cheat is something you feel good about, then it is based on a value. You like yourself for your honesty and integrity. You prize them and cherish these qualities in yourself.
5. You are willing to publicly stand by your values. Not only are you proud of your choice not to cheat, you will speak about your position and even try to convince others not to cheat. You declare in your actions and your words that you value honesty and integrity.
6. When you have a value, it shows up in every aspect of your life. You don't just talk about having honesty and integrity – you live it. You will spend time and energy on developing your honesty and integrity. You will associate with people who also value honesty and integrity. You will make sacrifices (money or otherwise) to live by your values.
7. Values show up again and again in your actions. Not cheating on one thing does not mean you hold a value. Only when you make the same kind of choices over and over again in similar or different circumstances is value at play. Because of your honesty and integrity, you don't cheat on anything. From small quizzes to big tests, from board games to big contests, your value is guiding you in every circumstance.

Values Chart

This is a list of commonly understood beliefs that inform the decisions we take. This list is not exhaustive. Facilitators can refer to this list to process some of the answers shared by learners for the case studies.

Sincerity	Honesty	Integrity	Stability	Compassion
Fairness	Justice	Loyalty	Safety	Security
Independence	Friendship	Love	Achievement	Freedom
Comfort	Courage	Perseverance	Equality	Commitment
Cooperation	Generosity	Honour	Kindness	Patience
Punctuality	Respect	Trust	Tolerance	Collaboration