



**MULYA VARDHAN**

# VALUES AND LIFE SKILLS

**SAMPLE ACTIVITIES**



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## ABOUT THIS BOOK

This book provides a selection of Mulyavardhan activities for students of grades 1-8, to enable them to develop values and related life skills in a participatory and joyful manner.

The need for value education in schools has been emphasized in various policy documents since Independence. However, there has been no scalable model of value education that can be implemented in diverse school contexts. Our Mulyavardhan initiative attempts to fill this critical gap in the education system.

We have been evolving Mulyavardhan since 2009. In this journey, we have gained a lot of experience and knowledge through direct implementation in schools and by supporting schools (government and private) that have adopted Mulyavardhan. We have gained insights through classroom observations, research studies, and interactions with different stakeholders, such as policymakers, educationists, teachers, school leaders, officials, parents, and of course children. The Mulyavardhan activity books are an outcome of our rich learning.

All the Mulyavardhan activities are aligned with the processes and outcomes suggested in the National Curriculum Framework (NCF) 2023. Specifically, Mulyavardhan addresses the domain of social, emotional, and ethical development (SEED, which has been identified in the NCF as one of the major domains of child development.

I hope this book will help you form a clear idea about the scope of Mulyavardhan activities and the underlying pedagogy. Our team will be glad to provide any other information you require.

Shantilal Muttha  
Founder, Medhaskhar

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Let us sing

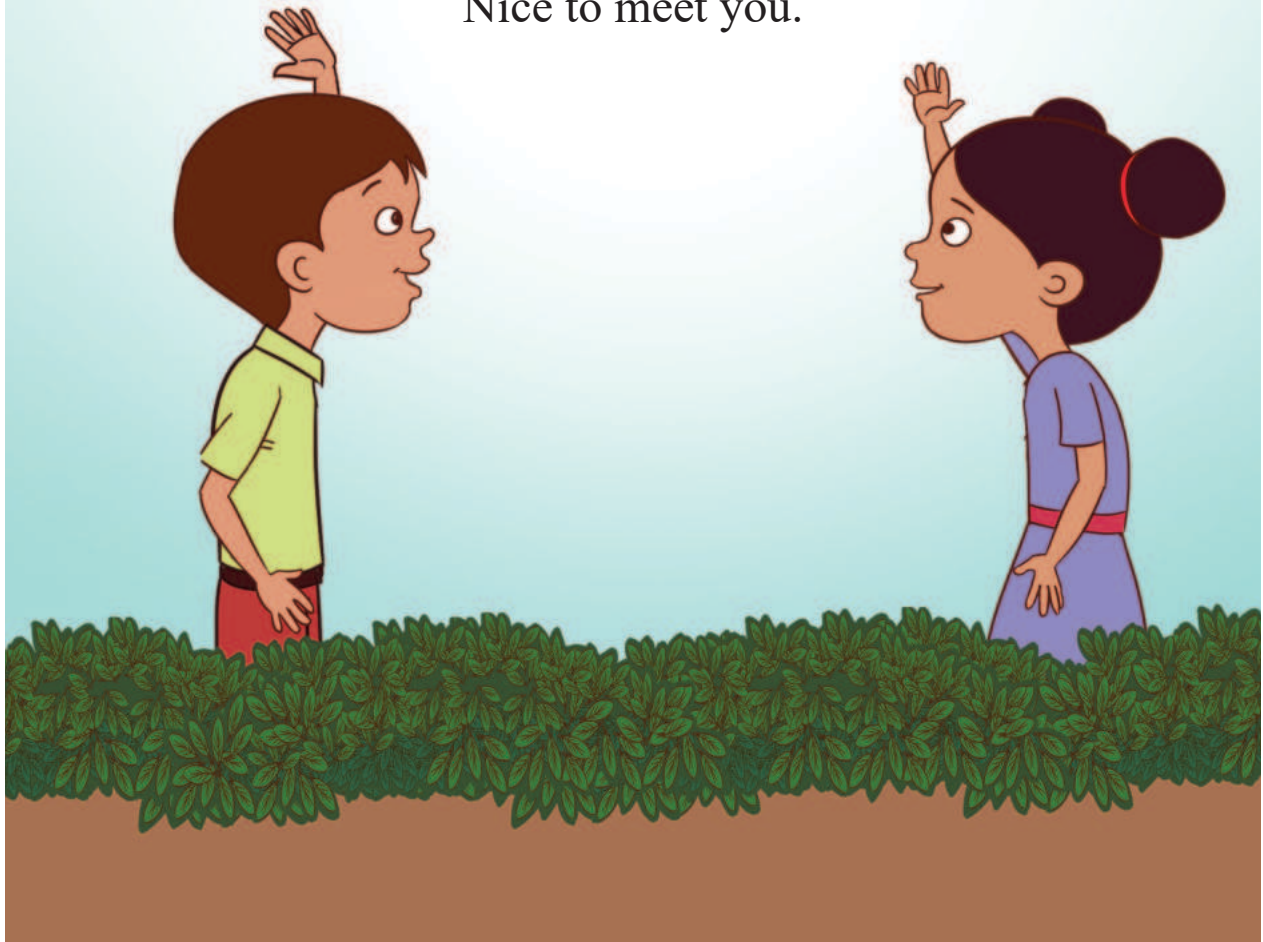
**Hello! Hello!**

Hello, hello, what's your name?  
My name is Sham. My name is Tara.

Nice to meet you.

Hello, hello, what's your name?  
My name is Sia. My name is Ria.

Nice to meet you.



# RESPONSIBLE ME

Let us observe



# HELPFUL FRIENDS

## Let us read



## Let us talk

Think of an incident when a friend helped you. Speak to your partner about it.

### HOME ACTIVITY

Ask the people at home how their friends have helped them.



## WHAT GOES WHERE?

### Let us read

Anything we throw away after use is known as waste. There are two kinds of waste:

#### Dry Waste

Dry waste is things like paper, cloth, tins and plastic bags.

#### Wet Waste

Wet waste is things like leftover food, old vegetables and rotten fruits.



Dry waste is to be thrown into the blue bins. Wet waste is to be thrown into the green bins.

## For Teachers

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### All About Me

1. Ask the children to sing the song along with you. (You may ask them to stand in a circle.)
  2. Introduce yourself to the class. You may tell your name and a few things about yourself.
  3. Divide the children into pairs.
  4. Ask the children to introduce themselves to their partners. Tell them to also give information about their families.
  5. One by one, ask the children to introduce their partners to the class.
- 

### Responsible Me

1. Divide the children into pairs.
2. Ask them to observe the picture and identify the instances of right and wrong behaviour.
3. Ask a few pairs to tell the class what they have discussed. As required, ask the children to explain why a particular behaviour is wrong.
4. Ask a few pairs to tell the class what they have discussed. Ask the rest of the class: Do you want to say something more?



Show the video “Follow the Rules” and ask the children to sing along.

### Helpful Friends

1. Divide the children into pairs.
2. Ask them to read the comic strip.
3. Ask them to discuss with their partners, and decide how they will tell the story to the class.
4. Ask one pair to tell the story to the class. Ask the rest of the class: Do you have anything else to say about this?
5. Ask the children to think of a time when a friend helped them and tell their partners about this incident.
6. Ask a few pairs to tell the class about their incidents.
7. Ask the children: Why is it nice to have friends?
8. Ask the children to do the home activity. Ask questions about it at the start of the next Mulyavardhan session.



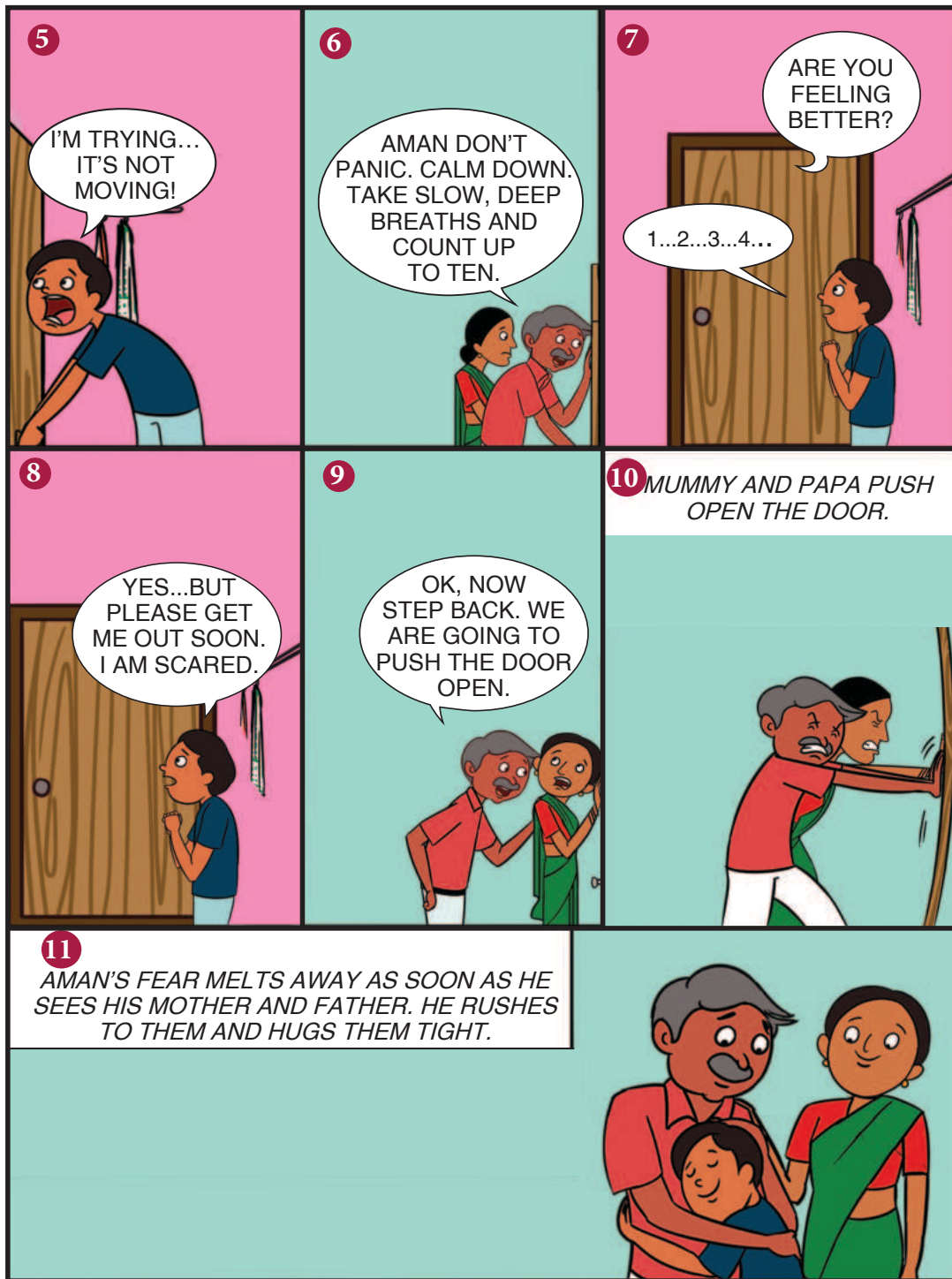
Show and discuss the video “Bijoy’s Problem”.

### What Goes Where?

1. Divide the children into pairs, and ask them to read the text.
  2. Ask them: What is the difference between dry and wet waste?
  3. Ask them: Why should we throw the waste in different coloured bins? If required, give a simple explanation for the need to separate waste. (Dry waste items can be reused; wet waste can be composted.)
  4. Ask the children to complete the drawing, colouring and writing task individually.
  5. Ask them to show their work to their partners.
  6. Ask a few children to show and explain their drawings to the class. Ask the rest of the class: Is the list of things for each bin correct?
  7. Ask the class: What are the waste items in school that should be thrown into the blue bin? What items should be thrown into the green bin?
-

Let us read





## HOME ACTIVITY

Speak to the elders at home about the times when you feel scared. Ask them for suggestions on what you should do to overcome your fears.

## HONESTY

### Let us discuss and decide

Which of the following children are being honest?

Geeta drops a vase and says that her brother broke it.



Raja takes his partner's pen without asking him. When his partner is searching for the pen, Raja shows him the pen and tells him, "Sorry, I took this by mistake."

Gurpreet has not done his homework. So he tells his mother, "I have a stomach ache. I won't go to school today."





Shaheen is late to school as she missed her bus. She tells her class teacher, “There was a big accident on the road, so I got late.”

Peter gives a shopkeeper a 20-rupee note to buy two eggs. The eggs cost Rs 5 each. The shopkeeper gives him 2 eggs and Rs 15. Peter tells him, “You have given me Rs 5 extra.”



## HELPFUL FRIENDS

### Let us read and discuss

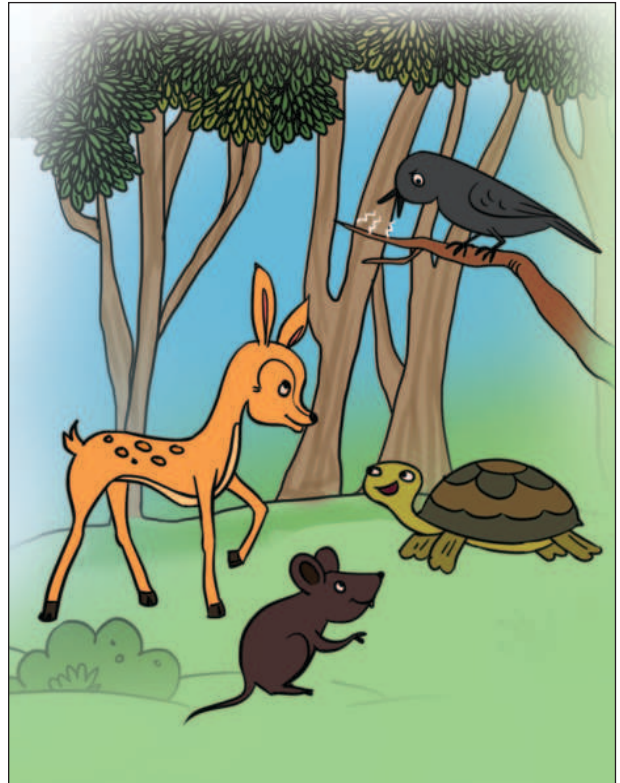
A mouse, a deer, a tortoise and a crow living in a forest were friends. One day, the crow saw an alarming sight from his perch. A hunter was walking towards the forest with a net and a gun.

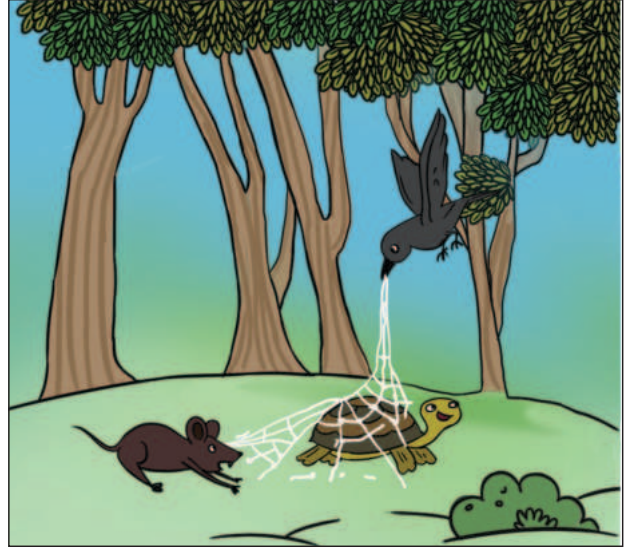
“Hunter! Hunter!” the crow cawed.

All the animals fled in fright. But the tortoise could not move fast. He was caught in the hunter’s net.

His friends got together and wondered, “How do we save our friend’s life?” Then the deer had an idea.

The deer told her friends about the idea, and they all stood in the meadow where they could be seen by the hunter. Greedily, the hunter forgot about the tortoise and ran towards the deer.





Immediately, the crow and the mouse rushed to save the tortoise. They made a hole in the hunter's net and the tortoise could walk

out.

“Thank you, my friends!” the tortoise said gratefully.

➤ How did the animals help their friend, the tortoise?

### Let us think

In what ways can we help our friends? Discuss in your group.

## KEEPING OUR SURROUNDINGS CLEAN

### Let us sing

Bits of paper, bits of paper,  
lying on the ground,  
lying on the ground.  
Make the place untidy  
pick them up,  
and put them in the blue bin.  
Bits of food, bits of food,  
lying on the ground,  
lying on the ground.  
Makes the place unclean  
pick them up,  
and put them in the green bin.



### Let us discuss and write

What rules should be followed by everyone to keep our classroom and school clean?

#### HOME ACTIVITY

Ask the elders at home about the different things done to keep the house clean.



## For Teachers

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### My Scary Moments

1. Ask the children to read the comic strip.
2. Ask some children to narrate the story in their own words.
3. Form groups of 4. Tell them: Think about a time when you felt very scared and speak about it to the other members of your group.
4. Ask some groups to tell the class about the times when they felt very scared.
5. Tell the children about what makes you feel scared. Tell them that it is normal to feel scared.
6. Ask the children: What are the different things we can do when we feel scared?
7. Tell the children to do the home activity. Ask questions about it at the start of the next Mulyavardhan session.



Show and discuss the video “Rosy and the Big Dog”.

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### Honesty

1. Form groups of 4 and ask them to complete the task “Let us discuss and decide”. They have to think of good reasons for their decisions.
2. Ask one group to explain its first answer for the first incident (Geeta breaking the vase). Ask the other groups: Do you have anything more to say?
3. Repeat the above step for all the given incidents.
4. Ask the groups to think of the possible consequences of honesty or dishonesty in each of the given instances. For example: What could happen because Peter returned the extra change?
5. Ask the children: In general, why should we be honest? What could happen if we are frequently dishonest?
6. Additional activity: Ask the groups to create a story on honesty. They can then either (i) tell the story (ii) write it and read it out or (iii) enact it.

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### Helpful Friends

1. Ask the children to read the story individually.
2. Divide the children into pairs.
3. Ask the pairs to discuss the main events of the story and the question given at the end.
4. Ask one pair to tell the class what they have discussed. Ask the other children: Do you have something else to say about this?
5. Form groups of 4.
6. Ask the groups to discuss the ways in which they can help their friends. Each member of the group has to give some suggestions.
7. Ask the children: In what ways can we help our friends?

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## Keeping Our Surroundings Clean

1. Sing the poem “Bits of Paper” with the children.
2. Form groups of 4.
3. Ask the groups to complete the task “Let us discuss and write”. One member of the group has to write the rules.
4. Ask some groups to read out their cleanliness rules. Ask the rest of the class: Do you have something else to say about this?
5. Ask the children: How would we feel if our classroom and school are not kept clean?
6. Tell the children to do the home activity. Ask questions about it at the start of the next Mulyavardhan session.



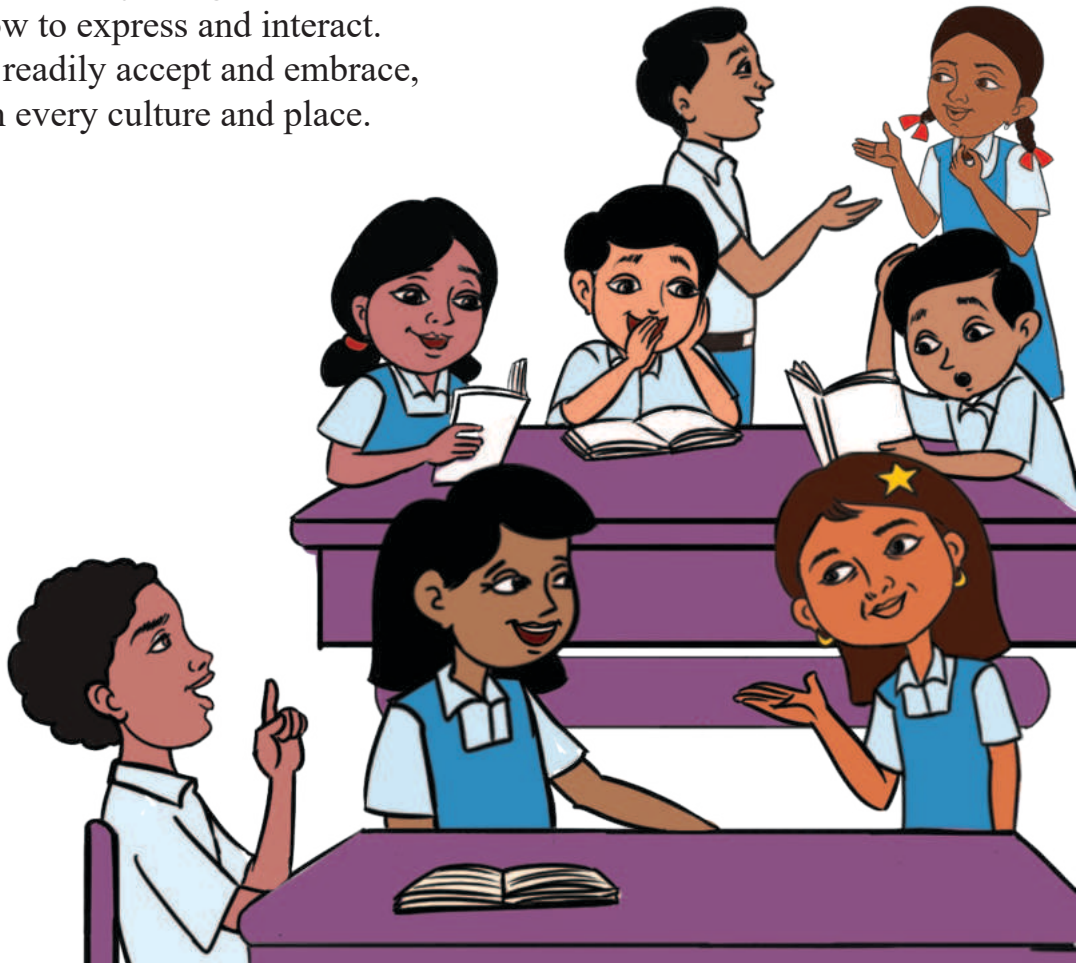
Show the video “Let Us Clean Our Classroom” and ask the children to sing along.

**Let us sing**

In school, we learn so many things,  
Reading, writing and playing on swings.  
We learn to work together as a team,  
To work towards a common dream.

We learn to share and take turns too,  
Be attentive to others and try something new.  
We learn to be helpful and kind,  
Ensuring no one in class is left behind.

We learn more than just figures and facts,  
We learn how to express and interact.  
We learn to readily accept and embrace,  
People from every culture and place.



## Let us think

Tick (✓) the actions you do regularly.

- Keep the study table clean and organised
- Avoid getting distracted while studying
- Study with your friends
- Study at a specific time every day
- Take a small break after 25–30 minutes of study time
- Revise what you have learnt
- Ask friends/teachers for help in studies when needed
- Submit your homework on time

### HOME ACTIVITY

Speak to the elders at home about actions you have not ticked in the task “Let us think”. Ask them to give you suggestions on how you can do these actions regularly.

# ROAD SAFETY

Let us play

|  |  |  |  |   |
|--|--|--|--|---|
| <b>FINISH</b>                                    | <b>29</b>  | <b>28</b>  | DRIVING BELOW THE SPEED LIMIT. GO 2 SQUARES FORWARD. | <b>26</b>                               |
| SLOWED DOWN AT THE TURNING. GO 1 SQUARE FORWARD. | <b>22</b>  | SLOWED DOWN AT THE CROSSING. GO 3 SQUARES FORWARD. | <b>24</b>  | <b>25</b>                               |
| <b>20</b>  | DID NOT STOP AT THE RED SIGNAL. GO BACK 5 SQUARES. | <b>18</b>  | DANGEROUS OVERTAKING. GO BACK 5 SQUARES.             | <b>16</b>                               |
| <b>11</b>  | <b>12</b>  | STOPPED AT THE RED SIGNAL. GO 3 SQUARES FORWARD.   | <b>14</b>  | OVERCROWDED VEHICLE. GO BACK 5 SQUARES. |
| <b>10</b>  | RASH DRIVING. START AGAIN.                         | <b>8</b>   | <b>7</b>   | <b>6</b>                                |
| <b>START</b>                                     | <b>2</b>   | DRIVER IS SLEEPY. START AGAIN.                     | <b>4</b>   | DRIVER ALERT. GO 3 SQUARES FORWARD.     |



In your group of 4, make 6 chits of paper. Write a number from 1 to 6 on one side of each chit. Fold the chits.

Make 4 tokens using small pieces of paper. Use a different colour for each token. (You can also use other objects like 4 stones of different shapes or sizes).

Play the game on page no. 24 in your group as follows:

1. Each player gets one token. At the start of the game, all the tokens have to be put in the START square.
2. Turn by turn, the players have to pick one of the chits and move their coloured tokens on the board, according to the numbers on the chits. (For example, if the number on the chit is 2, the player has to move his/her token 2 squares forward.)
3. Players have to also move their tokens according to the instructions on the green or red squares.
4. The player who goes past the FINISH square first wins the game.

## Let us sing



Traffic lights, traffic lights,  
Colours bright, guide us right!

Red light, on the top,  
I say, "All the vehicles should stop!"

Yellow light, in the middle,  
I say, "Slow down and wait a little!"

Green light, at the bottom,  
I say, "Go ahead, all is right!"

Red, yellow and green,  
Now you know,  
What the traffic lights mean!

# COMMON NEEDS

## Let us think

What do plants, animals and human beings need to live and grow well? Write down these needs below. If there are some common needs, write down these under the last sub-heading.

### Needs of animals

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### Needs of plants

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### Needs of human beings

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### Common needs of plants, animals and human beings

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## Let us write

What are the things we can do to take care of plants and animals?



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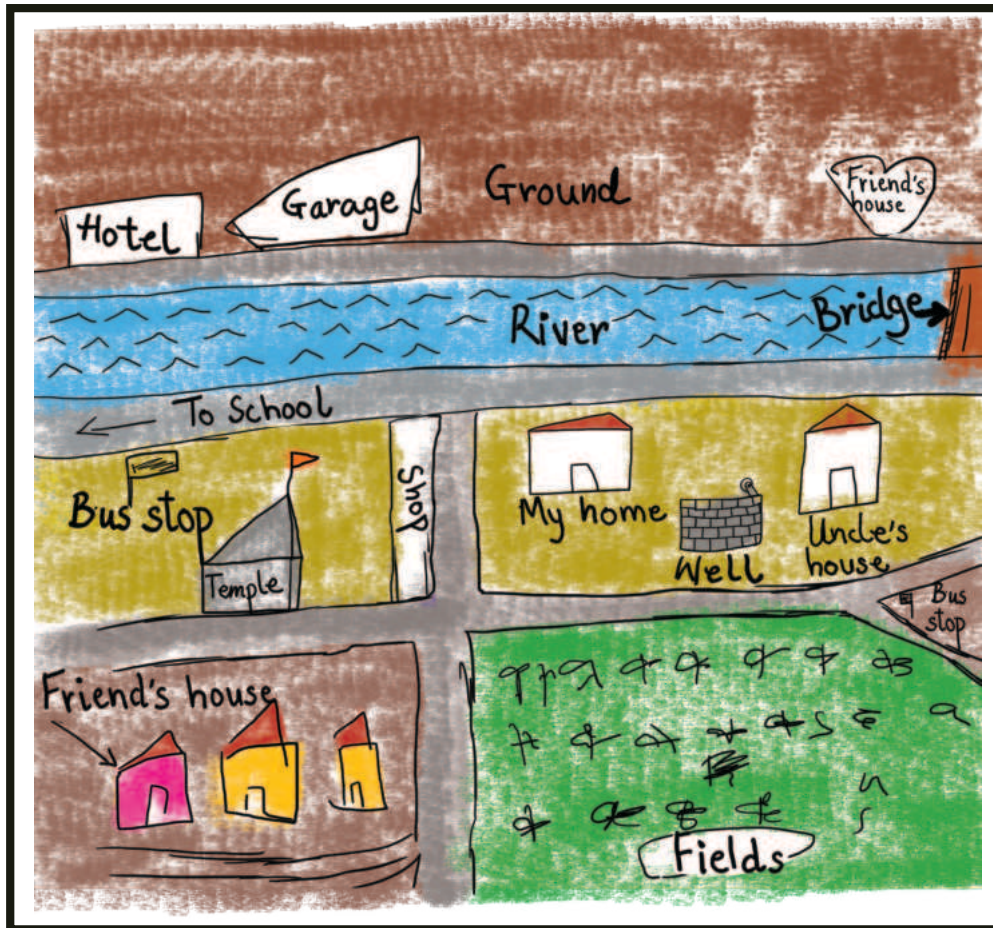
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## OUR MAPS

### Let us observe

Mutthu, a boy of your age, has drawn a map of the places near his house. What are the main places shown on his map?



### Let us draw

Draw a map of your locality in your notebook. The map should show all the main roads and public places.

### HOME ACTIVITY

Ask the elders in your home about the places of historical or cultural importance in your village/city.

## For Teachers

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### Our Study Habits

1. Divide the children into pairs. Ask the children to sing the song along with you. (You may ask them to stand in a circle.)
2. Ask the children to write five things they learn in school in their notebooks.
3. Ask them to tell their partners what they have written.
4. Ask a few pairs to tell the class what they have written. Ask the rest of the class: Do you have anything else to say about this?
5. Ask the children to complete the task “Let us think” individually.
6. Ask a few children to tell the class what they have written.
7. Ask the children: What are some of the things you can do to improve your study habits?
8. Tell the children to do the home activity. Ask questions about it at the start of the next Mulyavardhan session.

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### Road Safety

1. Ask the children to read the poem.
2. Ask them to tell the meaning of each traffic light.
3. Form groups of 4.
4. Explain the instructions given under the heading “Let us play”.
5. Ask the groups to make the chits and the tokens and play the game.
6. Ask the children: What are the causes of road accidents mentioned in the game?
7. Ask the children: What rules should be followed to avoid road accidents?



Show and discuss the video “Traffic Rules”.

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### Common Needs

1. Divide the children into pairs.
2. Ask the pair to complete the task “Let us think”.
3. Ask a few pairs to explain their answers to the class.
4. Ask a few pairs to tell the class what they have discussed. Ask the rest of the class: Do you have anything else to say about this?
5. If required, ask questions to help the children identify the need for care.
6. Ask the children to complete the task “Let us write” individually.
7. Ask them to discuss what they have written with their partners.
8. Ask some children to tell the class how they can take care of plants or animals.

---

### Our Maps

1. Divide the children into pairs.
2. Ask the pair to complete the task “Let us observe”.
3. Ask a few pairs to explain their answers to the class.
4. Ask the children to complete the task “Let us draw” individually.
5. Ask them to discuss their maps with their partners.
6. Ask a few pairs to explain their maps to the class. Allow the other children to ask questions about the maps.
7. Ask the children: What are the places of historical or cultural importance in our village/city? Write the names of these places on the board.
8. Tell the children to do the home activity. Ask questions about it at the start of the next Mulyavardhan session.

**Let us think**

Shalu has been asked to keep her things neatly, but she does not follow this rule.



- What should her parents do to ensure that she follows the rule?
- What should they do if she follows the rule regularly?

**Let us discuss**

What should the teacher do when the class rules are not followed?  
What should the teacher do when the rules are followed regularly?

## HOBBIES

### Let us read and discuss

Around two hundred years ago, lived a famous man called Abraham Lincoln. He was the President of the United States of America (USA). He is remembered even today as a great leader.

From his childhood days, he had several hobbies. As a boy, he liked taking care of animals. When he grew up, his house had dogs, cats, goats and horses.

As a young man, Lincoln loved

wrestling and athletics. It is said that sports made him a tough person, who was not afraid of his opponents.

Lincoln also loved music, although he couldn't sing well. Some people he knew once sang him a song that he liked. Ten years later, when he met those people again, he asked them to sing the same song. He never forgot that song.

Another hobby he had was telling



jokes. This helped him overcome the shyness he suffered from when he was young because he was very tall and had an awkward appearance.

Lincoln's favourite hobby was reading. Though he could not study in school for a long time, he borrowed and read several books on a variety of subjects. Most of his knowledge came

from reading books.

His reading helped him when he became the President. Many of the ideas he spoke about were from the books he had read. Whenever he faced a problem, he turned to books to look for answers. He also turned to books for comfort and relaxation when he felt stressed.

- When someone loves animals, as Lincoln did, what kind of a person is he likely to be?
- What are the benefits of the habit of reading books?





### HOME ACTIVITY

Talk to the people at home about hobbies they had when they were your age.

# HAZARD SIGNS

## Let us think

Match the signs to the warnings.

- |   |   |                               |
|---|---|-------------------------------|
| 1 |    | a. Poison                     |
| 2 |    | b. Flammable (can catch fire) |
| 3 |   | c. Risk of drowning           |
| 4 |  | d. General caution            |

## Let us discuss

What precautions should you take in the following situations?

1. You and your friends have gone on a picnic. You all decide to play some games. There is a pond nearby.
2. You have to fetch a ball that has fallen into your neighbour's compound. It has a barbed-wire fence.
3. You have to carry a bucket of steaming hot water.
4. You and your friends are playing outdoors. Suddenly it starts raining. There is heavy thunder and lightning.

## HOME ACTIVITY

Make a note of the traffic and hazard signs in your neighbourhood.

## OUR FRIENDSHIPS

### Let us think

Think about how you become somebody's close friend. Make a note of the following:

- How and when did you both meet for the first time?
- What did you say to each other at that time?
- How did your friendship grow?
- What are the things you do together as friends?



### Let us create

- Work with your partner to create a story about two people (or animals) who did not initially know each other and then became friends. You may also think of a story in which two 'sworn enemies' become friends.
- Write the main points of your story or the entire story.
- Give a title to your story.

### HOME ACTIVITY

Ask the elders at home about how they became somebody's close friend.

## For Teachers

---

### What If We Do Not Follow The Rules?

1. Divide the children into pairs. Ask them to complete the task “Let us think”.
  2. Ask a few pairs to tell the class what they have discussed. Ask the rest of the class: Do you have anything else to say about this?
  3. Form groups of 4.
  4. Tell them to complete the task “Let us discuss”. One member of each group has to note down what has been discussed in the group.
  5. Ask each group to tell the class what they have decided. Write their suggestions on the board.
  6. Decide with the children on a ‘consequence’ when a class rule is not followed. For example, you will not allow the children to take part in games that day. (See the video “Consequences for the Class Rules”.)
  7. Decide also on some positive consequences if the class rules are followed regularly.
- 

### Hobbies

1. Form groups of 4.
  2. Ask the children to read the text about Abraham Lincoln.
  3. Ask the groups to discuss the questions given at the end.
  4. Ask a few groups to tell the class what they have discussed. Ask the rest of the class: Do you have anything else to say about this?
  5. Ask a few children to speak about their hobbies and then ask the class: How do hobbies help in overall personality development?
  6. Tell the children to do the home activity. Ask questions about it at the start of the next Mulyavardhan session.
- 

### Hazard Signs

1. Divide the children into pairs.
  2. Ask them to complete the task “Let us think”.
  3. Ask a few pairs to tell the class their answers. Ask the rest of the class: Do you agree?
  4. Ask the pairs to complete the task “Let us discuss”.
  5. Ask one pair to tell the class what it has discussed about the first situation. Ask the rest of the class: Do you have anything else to say about this?
  6. Repeat the above step for the 3 other situations.
  7. Tell the children to do the home activity. Ask questions about it at the start of the next Mulyavardhan session.
- 

### Our Friendships

1. Divide the children into pairs.
  2. Ask the children to complete the task “Let us think” individually.
  3. Ask them to tell their partners about how they formed a friendship.
  4. Ask a few children to tell the class how they formed some friendships.
  5. Ask the pairs to complete the task “Let us create”. Announce a time limit for the task.
  6. Ask each pair to tell their story to the class.
  7. Ask the children: Why are healthy friendships important?
  8. Tell the children to do the home activity. Ask questions about it at the start of the next Mulyavardhan session.
-

**Let us write**

All of us have ambitions that we would like to fulfil. The ambitions could be short-term (like learning to swim) or long-term (like becoming a writer when you grow big). Write some of your short-term ambitions and one long-term ambition below.

Short-term ambitions: \_\_\_\_\_

\_\_\_\_\_

Long-term ambitions: \_\_\_\_\_

\_\_\_\_\_

**Let us think**

Soha, a girl studying in Class 5, is a keen athlete. Her favourite event is the long jump. She aims to set a new school record for long jump, and then try to break the national long jump record for women.

- What are the things she needs to do to fulfil her ambitions? (**Tip:** Think of all the challenges she may face.)

Write your answers as points in your rough notebook. Discuss your points with your partner.



## RESPECTFUL LANGUAGE

### Let us write

Discuss with your partner, and write the answers to the questions at the end of each paragraph given below. Your answers should be in quotation marks (“...”). Your sentences should convey the intended message effectively and respectfully. You may refer to the first example.

Sukhwinder is trying to find the house of his friend Madan Malik, in lane number 7 of Adarsh Nagar. Sukhwinder is in Adarsh Nagar but he cannot find the lane. He wants to ask a shopkeeper to help him get to his friend’s house.

What should Sukhwinder say?

“Excuse me, I am trying to find Mr Malik’s house in the lane number 7 of Adarsh Nagar. Could you please give me directions to the place?”



John always scores good marks in his maths tests. But this time he scored only 4/10. He thinks the teacher has made a mistake while correcting his paper. He wants to speak to the teacher about it.

What should he say? \_\_\_\_\_

\_\_\_\_\_

Bina cannot find her English notebook. She thinks one of her classmates, Renu, has taken it by mistake.



What should she say to Renu? \_\_\_\_\_



Mukesh is studying for his annual exams. There is a loud party going on at his neighbour's house. Mukesh cannot study because of the noise. He rings the doorbell of the house. One of the guests, a middle-aged man, asks him rudely, "What do you want?"

What should Mukesh say? \_\_\_\_\_

In a crowded bus, two men are sitting on seats reserved for women. Abdul, who is standing, sees a woman get onto the bus with her daughter. They look around for a place to sit. Abdul wants to tell the two men to get up and give their seats to the woman and her daughter.



What should Abdul say to the men? \_\_\_\_\_



One of the families living near Mala’s house has a ferocious dog, which has been let loose. Mala has to pass the house on her way to her school, and she is always afraid that the dog will attack and bite her. She wants to speak to the family that owns the dog.

What should she tell them? \_\_\_\_\_

### Let us discuss

The sentences in the first column of the table describe some situations. The second column shows what the person in the situation said. In the third column, write what you think the person should have said. Write your sentences inside quotation marks (“...”). Discuss your answers with your partner.

| Situation  | What she/he said            | What she/he should have said |
|--|-----------------------------|------------------------------|
| A boy is feeling unwell and wants to go to the toilet. He tells the class teacher...                           | “I want to go out.”         |                              |
| Makarand’s friends call him to play cricket with them, but he wants to sit at home and study. He tells them... | “Go away! I have to study.” |                              |

# COMMUNITY CLEANLINESS

## Let us read

### India's Cleanest Village



Mawlynnong, a small village in the state of Meghalaya, is said to be India's cleanest village. It is located along India's border with Bangladesh and is about 90 km from Shillong, the capital of Meghalaya. Around a hundred families live in this village, most belonging to the Khasi tribe. Agriculture is the main occupation and betel nut is the main crop.

The people of the village have taken many steps to ensure that it is always clean. Both adults and children clean their homes and their surroundings every day. Every morning, children sweep the streets of the village with brooms before they go to school. On Saturdays, people do some extra work such as cleaning the school.

Outside every house, there are dustbins made from bamboo, and every family throws its waste only into the dustbin. Even dry leaves are put into these dustbins.

Waste materials such as leaves are buried and converted into manure. Other waste materials are taken outside the village and burned.

Nobody is allowed to use plastic bags in the village. Smoking is not allowed. All the houses in the village have toilets, and open defecation is prohibited. People who break these rules have to pay a hefty fine.

The people of Mawlynnong have also taken steps to ensure that the village is beautiful. Trees are protected and every house has a garden full of attractive flowers. Each house has a basin to collect

and store the rainwater.

The people of Mawlynnong decided on their own to keep their village clean and beautiful. They did not seek fame or rewards. However, the village did become famous in 2003 when it was declared Asia's cleanest village by a travel magazine. Since then, thousands of people have visited the village, and many hotels have sprung up there.

Due to a large number of tourists visiting Mawlynnong, it is feared that the village may lose some of its beauty. But, so far, this has not happened. The village has become a source of inspiration to other villages in the region. It is a model village in another important way too: Almost all the people in Mawlynnong, including women, are educated.

➤ What steps did the people of Mawlynnong take to keep their village clean?

### **Let us create**

What steps can be taken by all the people living in a particular locality to keep it clean? Discuss in your group and create a poster on this topic. Before you start, decide the allocation of work. Each member of the group has to contribute towards the making of the poster.

## For Teachers

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### My Ambitions

1. Divide the children into pairs.
2. Ask the children to complete the task “Let us write” individually. Ask them to explain their ambitions to their partners.
3. Ask a few children to tell the class about their ambitions.
4. Ask the children to complete the task “Let us think” individually, and then discuss their views with their partners.
5. Ask a few pairs to tell the class what they have discussed. Ask the rest of the class: Do you have anything else to say about this?
6. Ask the class: What habits must we follow to achieve any ambition?
7. Tell the children to do the home activity. Ask questions about it at the start of the next Mulyavardhan session.

### Respectful Language

1. Divide the children into pairs and ask them to complete the task “Let us write”.
2. Ask a few pairs to tell the class what they have written for the second situation. Ask the rest of the class: Do you have any comments or suggestions?
3. Repeat the above step for the other 4 situations.
4. Ask the class: Why is it important to communicate clearly and politely?
5. Ask the pairs to complete the task “Let us discuss”.
6. Ask the pairs to compare their answers with those of the pair seated nearest to them. Tell the children that they can give each other suggestions for improving their sentences.

### Community Cleanliness

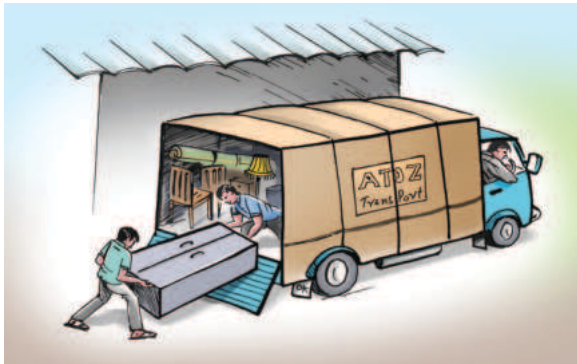
- (Tip: Ensure that all the groups have the materials required to create the posters.)
1. Ask the children to read the text on the cleanest village in India and think about the question given at the end.
  2. Ask a few children to tell their answers to the class.
  3. Form groups of 4 and ask them to complete the task “Let us create”.
  4. Arrange for an exhibition of the posters in the school and the neighbourhood.

In different situations, we feel different emotions like joy, sadness, fear or anger. Based on our experiences, we can predict the emotions we may feel in certain situations. For example, even before you cross a busy road, you may anticipate that you will feel nervous. Likewise, we can guess the emotions that other people are likely to feel in different situations.

**WRITE**

Read the incidents given below and write the emotions the characters are likely to experience. One example is done for you. You can refer to the list of emotion words on page 13.

1. Nidhi's mother gets a promotion in her company. Her new job is in another city, Panaji.
2. Nidhi and her mother decide to move to Panaji. Nidhi's father will join them after a few months.
3. Their belongings are packed in crates, loaded in a truck, and sent to the new address. During unpacking, some crates are found to be missing. Nidhi's mother has to follow up with the transport company about the missing crates.
4. It is Nidhi's first day in her new school. As her new uniform has not yet been stitched by the tailor, she has to wear her home clothes for the first day of school.
5. Nidhi's mother wants to drop her at school on time. There is no time to prepare breakfast. Nidhi and her mother hurriedly have some snacks in a nearby restaurant. They then take a taxi.
6. Nidhi's father calls on her mother's cellphone and wishes her "All the best" for her first day in the new school.
7. They reach the school on time. Nidhi's mother drops her at the school gate and hugs her.
8. Nidhi's class teacher introduces her to the class.



| Incident No. | Character      | Likely emotions |
|--------------|----------------|-----------------|
| 1            | Nidhi's mother | Happy, anxious  |
| 2            | Nidhi          |                 |
| 3            | Nidhi's mother |                 |
| 4            | Nidhi          |                 |
| 5            | Nidhi's mother |                 |
| 6            | Nidhi          |                 |
| 7            | Nidhi's mother |                 |
| 8            | Nidhi          |                 |

### EXPLAIN

Explain your work to your partner. Understand your partner's work.

### ENACT

With your partner, think of a small story or an incident with 2–3 characters who experience 3–5 different emotions. Think about how you will narrate/enact the story or incident.

#### Know these emotion words :

|                |                 |                              |                 |               |
|----------------|-----------------|------------------------------|-----------------|---------------|
| happy / joyful | sad / sorrowful | afraid / frightened / scared | angry / enraged | uncomfortable |
| overjoyed      | unhappy         | worried / upset              | annoyed / mad   | horrified     |
| satisfied      | disappointed    | nervous                      | irritated       | disturbed     |
| excited        | miserable       | anxious                      | furious / livid | offended      |
| peaceful       | troubled        | terrified                    | frustrated      | shocked       |
| amused         | gloomy          | desperate                    | insulted        | dismayed      |
| cheerful       | heartbroken     | confused                     | bitter          | fed up        |
| overwhelmed    | depressed       | suspicious                   | displeased      | guilty        |
| encouraged     | regretful       | alarmed                      | jealous         | ashamed       |
| grateful       | glum            | jealous                      | sullen          | embarrassed   |

# Healthy Living

To live a long and happy life, we need to be healthy. When we lead a healthy life, we can work well to fulfill our duties and achieve our goals. Leading a healthy life means following some habits regularly for the health of the body as well as the mind.



## READ

Read the texts given below and use a pen to underline the good health habits. Use a pencil to underline the bad health habits (or use pencils/pens of different colours).

1. Abha studies in Std. VI. She wakes up at 6 a.m. every day and spends the first 15 minutes in quiet meditation. She has her meals at regular times and avoids overeating. She avoids eating all sweet things, including fruits.
2. Rohan is good at sports and exercises regularly. He has recently developed the habit of smoking cigarettes.
3. Saumya loves to eat chips, pastries, chocolates and ice creams. He does not like to exercise and spends much of his time watching TV.
4. Sachin is a calm and relaxed boy. He avoids getting into fights. Whenever he disagrees with someone, he explains his point without raising his voice. In the evenings, he plays video games with his friends for hours on end.

5. Everyday, Tenzin gets up early and does some yoga. She is fond of music and plays the flute in her free time. She is very tall and feels awkward about her height. To look short, she walks with hunched shoulders.
6. Saira is crazy about cricket. She wants to

join the Indian women's cricket team as a fast bowler. She practises at the nets every morning and evening. She spends no time with her friends and ignores attention to her studies. When asked about her studies, she gets angry and starts shouting.

### EXPLAIN

Explain your answers to your partner. Understand your partner's answers.

### WRITE

In the table below, write your healthy and unhealthy habits, and habits you would like to follow. Use a pencil as you may have to make changes.

| My healthy habits | My unhealthy habits | Good health habits I want to follow |
|-------------------|---------------------|-------------------------------------|
|                   |                     |                                     |

Show your table to your partner. Understand your partner's table.

### HOME ACTIVITY

Show your table to the elders at home. Ask them to comment on it. If required, make changes in your table.

# A Happy Family Experience

As members of a family, people have many joyful experiences. Read about Malcolm's happiest day with his family and then do the task "Draw".

## READ

One day, Mummy told us, "Let us go to a photo studio and get a family picture clicked." I was very excited. The last time we had a photo clicked in the studio was when we were celebrating the first birthday of Pinky, my little sister.

My Aiji (grandmother) was nervous. She didn't want to get her picture clicked. But Mummy convinced her.

We had to wear our best clothes. When Papa returned from work, he gave me a cardboard box and said, "There's a new shirt for you inside this box. Wear the shirt for the photo." That was a real surprise!

We took a rickshaw to the studio. Mummy was wearing her best blue sari. Papa and I were wearing crisp, new shirts. Aiji's yellow sari was beautiful. Pinky's frock was frilly and she looked cute.

When we reached the studio, we were asked to wait. One family was there to get their photo clicked. I was getting impatient. Papa got us hot *samosas* from a nearby *mithai* shop.

It was now our turn to get our photo clicked. The photographer took us to his studio. There was a bench there in front of a cloth screen. The photographer asked us to select the background screen. Mummy selected the white screen.

Aiji and Mummy sat on the bench. Papa stood behind them. Aiji took Pinky on her lap. I stood next to Mummy. The photographer adjusted



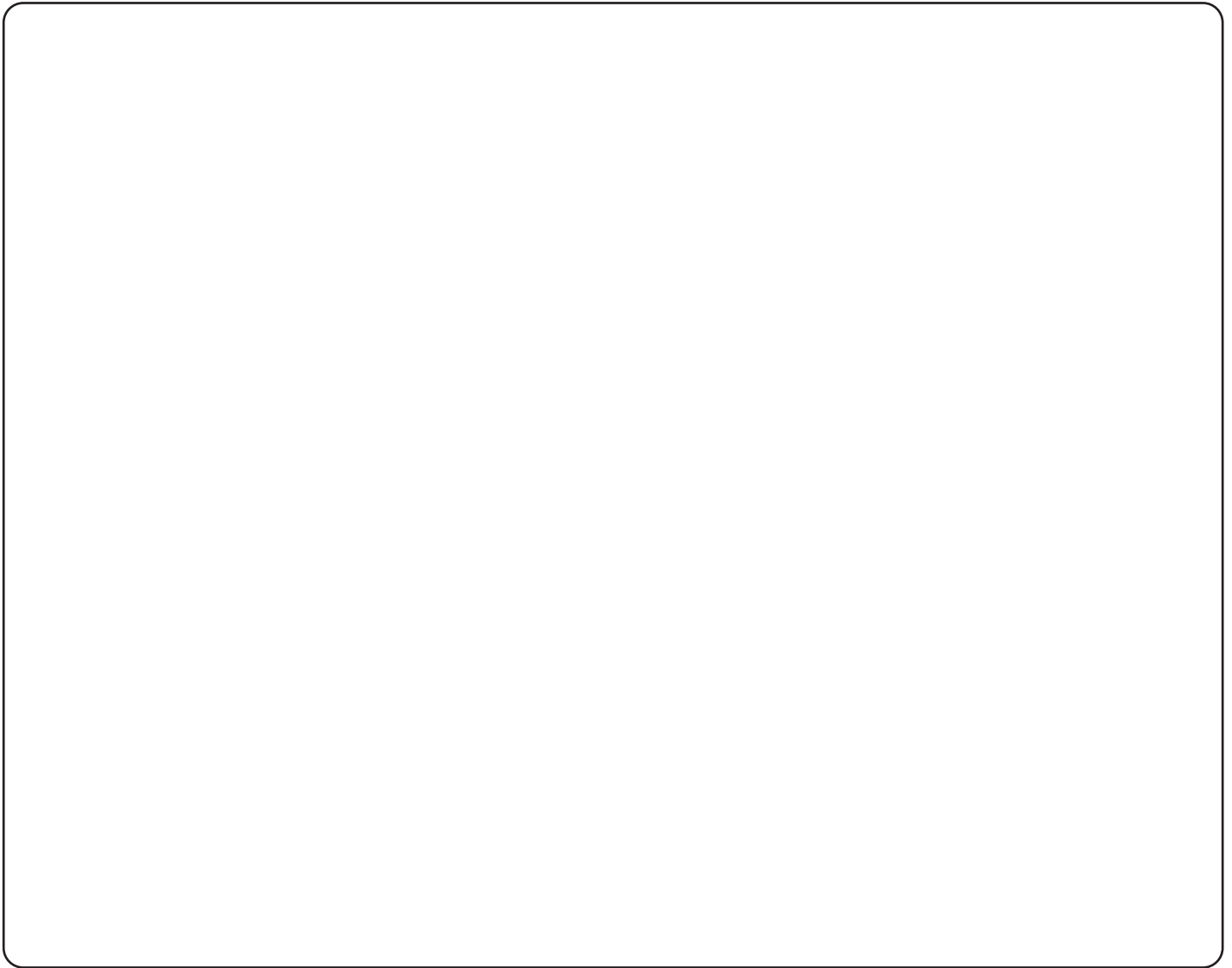
the lights and asked us to smile. I smiled till my cheeks hurt. The photographer took many photos. Click, Click, Click!

The day didn't end there. We decided to have dinner in a restaurant. Then we had ice cream. Everyone was laughing, and having a good time. On the way back home, I don't know when I fell asleep in the rickshaw.

It was indeed the best day out with my family. Now I am waiting to see our family photo. It will always remind me of the wonderful time we had.

## **DRAW**

Think about a happy family experience you have had. Draw a picture to show that experience in the box given below.



## **DESCRIBE**

Tell your partner about your happy family experience. Understand your partner's experience.

## **HOME ACTIVITY**

Tell the elders at home about the activity you did in the class. Ask them to tell you about happy experiences from their childhood.

## For Teachers

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### OUR EMOTIONS

1. After students have completed the task “Explain”, ask some pairs to share their work with the whole class. After every pair has spoken, ask the rest of the class: Do you agree? Why/Why not? Do you have something more to say?
  2. After students have completed the task “Enact”, ask some pairs to present their story/incident. They can either narrate it or enact it. After every presentation, ask the rest of the class to identify the emotions of the characters at different stages of the story or incident.
- 

### HEALTHY LIVING

1. After the students have completed the task “Explain”, ask one pair to tell their answers about the first two texts to the class. Ask the rest of the class: Do you agree? Why/Why not? Do you have something more to say?
  2. Repeat the above step for the remaining texts.
  3. After the students have completed the task “Show”, ask some pairs to tell their answers to the class.
  4. Ask the class: What healthy habits can all of us follow?
  5. Instruct the students to do the home activity. Ask questions about it at the start of the next Mulyavardhan session.
  6. Periodically review how students are following the good habits for physical and mental health.
- 

### A HAPPY FAMILY EXPERIENCE

1. After the pairs have completed the task “Describe”, ask some pairs to tell the class about their happy family experiences.
2. Instruct students to do the home activity. Ask questions about it at the start of the next Mulyavardhan session.

# Study Skills and Habits

To do well in school, having some study skills and habits is essential. Read the list of skills and habits given below and then make the table.

- Listening attentively in class
- Coming to school regularly, on time, and with all the required books
- Taking down detailed notes
- Asking questions when you don't understand something
- Understanding the mistakes in your work
- Following a fixed time-table to study at home
- Doing homework regularly and on time
- Re-reading difficult topics
- Doing exercises repeatedly till you learn to do something well (e.g., doing word problems in math)
- Using a dictionary to find meanings of words you don't know
- Reading additional information about textbook topics in newspapers, magazines, or on the internet
- Taking care of your health through regular exercise and good eating habits
- Helping classmates in studies



## WRITE

Make the table given below in your rough notebook and write the skills/habits listed above in one of the three columns of the table.

| Skills/habits<br>I have developed | Skills/habits<br>I need to develop more | Skills/habits<br>I need to start developing |
|-----------------------------------|---|---|
|                                   |   |   |

## DISCUSS

Discuss your table with your partner. Give your comments and suggestions on your partner's table.

# Understanding Stress

All of us experience 'stress' at some time or the other. It is a feeling of emotional or physical tension caused by some event or thought. Stress can make us feel tense, nervous, frustrated or angry. Such reactions to stress also have positive effects. For example, the stress we feel while crossing a busy road may help us become more watchful of the traffic. However, when stress lasts for a long time, it can have harmful effects.

## THINK

With the help of the descriptions given below, think of some common causes and effects of stress. (For example, "doing well in a class test" can be a cause of stress and "losing sleep" can be an effect.) Write these in your rough notebook. Discuss your list with your partner.

1. Manu is worried that she will get low marks in the upcoming term exams. That will make her feel bad about herself. It will also make her parents angry. Due to these worries, she cannot get sleep at night.
2. Salman has been selected for the school's football team, which will participate in the district inter-school tournament. He wants a new pair of football shoes for the matches. The shoes cost Rs. 2000. Salman's father is a rickshaw driver, and his mother works as a domestic servant. Salman wonders how he can ask them to spend Rs. 2000 for the shoes. This thought is running through his mind all the time. His teachers have noticed that he is not attentive in class. His mother has noticed that he is not eating well.
3. For the first time in her life, Rochelle has participate in a singing competition. When her turn comes, she climbs up to the stage confidently. But when she sees the audience before her, she becomes nervous. Her heart starts beating rapidly, her throat feels parched, and she is unable to get words out of her mouth.
4. Muthu's parents want him to take the entrance exams for admission to an engineering college. They enroll him in a coaching class for the entrance exam. However Muthu is not interested in becoming an engineer. He wants to become an actor. He attends the coaching class every day but finds it very frustrating. He takes out his frustration by passing loud comments in the class and disturbing the other students.
5. Sridevi lives alone with her mother, who works in a



government office. Mother and daughter don't mix much with their neighbours and rarely invite visitors to their home. One Sunday, when Sridevi's mother has gone out for some shopping, one of her mother's colleagues drops by. Sitting on the sofa in the living room, she tells Sridevi, "I will wait till your mother comes back home." Sridevi runs into the kitchen, and stays there waiting anxiously for her mother's return.

6. Rinki is one of the opening batters for her school's cricket team. Lately, she has not performed well. Her coach has told her, "You have to score well in the next match; otherwise, you are out of the team." During the practice sessions, Rinki is short-tempered and keeps snapping at her teammates.
7. Asif is always punctual for the school assembly. Usually, he arrives at school half an hour before the assembly. Today the bus that he catches to go to school is running late. He paces up and down the bus stop and loudly curses all the bus drivers of the city.

8. Srujana is an 11-year-old girl. Lately, she has noticed that her body is changing. She is worried about what other people will say about the changes in her body. She keeps looking at herself in the mirror and avoids leaving the house.



### DISCUSS

Think of some recent situations when you felt stressed. Think of (i) the cause of stress and (ii) the effect of the stress on you. Tell your partner about it.

Do a small test to find out if you are under stress. For each of the statements given below, give yourself a score from 0 to 3 as follows: 0 = almost never, 1 = sometimes, 2 = often, and 3 = almost all the time. If you have a score of 3 for more than 4 statements, you are likely to be under stress. You should talk to some supportive adults about it.

1. I find it difficult to take the first step towards getting anything done.
2. I feel tremors or twitches in parts of my body.
3. I worry that I could do something that would embarrass me.
4. I no longer enjoy the things I used to enjoy.
5. I tend to overreact to situations.
6. I am easily irritated or annoyed.
7. I have trouble sleeping or falling asleep.
8. I get upset by unimportant or small things.

# Teamwork

## DISCUSS

Read the story and think of an answer to the question given at the end. Discuss your answer with your partner.



Brenda, Jincy and Jacob live with their parents in Nagpur. Their father works in a bank. Their mother is a homemaker and an excellent cook. Her prawn curry is admired by all the guests who come home for dinner.

Jincy loves to watch her mother cook and hopes to be a professional chef in a big restaurant someday. Brenda is like her father. She likes solving maths problems. Jacob, the youngest in the family, likes to do whatever his sisters do.

One day, when the three children return from school, their neighbour tells them, "Your mother has left the house key and has gone to Sarla Aunty's house. She will be back by 5 o'clock."

When the children enter the house, they hear their mother's cell phone ringing. She has forgotten her cell phone at home. Jincy answers the call.

Their father is on the line. He asks, "Where is Mum?"

Jincy says, "She forgot her phone at home. She's gone to Sarla Aunty's house. She'll be back by 5 o'clock."

Her father says, "When she comes back, tell her some friends from the bank are coming over

for dinner. We'll be home by 7 o'clock."

Jincy says, "OK, I'll tell her."

The children wait for their mother. But even at 5:30 pm, their mother is not back home. Jincy is worried. There is no way to contact their mother. Sarla Aunty doesn't have a phone and lives quite far away.

Brenda says, "Relax! Mom will be here soon."

Jincy says, "But she won't have enough time to make all the food. I can do all the preparations. I have watched Mummy doing it a thousand times."

"I'll help you," Brenda says. "It'll be a nice surprise for Mom."

"I also want to help," says Jacob just as quickly.

"I will go and get the bread from the bakery," says Brenda.

"I will clean the prawns and prepare the masala," says Jincy.

"I will arrange all the chairs in the hall," Jacob says.

The three children start working at once.

After some time...

DING DONG!

Jacob runs to open the door. Their mother has returned. Jacob tells her, "Daddy called. Friends are coming home for dinner."

"Oh my God!" His mother exclaims, rushing towards the kitchen. She sees her daughters working. "What are you doing?" she asks.

Calmly, they explain all the preparations they have done. "We have even cleaned all the plates," Brenda says.

Their mother is relieved. Hugging them, she says, "My dear children, you are the best children in the whole world!"

### How did the children help their mother?

#### CREATE

In your groups, make a poster on 'teamwork'. You may write a slogan and draw a picture. You have to complete the task as a team in 10 minutes.

#### SCORE

Use the table below to rate how well you worked as a member of the team that created the poster. For every question, give yourself a score from a minimum of 1 to a maximum of 3.

| Question   | My score |
|--|----------|
| How well did you contribute ideas for completing the task? |          |
| How well did you listen to others in the team?             |          |
| How well were you focused on the task?                     |          |

#### COMMENT

In your group, discuss the scores you have given to yourselves. Allow the other group members to comment on their scores.

# Gender Discrimination

Gender discrimination is prejudice or discrimination based on the sex of a person. Gender discrimination is usually faced by girls and women, but males can also be victims.

## DECIDE

Decide which comic strips (if any) shows a situation of gender discrimination. Discuss your views with your partner.



## DRAW

Choose any one comic strips from the ones given above that shows gender discrimination. In your rough notebook, re-draw the comic to show a situation of gender equality. You can change the actions or the dialogues. You may draw stick figures. Show your work to your partner.

## For Teachers

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### STUDY SKILLS AND HABITS

1. After the students have completed the task “Discuss”, ask the class: What are some skills and habits we need to develop?
2. Write the students’ answers as points on the board.
3. Referring to each point, ask the class: How can we

develop this skill/habit?

**Tip:** Allow the students who are proficient in particular skills/habits to tell the class how they developed them. You may also offer specific tips to build that skill/habit.

---

### UNDERSTANDING STRESS

1. After the students have completed the task “Think”, ask some pairs to tell their answers to the class. Write their answers as points on the board under two headings: causes of stress, effects of stress. Ask the rest of the class: Do you have some additional points?
2. After the students have completed the task “Discuss”,

allow some students to share their experiences with the class. You may also share some of your own experiences of stress.

3. Ask the class: Why should we be concerned about stress?
  4. Instruct the students to do the home activity. Follow up on it at the start of the next Mulyavardhan class.
- 

### TEAMWORK

1. After the students have read the story, ask one pair to tell the class how the children help the mother. Ask the rest of the class: Do you want to add something?
2. Form groups of 4 for the remaining tasks. (The groups remain the same for all the tasks.)
3. For the task “Create”, provide each group with a large blank sheet of paper.

4. After the students have completed the poster, ask them to do the task “Score” and “Comment” and explain if needed.
  5. After the groups have completed the task “Comment”, ask the class: What can you do differently next time to work better as a team member?
- 

### GENDER DISCRIMINATION

1. After the students have done the task “Decide”, ask one pair to share their views. Ask the rest of the class: Do you agree? Why/Why not?
2. Ask the class: In what other ways does gender discrimination occur? Can you think of some examples?
3. As required, ask supplementary questions to help

students identify gender discrimination in the examples given by them. You may also give some examples.

4. Ask the class: How is gender discrimination harmful?
  5. After the students have done the task “Draw”, invite some students to show their work to the class.
-

Time management is the ability to estimate the time necessary to complete different tasks, make a schedule of the tasks, and do things on time. It is a way of using time intelligently, so that adequate time and effort is given to all that one wants to do (such as work, play, sleep, or exercise).

**THINK**

➤ **What are the likely effects of the way this girl is managing her time?**

Tigmanshi is always in a hurry. Usually, she wakes up late, and rushes to get ready for school. She doesn't have enough time to eat breakfast or check her school bag. On reaching school, she often realises that she has forgotten to carry her homework. Then, she feels tense and cannot pay attention in class. On returning home, she forgets about all that happened in school. Her mind is focused on eating snacks and watching TV, and then going out to play with friends. They play till her mother calls her home for dinner. While having her dinner, she thinks about the homework she is yet to do. But when she sits to do the homework, she is yawning and ready to go to bed.

**DISCUSS**

Discuss your views with your partner. Work together to make a list of the ill-effects of managing time poorly.

**CREATE**

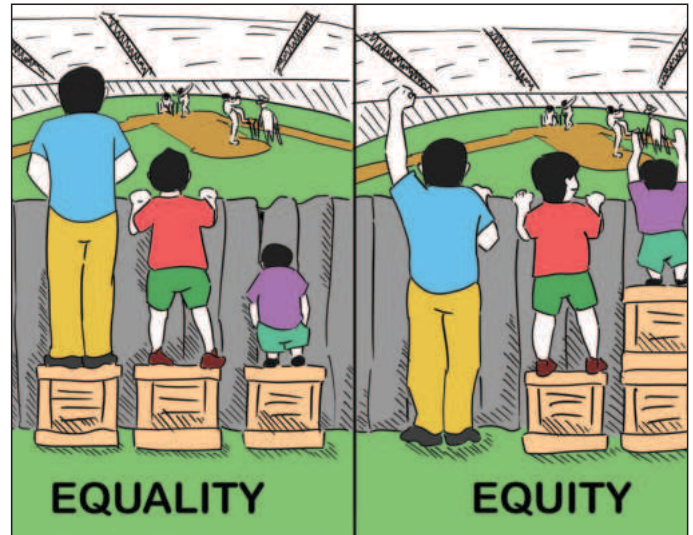
Work with your partner and think of a small story or skit on 'One day in a school without a timetable'. The main character has to be a girl or boy who has just joined this school. What would the character observe or experience on her/his first day in the school without a timetable? Think of different incidents. Think also of how you will present your story/skit to the rest of the class.

**HOME ACTIVITY**

Ask the elders in your house about how they manage their time. Ask them (i) if they follow a fixed 'time table' for all or some days of the week (ii) whether they are satisfied with the way they are managing their time and (iii) whether they have any tips for you on managing time well. Note down their answers as points in your rough notebook.

# Just or Unjust?

Laws and rules are to be enforced according to certain principles, such as the principles of equality or equity. Under the principle of equality, everyone is to be treated the same way, regardless of their condition or need. Under the principle of equity, people are to be treated differently according to their needs. (For example, a person who is blind may be allowed to take the assistance of another person to give answers in a written exam.) The principles of equality or equity are to be applied according to the facts of a situation. If the principles are wrongly applied, the result could be injustice.



## DECIDE

Considering the principles of equality and equity, decide whether the treatment given to the persons mentioned below is just or unjust. Discuss your views with your partner.

1. All Students of Modern High School have to strictly wear the prescribed school uniform every day. According to the school's rules, students not wearing the uniform will not be allowed to attend classes. Today is Ramya's birthday, and she has come to school wearing a flashy new kurta. Her class teacher calls Ramya's parents, and asks them to take her home, as she cannot be allowed to sit in the class.
2. In the factory of Abridge Pvt. Ltd., all employees have to come to work at 9 a.m. One worker, Brijmohan, cannot follow that rule, as his wife is ill, and admitted to a hospital. He has to visit to the hospital every morning, and speak with the doctor, who comes at 9.30 a.m. Brijmohan requests the factory's HR manager to give him permission to come to work at 10.30 a.m. The HR manager grants the request.
3. An expensive drug was recently found stolen from the City Hospital's pharmacy. The CCTV camera recording showed that the theft was committed by one of the staff, Shankaran. As he is related to the hospital's owners, no action was taken against him.
4. In Abridge Pvt. Ltd., workers who have joined a trade union are given lower wages compared to other workers.

# Social Service

## DISCUSS

Read the following reports and think about the questions given at the end. Discuss your views with your partner.

### 'Bike Ambulance Dada'

Karimul Hak is fondly known as 'Bike Ambulance Dada'. He works in a tea plantation in Jalpaiguri, West Bengal. The nearest hospital is 45 km. away. In 1995, when his mother had a heart attack, he was not able to find an ambulance to take his mother to the hospital in time. His mother passed away, and he vowed never to let another person suffer the same way due to the lack of an ambulance.

One day, one of his co-workers on the plantation fell unconscious. Karimul borrowed his manager's bike and took the worker to the nearest hospital. The worker's life was saved. That day, Karimul came up with the idea of a bike ambulance.

Since then, Karimul has provided free 'bike ambulance' services in 20 nearby villages. Karimul has helped over 6000 people get to hospitals in time. Now he wants to build a free hospital for the poor.



- What is the problem that Karimul is trying to solve?
- How is he trying to solve the problem?
- What challenges would he be facing?

### An unusual teacher

Since 2010, an unusual 'school' has been run by an unusual teacher in New Delhi. The 'school' is located between two pillars under an overhead metro (railway) line. It does not have a complete roof, tables or chairs. The three walls that make up its space are painted with pictures of tall trees

and giant roses. Five blackboards hang on the back wall. This "free school under the bridge" was founded by Rajesh Kumar Sharma.

Sharma comes from a poor family of nine children living in the village of Uttar Pradesh. His school was seven kilometres from his home. With



great determination, Sharma completed his school education, a feat not achieved by any of his brothers or sisters. He was admitted to a college, but after a year, he had to drop out, as the family could not afford to pay for his education.

Sharma then moved to New Delhi with his brother. He sold watermelons, worked on construction sites, and did any other work available to earn a living. One day, while working at a metro construction site, he saw the workers' children playing in the rubble. The children were not going to school regularly. Sharma decided to help these children. In 2006, he began by helping

two children with their homework.

In 2010, he set up his makeshift school under a newly built metro line. Over 200 children attend the school daily--from students of Std. I to students of Std. X. Most of these children attend the local school, but they also come to Sharma's school, so that they can learn better. Sharma also helps migrant parents enrol their children in schools.

He does all this work for free, relying on the meagre income he earns from a grocery store and occasional donations.

- **What is the problem that Rajesh Sharma is trying to solve?**
- **How is he trying to solve the problem?**
- **What challenges would he be facing?**

### HOME ACTIVITY

Find out about people in your neighbourhood who do social service. If possible, meet them and learn more about their work. Think of the ways in which you could help them.

## For Teachers

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### IMPORTANCE OF MANAGING TIME

1. After the students have completed the task 'Discuss', ask some pairs to tell the class what they have discussed. Ask the rest of the class: Do you have something more to say about this?
2. Ask the students: If Tigmanshi were to manage her time well, what would be the likely benefits?
3. Ask the pairs to complete the task 'Create'.
4. Ask some pairs to present their stories or skits to the class.
5. Ask the students to do the home activity. Follow up on it at the start of the next Mulyavardhan session.

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### JUST OR UNJUST?

1. After students have completed the task, ask one pair to tell the class what they have discussed about the first situation. Ask the rest of the class: Do you agree? Why/Why not?
2. Repeat the above step for the other 3 situations.
3. Ask the class: Can you think of instances when treating everyone equally would be unjust to some people?

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### SOCIAL SERVICE

**Tip:** Before or after this activity, you may give students information about some people who are doing social work in your region. If possible, invite a social worker to the school to give a talk to the students, or be interviewed by the students.

1. Ask some pairs to tell the class their answers to the questions about 'Bike Ambulance Dada'. Ask the rest of the class: Do you have something more to say about this?
2. Repeat the above step for the report on Rajesh Sharma.
3. Ask the class: Why do you think people like Karimul and Rajesh Sharma do social service?
4. Ask the class: Do you think everyone can do some social service?
5. Ask the students to do the home activity. Ask questions about it at the start of the next Mulyavardhan session.





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