

9.1 The Mouse and the Lion
VALUE – Respect for diversity , Being polite ,Courteous and Helpful

Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Can student identify how s/he is different from others?(self awareness, critical thinking) • Is the student able to identify two strengths and two weaknesses of self? (self awareness, critical thinking) • Does the student recognize the various life skills with suitable examples from the story? (critical thinking, decision making) 	<ul style="list-style-type: none"> • Can student give an example when s/he accepted her/his weaknesses?(coping with emotions and stress) • Is the student able to appreciate the strengths of others ? (coping with emotions and stress).Can s/he give an example. 	<ul style="list-style-type: none"> • Is the student able to give an example of having been part of a team activity? (EC, IPR) • Is the student able to recall an incident where s/he helped others in need? (empathy, IPR)

9.2 Yo ! Momos
Attitude toward School Programme

Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Does the student suggest some vegetables that can be used in the dish? (Critical and creative thinking) • Can the student name two alternate 	<ul style="list-style-type: none"> • Does the student gracefully accept praise of his/her cooking ability? (Coping with emotions) • Can the student accept criticism about his/her 	<ul style="list-style-type: none"> • Can the student show appreciation for a peer’s better effort? (EC, IPR) • Can the student eat something he does not like without making rude remarks? (Empathy, IPR)

<p>vegetables during off-season? (Critical and creative thinking).</p>	<p>cooking ability without being upset? (Coping with stress and emotions)</p> <ul style="list-style-type: none"> • Can the student give an example of when s/he tried a new vegetable/dish without complaining? (Coping with stress and emotions) 	
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<p>9.3 I feel tired all the time</p>		
<p>Thinking Skills</p>	<p>Emotional Skills</p>	<p>Social Skills</p>
<ul style="list-style-type: none"> • Can the student explain the correlation between eating right and being healthy? (self awareness, critical thinking) • Can the student name two symptoms related to anaemia and suggest appropriate and innovative steps to overcome it? (self awareness, critical and creative thinking) 	<ul style="list-style-type: none"> • Can the student mention some healthy foods served at home every day that s/he happily eats? (coping with emotions and stress) 	<ul style="list-style-type: none"> • Is the student able to give an example of when s/he communicated to his/her friends/siblings to eat properly? (IPR, effective communication)

9.4 Kapil da Kamaal
Attitude toward School, School Programme and Environment.
Value – Respect for diversity.

Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Does the student know the advantages of eating vegetables and fruits? (critical thinking) • Does the student know the benefits of eating home grown vegetables and fruits? (Self awareness, critical thinking) • Is s/he able to name a vegetable s/he has grown, or can grow, where there is no land available for growing it? (critical and creative thinking, decision making , problem solving) 		<ul style="list-style-type: none"> • Is the student able to give an instance when s/he shared with others the vegetables s/he has grown? (IPR, empathy) • Does the student share with others the method of growing vegetables? (EC, IPR) • Has the student shared the recipes of the prepared dish with friends/ neighbours? (EC, IPR)

9.5 Safety on the Internet
Attitude - Responsible behaviour .
Value – Honesty & Ethics

Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Is the student aware of the uses and dangers of using the internet?(critical thinking) 	<ul style="list-style-type: none"> • Can the student recall (narrate/ write) any incident where s / he was exposed to the 	<ul style="list-style-type: none"> • Is the student able to share an experience where s/ he was exposed to dangers of

<ul style="list-style-type: none">• Can the student suggest ways of protecting him/herself from the risks of the internet?(critical and creative thinking, problem solving)• Is the student aware that appropriate internet filters are available? Can s/he name some? (critical thinking)• Is the student able to reject inappropriate sites on the internet? (self awareness, critical thinking, decision making)	<p>dangers of the internet and how S/he dealt with it?(coping with stress and emotions)</p>	<p>inter net with parents /teacher /Friends?</p>
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9.6 My Dreams can come true
Attitude toward – School & School Programme
Value – Self respect & Respect for diversity

Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Does the student know that goal setting is important?(critical thinking,) • Is s/ he able to suggest a goal her /his dreams of achieving? (Decision making, self awareness) • Is the student able to name few difficulties s /he may face in achieving the goal(self awareness, critical thinking) • Is s /he confident of overcoming the road blocks in the way of achieving his/her goals?(self awareness, problem solving) • Is the student aware that time is a factor in achieving a goal?(self awareness, critical thinking) 	<ul style="list-style-type: none"> • Is the student able to explain how s/he will cope up with the stress and emotions caused by the obstacles which may arise while achieving his/her goal? (coping with stress and emotions) 	<ul style="list-style-type: none"> • Does the student communicate his/her dreams to family and friends?(effective communication IPR)

<p align="center">9.7 I Too Will Work for a Clean and Safe Environment (Home) ATTITUDE toward environment VALUE : leadership and abiding by rule .</p>		
Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Is the student able to identify areas of concern regarding cleanliness at home? (self awareness, critical thinking) • Is the student able to depict the lack of effort vs the concern in the diagram drawn? (self awareness, critical thinking) • Does the student choose to reduce the gap between the two webs? (decision making, problem solving) 	<ul style="list-style-type: none"> • Does the student enjoy the cleanliness drive at home.? 	<ul style="list-style-type: none"> • Can the student narrate an incident when s/he communicated his/her concerns to family members? (IPR, EC) • Has the student sought help from family members in reducing the gap between the two webs? (IPR, Empathy)

<p align="center">9.8 My Friend is Special – Attitude towards School and School Programmes Value –Respect for diversity</p>		
Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Can the student recognize and accept a differently abled child?(self awareness, critical thinking) • Does the student understand that this can happen to anyone including him/her? 	<ul style="list-style-type: none"> • Does the student feel comfortable about CWSN studying with him/her in the school? (coping with stress and emotions) 	<ul style="list-style-type: none"> • Can the student become a buddy for a CWSN? (Empathy, IPR). What would S/he do? • Can the student communicate to his family and friends the need for inclusive education for CWSN?

(critical thinking)		<p>(Effective communication). Ask him/her to write two sentences about this.</p> <ul style="list-style-type: none"> • Can the student understand the challenges faced by children with special needs? (Empathy). Ask him/her to describe any of these challenges.
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9.9 If There Were No Animals Attitude towards the environment Value: Compassion toward animals		
Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Does the student realize the implications of animal extinction?(critical and creative thinking) • Is S/ he able to suggest at least one innovative method to protect animals? (critical and creative thinking, problem solving) 	<ul style="list-style-type: none"> • Can the student recall an incident where s/he helped an animal in distress (coping with emotions and stress) 	<ul style="list-style-type: none"> • Does the student communicate his/her concern to others? If yes, how? (IPR, EC) • Does the student participate in any activity for animal conservation? If yes, describe it briefly. (Empathy)

9.10 Work while you work..... Value - Respect for rules.		
Thinking Sills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Does the student realize that work and play are separate activities?(self awareness, critical 	<ul style="list-style-type: none"> • Is the student able to manage separate time for play and study In the presence of distractions? (coping 	<p>Does the student share with friends how he manages separate time for</p>

<p>thinking)</p> <ul style="list-style-type: none"> • Is the student able to manage separate time for work and play in everyday routine? HOW ? (decision making, critical thinking, creative thinking, problem solving) • Does the student have good study habits? Can he name any three good study habits S/he has? (self awareness, decision making, problem solving, critical thinking) 	<p>with stress and emotions) .Give an instance</p>	<p>study and play ?</p>
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<p align="center">9.11 Dealing with Peer Pressure Attitude toward School and School Programme . Value – Honesty ,Ethics and Self-respect .</p>		
Thinking Sills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Does the student identify the role of peer pressure in his/her life?(critical thinking ,self awreness) • Can the student share (narrate/write) one incident each of positive and negative peer pressure experienced by them?(critical thinking ,self- respect) 	<ul style="list-style-type: none"> • Is the student able to refuse to do things his /her friends want him/her to do but he/she does not want narrate /write one incident.(coping with stress and emotion) 	<ul style="list-style-type: none"> • Will the student contribute in making the classroom a positive peer pressure zone? How? (IPR, Effective communication)

9.12 Compassion is the key Value – Compassion , Emphathy.		
Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> How will the student help an accident victim? (self awareness, critical and creative thinking, decision making, problem solving) 	<ul style="list-style-type: none"> Can the student recall (write) the situation when S/he had to cope with loss/illness of a loved one? (Coping with stress and emotions) 	<ul style="list-style-type: none"> Can the student recall an incident where S/he helped an animal /person differently abled person in need? (empathy, IPR)

9.13 Looking positively at ourselves Value – Self respect		
Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> Does the student understand that the real worth of people lies in their qualities and not physical looks? Can he name any 3 of his qualities? (self awareness, critical thinking) 	<ul style="list-style-type: none"> Is the student comfortable with his/her looks?(coping with emotions and stress) 	<ul style="list-style-type: none"> Does S/he stop peers from passing negative remarks on the physical attributes of others? Can he give any example? (empathy, IPR, EC)

9.14 How to say 'No' Value - honesty & Ethics		
Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> Does the student know when to say No? Can he recall any incident where he needed to say No? Was he successful? (Self Awareness, Critical 	<ul style="list-style-type: none"> Does the student feel comfortable saying No to friends? (Coping with Stress and Emotion) Is the student comfortable with 	<ul style="list-style-type: none"> Does the student share ways of saying No, with other? (Effective Communication and IPR) Does the student

Thinking, Decision Making) <ul style="list-style-type: none"> • Can the student suggest innovative ways of saying No? (Critical and Creative Thinking) 	friends who often say No? (Effective Communication, IPR and Empathy motion)	understand when a friend often says 'NO'?
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9.15 Respecting Our Teachers Attitude toward teachers .		
Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Is the student able to name two qualities s/he should have to be a good student?(self awareness, critical thinking) • Is the student able to identify two ways in which her/his teacher helps her/him? (self awareness, critical thinking) 	<ul style="list-style-type: none"> • Is the student able to seek help from the teacher in difficult situations? (coping with emotions and stress) 	<ul style="list-style-type: none"> • Is the student able to understand the teachers' point of view? (empathy, IPR) • Does the student realize that parents are the first teachers and that all teachers are second parents.(EC ,IPR)

10.1 Idgah

Attitude – Positive thinking

Values- Self respect , respect for elder, courteous and human relation

Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none">• When your family has some needs, do you think of alternatives to fulfil their needs? Please write one such instance (critical and creative thinking)• Do you volunteer to do work at home? Write examples of work you do at home.	<ul style="list-style-type: none">• Does s/he feel stressed if her/his friends show off that they are richer than her/him? (Coping with stress and emotions)• Does the student feel comfortable when any of friends make fun of her/his? (Coping with stress and emotions)• Does the student show positive attitude in all situations? (coping with stress and emotions)	<ul style="list-style-type: none">• Do you help your parents according to your ability? (IPR and EC)• Does the student show sensitivity to concerns of elders around him/her? (IPR and Empathy)

10.2 Hasty Tasty Noodles

Attitude towards School Programmes.

VALUES - leadership

Thinking skills	Emotional skills	Social skills
<ul style="list-style-type: none">• Does the student suggest some vegetables that can be used in the dish? (Critical and creative thinking)• Can the student suggest alternate vegetables during off-season? (Critical and creative thinking)• Is the student aware of his or her likes and dislikes about food name two food which you like and dislike about food .? (self awareness)	<ul style="list-style-type: none">• Does the student gracefully accept praise of his/her cooking ability? (Coping with emotions)• Can the student handle criticism without being upset? (Coping with stress and emotions)<ul style="list-style-type: none">• Can the student try new vegetables/dishes without complaining? (Coping with stress and emotions)	<ul style="list-style-type: none">• Can the student show genuine appreciation for a peer's better effort? (EC, IPR)• Does the student display leadership skills ? (EC, IPR)• Does the student inspire others to participate in this activity ?

10.3 Flying High The Kite of Hope

Attitude towards School mates

VALUES - Being hopeful, being positive while dealing with stress

Thinking Skills	Emotional Skills	Social skills
<ul style="list-style-type: none">• Can the student identify the moments when S/he was depressed? Please write one such instance (Self awareness, critical thinking)• Can the student suggest new methods to fight depression? Please write two such methods and situations where they can be used (Critical and creative thinking)• Can the student identify the symptoms of depression in peers? (Critical thinking) <p>Does the student learn from past mistake and takes timely corrective measures. (CRITICAL THINKING)</p>	<ul style="list-style-type: none">• Is the student capable of developing coping mechanism against emotional distress? (Coping with stress and emotions)• Can the student handle criticism without being upset? (Coping with stress and emotions)• Is the student always hopeful even in adverse situation (coping with stress and emotion)	<ul style="list-style-type: none">• Can the student share his/her emotions with peer ,teacher and emotion without feeling embarrassed? (EC, IPR)• Is the student willing to help peers in need? (Empathy, EC, IPR)

10.4 Keeping Healthy

Attitude towards School mates

VALUES: Health, Cleanliness, Responsible behaviour

<ul style="list-style-type: none"> Is S/he able to suggest innovative measures to be carried out at home and neighbourhood to prevent breeding of vectors of diseases? Please write down such these measures(Creative and critical thinking) Does the student observe hygienic practices while handling and consuming food and water?(self awareness, decision making, problem solving) Does the student choose not to buy/ consume food from vendors which is exposed to flies, dust etc? (Decision making, critical thinking) 	<ul style="list-style-type: none"> Does the student accept that illness can strike her/him at any time? (Coping with stress and emotions) 	<ul style="list-style-type: none"> Does the student participate in awareness programmes about typical seasonal diseases? (Effective communication, IPR) Does the student participate in stopping sale and purchase of food kept in the open? (Empathy, effective communication) Does the student share with friends/ parents/neighbours the ill effects of unhygienic surroundings? (Empathy, IPR, EC) Does the student participate in cleanliness drives to prevent disease (effective communication)
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10.5 There are so many jobs to choose from

Positive attitude

VALUES: Planning, Respect dignity of labour, Self respect and Respect for diversity

<ul style="list-style-type: none"> Can the student name a career he would like to take up? (Self 	<ul style="list-style-type: none"> Is the student comfortable with parental expectations regarding choice of 	<ul style="list-style-type: none"> Does the student discuss career options with parents/friends/teacher/councilors ? (Effective
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<p>awareness, critical thinking, decision making)</p> <ul style="list-style-type: none"> • Does the student know about her/his aptitude /interest in a particular field? (Self awareness, critical thinking) • Is the student making efforts towards attaining the chosen career? (Decision making, problem solving) 	<p>career? (Coping with emotions and stress)</p> <ul style="list-style-type: none"> • Do the various career options available help the student to reduce the anxiety in choosing a career? (Coping with emotions and stress) 	<p>communication, IPR)</p>
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<p align="center">10.7 A Strange race Attitude VALUE - Perseverance</p>		
Thinking skills	Emotional skills	Social skills
<ul style="list-style-type: none"> • Can the student recall any incident where perseverance paid? (Self awareness, critical thinking,) • Is the student able to identify the various life skills with suitable examples from the story. Please write down the life skill along with the situation (Critical thinking, decision making) 	<ul style="list-style-type: none"> • Can the student think of a situation where s/he was made fun of and s/he took it positively? Please write down one such situation (Coping with emotions and stress) 	<ul style="list-style-type: none"> • Has the student motivated others to keep trying to overcome challenges in difficult situations? (IPR, EC)

10.8 I Too Will Work for a Clean and Safe Environment (School)
Attitude - toward school ,school programmes anenvironment

value –responsible behavior , commitment .

Thinking skills	Emotional Skills	Social skill
<ul style="list-style-type: none"> • Is the student able to identify areas of concern regarding cleanliness in school? Please name them. (Self awareness, critical thinking) • Is the student able to depict the lack of effort versus the concern in the diagram drawn? (Self awareness, critical thinking) • Is the student able to contribute to the slogan writing? (Creative thinking) • Does the student choose to reduce the gap between the two webs? How, please state one way. (Decision making, problem solving) 	<ul style="list-style-type: none"> • Does he/she feel comfortable while carrying out cleanliness drives) (Coping with stress and emotions) 	<ul style="list-style-type: none"> • Can the student communicate his/her concern to his/her schoolmates? (IPR, EC) • Does the student participate in any activity for reduce the difference between the two webs? Please name one such activity. (IPR, Empathy)

10.9 Understanding my parents.

Value: Compassion, Respect towards Elders

Thinking Skills	Emotional Skills	Social skills
<ul style="list-style-type: none">• Can the student express any one situation where the parents have not heard her/his point of view, please write them. (Critical thinking)• Can the student think of a situation where s/he has put her/his point of view and then the parents agreed to it? Please quote the instance. (Critical and creative thinking)	<ul style="list-style-type: none">• Can the student recall a situation where she /he accepted the parents' decision when they disagreed with her/him? Please write the situation. (Coping with stress and emotions)	<ul style="list-style-type: none">• Is the student able to express her/himself to his parents about her/his dreams and aspirations? (EC, IPR)• Does the student help her/his classmates in changing their attitudes towards their parents? (EC/IPR)• Does the student understand the point of view of the parents? Please give example of one such instance.(Empathy)

10.10 If There Were No Nights

Thinking skills	Emotional Skills	Social skills
<ul style="list-style-type: none">• Is the student able to contribute innovatively to the exercise? (Creative and critical thinking)• Is the student able to realize the importance of a regular day/night cycle on his/her health? (Self awareness, critical thinking)	<ul style="list-style-type: none">• Does the student feel comfortable with the idea of sleeping when it is not dark outside? (Coping with stress)	<ul style="list-style-type: none">• Does the student participate actively in the group work? (IPR, EC)• Does the student appreciate the fact that at the poles people live comfortably even when there is continuous darkness for six months followed by continuous sunshine for six months? (Empathy)

10.11 Sania ka Ace

Value – Dignity of labour

Thinking skills	Emotional skills	Social Skills
<ul style="list-style-type: none">• Does the student suggest innovative vegetable recipes? (Critical and Creative thinking)• Can the student suggest some nutritive fruit/vegetable, which is in his/her budget? (Self awareness and Critical thinking)	<ul style="list-style-type: none">• Does the student try new vegetable dishes without complaining (Coping with Stress)• Does the student accept criticism on his/her cooking without being upset? (Coping with stress and emotion)• Does the student accept praise gracefully for his/her cooking? (Coping with Emotions)	<ul style="list-style-type: none">• Does the student share his/her information about fruits/vegetables/recipes with others, please write one instance? (IPR, EC)• Does the student share responsibility of growing vegetables with others? (IPR and EC)• Does the student realise the efforts put in by the farmer in growing vegetables? (Empathy)

10.12 Our Prized Possession

Values: Respect and Gratitude.

<ul style="list-style-type: none">• Can the student differentiate between flattery and appreciation? (Critical thinking)• Does he/she think that giving/receiving respect appreciation and recognition is a important (Self awareness and Critical thinking)	<ul style="list-style-type: none">• Does S/he feel comfortable on receiving appreciation? (Coping with stress and emotions)• Does the student feel happy giving appreciation? Please state one instance. (Coping with stress and emotion)	<ul style="list-style-type: none">• Does the student look for opportunities to pay compliments? (IPR and EC)• Does the student show respect appreciation, love and gratitude to others? (IPR and EC)<ul style="list-style-type: none">• Does the student realize that appreciating others is as important as receiving appreciation(Empathy)
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3.1 Attitude is Everything

Positive Attitude toward life

Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> Does the student look for something positive in every situation; please give an example. (Critical and creative thinking) Does the student apply her/his positive attitude in day today life? (Self awareness, decision making) 	<ul style="list-style-type: none"> Is the student able to replace his negative emotions by a positive one? Please give one instance. (Coping with emotions and stress) 	<ul style="list-style-type: none"> Does the student inspire others to think positively? Please quote one instance. (EC, IPR Empathy)

3.2 Choice, not chance, determines destiny

<ul style="list-style-type: none"> Does the student think of the consequences before making any choice? (Self awareness, Critical thinking, Problem solving, decision 	<ul style="list-style-type: none"> Does the student feel comfortable when s/he is exercising her/his choice? (Coping with emotions and stress) 	<ul style="list-style-type: none"> Is s/he able to encourage and motivate others/clasmates to make right choices in life? s Please give example of one instance. (EC, IPR) Is s/he a volunteer of an organization which workstowards social issues and concerns? Please name the organization. (Empathy, IPR)
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<p>making)</p> <ul style="list-style-type: none">• Does the student choose to remain focused on her/his goals in spite of obstacles? Please give example of one such instance.(Decision making, self awareness)• Does the student understand that choice not chance will affect her/his future? (Critical thinking, self awareness)		
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3.4 I Admire you because

Value: appreciating others, respecting diversity

Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Has the student become aware of his/her qualities after this activity?(self awareness) • Is the student able to differentiate between appreciation and flattery?(critical thinking, self awareness) • Does the student make efforts to appreciate others?(decision making) <p>Does the student think of different ways of appreciating others for their qualities?(creative thinking)</p>	<ul style="list-style-type: none"> • Does the student feel good when s/he appreciates others?(coping with stress) • Is the student comfortable when others are appreciated?(coping with stress) • Is the student able to accept compliments gracefully? (Coping with emotions) • Is the student comfortable about writing compliments? (Coping with stress and emotions) 	<ul style="list-style-type: none"> • Does the student convey his appreciation of others? Relate one incident.(empathy, effective communication, IPR) • Does the student often look for opportunities to appreciate others? Please give one example (Empathy, IPR, EC)

**3.5 Meditation and Pre Examination Stress
Attitude toward school programme.
Value- respect for time.**

Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Is the student able to identify What causes stress in his/her day to day life?(self awareness, decision making) • Does the student think of ways to overcome pre examination stress?(critical thinking, creative thinking) • Is the student aware that stress affects his/her life? How? (self awareness, critical thinking) 	<ul style="list-style-type: none"> • Is the student able to list activities which give him/her relaxation? • Does the student feel relaxed after meditation?(coping with stress) • Does the student feel frequent changes in emotions while trying to avoid stress? • Is the student able to set realistic goals for self?(coping with emotions) • is the student calm and feel relaxed after the meditation exercise? (Coping with stress) 	<ul style="list-style-type: none"> • Does the student seek help in studies from peers if required? (EC,IPR) • Does the student consult teachers for clarification of doubts? (EC,IPR) • Can the student narrate/write an incident when s/he helped a friend in building confidence.??(Empathy, EC,IPR) • Does the student share his/her learning with others? How?(IPR)

**3.6 If there was a bomb threat
Attitude toward school programme
Value – Responsible behaviour and Respect for life .**

Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Does the student realize that one should always be alert?(Self awareness) • Can the student suggest ways of evacuating his/her class and floor in case of a bomb threat?State one ways.(critical thinking, decision making, problem solving) • Does the student know whom to approach first if there is a casualty? • Can the student suggest a plan to manage a disaster situation? (Critical thinking, decision making, problem solving)) • Can the student expand the list of possible threat situations that he/she may have to face? (Critical thinking, self awareness) • Does the student realize that it is important to secure himself/herself before helping 	<ul style="list-style-type: none"> • Does the student manage to remain calm in a threatening situation?(coping with stress and emotions) • Can the student recall /narrate/write a situation where he/she panicked?(coping with stress and emotions) <ul style="list-style-type: none"> • Does the student feel that any one community cannot be blamed for a disaster? 	<ul style="list-style-type: none"> • How do you respond to rumours? • Does the student form teams and take various responsibilities when required? Give an example. (Effective Communication and IPR) • Can the student narrate/write an incident when s/he helped others in need? (IPR, Empathy, EC)

<p>others in distress?(critical thinking)</p> <p>I</p>		
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**3.7 Road Safety and Us.
Value- Respecting rules , Responsible behavior**

Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Why do accident happens ? Give two reasons. • Do es the student take precaution for safety while traveling ? 	<ul style="list-style-type: none"> • Does he/ she respect traffic rule? • Can he/she negotiate without loosing temper if there is an accident? • Does he /she accept the responsibility without justifying his/her act of breaking the road safety rules? 	<ul style="list-style-type: none"> • Does the student ever provide guidance for first aid to others ? • Did he/she ever volunteered r to help children/old cross the road? (Empathy) • Did he/she ever pointed out to elders for breaking rules ?

**3.8 Looking forward to the Commonwealth Games
Positive attitude
Value – respect for diversity and responsible behavior.**

Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Does the student think that events such as the commonwealth games are important for india ? • What does he/she do when expecting guest ? • Would the 	<ul style="list-style-type: none"> • Is he/she feeling proud that india has hosted common wealth game ? • Can the student narrate his/her feeling if he/she was not welcomed by others ? • Did he/ she feel stressed due because of inconviene caused due to CWG? 	<ul style="list-style-type: none"> • Do s/he like to visit other countries for participating games ? • Has s/he ever volunteered for any event in school /community ? • Does he/she like to know about people from other community ,state and other countries

<p>student like to associate her self/himself with CWG ?</p> <ul style="list-style-type: none"> Does the student realized that when others are host they also have inconvenience ? Does he/she know the qualities expected in volunteers for CWG ? 		
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<p align="center">3.10 Every Drop is Precious Attitude toward school,school programe and environment. Value – Responsible behaviour</p>		
<ul style="list-style-type: none"> Can the student list all the activities where he/she wastes water ? Can the student suggest five ways to save water inday today activities? 	<ul style="list-style-type: none"> Does the student feel bad when others waste water ? Does he/she realize that pure drinking water is an asset ? 	<ul style="list-style-type: none"> Does the student share his/her concerns for water with family and friends? Has th e student ever participated in any activity for water conservation?

3.11 End it, before it ends us
Attitude towards Environment, School activity

Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Does the student always keep the classroom clean? (Self awareness, problem solving) • Does he/she always throw garbage and other waste material in the dustbin? (self awareness, decision making) • Does he/she always switches off lights and fans before leaving the classroom? (Critical thinking) • Does he/she always close the tap after use ? • Can he/she give an innovative idea for reducing pollution? (Creative and critical thinking) 	<ul style="list-style-type: none"> • Does he/she volunteer to clean the classroom? • Does he/she feel proud to participate in cleanliness drives ? 	<ul style="list-style-type: none"> • Has the student ever volunteered for any cleanliness activity in school or community ? • Does he/she try to inspire others to keep the environment clean? <p>Does he/she shares his/her concern about environment with family and friends ?</p>

3.12 Towards Zero Waste
Attitude towards Environment
Value- Responsible behavior

Thinking Skills	Emotional Skills	Social Skills
<ul style="list-style-type: none"> • Does the student stop another student from littering in school? (Self awareness, Decision making, problem solving) • Does the student apply the 4 R's principle in his daily life? (Self awareness, Decision making, problem solving) <p>Does the student suggest innovative ideas towards zero waste? (Critical and creative thinking)</p>		<ul style="list-style-type: none"> • Does the student share his/her ideas for reducing waste with others? (IPR, EC) <p>Does the student participate in composting activities in school and outside? (Empathy, IPR)</p>

3.13 Empowered to Save Power
Attitude toward environment
Value – responsible behavior

Thinking Skills	Emotional Skills	Social sKILLS
<ul style="list-style-type: none"> • Can the student list the possible ways in which he/she wastes power? • Is the student able to identify his/ her own role in saving power? • Can the student list the possible ways in which he/she but can save power? 	<ul style="list-style-type: none"> • Can the student accept the responsibility without justifying his/her act of wasting power? • Does the student always blame others or Government for less availability of power? • Does the student feel concerned even if others are wasting power ? 	<ul style="list-style-type: none"> • Does the student listen to others and gives his/her idea or suggestions without being judgmental? • Does the student share his/her concern about wastage of power with others ?