

Welcome Life

(For Class – XI)



ਇਹ ਪੁਸਤਕ ਪੰਜਾਬ ਸਰਕਾਰ ਦੁਆਰਾ ਮੁਫਤ ਦਿੱਤੀ ਜਾਣੀ ਹੈ
ਅਤੇ ਵਿਕਰੀ ਲਈ ਨਹੀਂ ਹੈ।



Punjab School Education Board

Sahibzada Ajit Singh Nagar

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Punjab Curriculum Framework (PCF-2013) which is based on National Curriculum Framework (NCF-2005) recommends that the child's knowledge must be connected to his/her life outside the school. It indicates the departure from the legacy of bookish learning and ensures that learning is shifted from rote methods to an activity based curriculum and should provide an opportunity for the holistic development of the students.

Under the leadership of Sh. Krishan Kumar, I.A.S., Ex. Secretary, Department of School Education (Punjab), a new progressive spirit has been infused in the entire system of school education in the state of Punjab. In due course of time, it has been realised that the inculcation of moral values through a specific subject can bring a major transition in the overall development of our students.

The present education system is indeed enabling students to compete worldwide in the modern times of growing economic and materialistic attitude but it is only the values of life that can transform them into real human beings. Therefore, focusing upon this prime objective of education, the Department of School Education, Punjab, in collaboration with Punjab School Education Board has introduced a new subject '**Welcome Life**' which is based on human values. It will be implemented in class I to XII from Academic Session 2020-2021.

The main objective of this practical and thought-provoking curriculum is to provide insight to the students in such a way that they will be able to realize their full potential and become well-balanced and responsible individuals and dignified assets to the society. We believe that this new subject, '**Welcome Life**' will, undoubtedly prove beneficial in transforming the students into highly civilized individuals, sensitive to the diversity and human life. This text-book is an outcome of hard work and sincere efforts of 'Text-book Development Committee', who have contributed immensely by their conscious efforts to nurture an over-riding identity of students through this subject.

Punjab School Education Board welcomes suggestions and feedback from the stakeholders for the improvement of subsequent editions of the text-book.

Chairman

Punjab School Education Board



The purpose of the handbook, **‘Welcome Life’**, launched in the academic year 2020-2021 for school children across Punjab, is to inculcate a variety of values in the students and to promote their healthy mental development in such a way that they can assert their unique presence in the student world. To this end, the handbook is the brain-child of the teachers, officials and technical experts working in different institutions who have worked day and night to make this initiative of the Punjab School Education Department a marked success, so that this text-book could reach out to the students well in time.

This handbook has been designed for Grade XI and it includes personal, social, age-related, social evils, gender sensitivity, decision-making ability and group values required for students. These values have been interpreted appropriately with the help of sub-topics and have been prepared according to the level of the students. Care has been taken to add moral values in the curriculum in line with the level of this category so that the fragrance received from this subject taught in an experiential manner is emanated from the character of the students. Care has also been taken that the subject does not exert any mental pressure on the formal education of the student. For this purpose, teachers have also been advised to incorporate this subject into the multi-faceted personality of the students in a natural way through related activities. The short stories, dramas and role- plays given in the text-book have been designed in such a way that their video adaptation can prove beneficial to the students of this category and to the whole society as well.

A uniform methodology that would enable the teachers to guide the students to study the textbook has been developed so that the students obtain from each lesson: (i) acquaintance with the values and information related to the values (ii) activities related to each value (iii) motivation to implement the relevant subject in a practical way and (iv) ideas how to review the subject at all its stages and then imbibe the values into their lives.

From the beginning of the process of high-level thinking and the various thought-processes involved in preparing the textbook of the subject to the arrival of the text-book in the hands of the students, many mentors and collaborators have played their role perfectly, for which we all shall remain grateful to all of them forever. In the foreground and background of the entire work of this book, there have always been the contributions of some of the great personalities, academic experts and colleagues, to whom it becomes

my personal duty to shout out a loud ‘Thank You’. Among them are Sh. Krishan Kumar, I.A.S., Secretary, Department of School Education, Punjab; Sh. Inderjit Singh, P.E.S. Ex.-Director (S.C.E.R.T., Punjab), Mrs. Amarjit Kaur Dalam, Deputy Secretary (Academic) and Dr. Raminderjit Singh Wasu, Subject Expert (P.S.E.B.), Dr. Davinder Singh Boha, State Coordinator (Parho Punjab, Parhao Punjab) deserve special thanks. Besides the authors of this subject, we also extend our thanks to Suniti Suri, Gurmeet Singh Bajwa, Pawan Kumar Kamra, Prem Kumar Mittal, Rajesh Beri, Parminder Singh Sunam, Jagtar Singh Sokhi, Farzana Shamim, Lakhwinder Kumar, Anupam Sharma, Pahul Partap Singh Kalsi, Satbir Singh Bawa, Gurbir Singh and Gurmeet Singh for editing and designing this book perfectly to lend it an aesthetic look. Looking forward to valuable suggestions for further improvement of this maiden effort, we shall forever remain indebted to the Punjab School Education Department for this valuable initiative.

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Chapter – 1

HONESTY

“Honesty is the best policy.” – Benjamin Franklin

Objectives



1. Understanding honesty as a part of character.
2. Assigning it a place above self-acceptance and oneself.
3. Understanding honesty in social set up.

Honesty implies fairness and straight-forwardness of conduct. Honesty includes qualities like sincerity, integrity and trustworthiness. They are the good qualities that every person should possess and are certainly worthwhile in one's personal and social life. Being honest with others is very essential for creating and maintaining healthy relationships. Similarly, being honest with oneself is vital for personal development and growth, as well as self-acceptance and self-esteem.

Activity 1 : Tick the correct one

Tick (✓) any one column to check your honesty.

S. No.	Questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1.	Most of the people are honest.					
2.	Most of the people are trust-worthy.					
3.	Most of the people are kind.					
4.	I am trustful.					
5.	Most of the people will respond in the same way as they are trusted by others.					

Activity 2 : Traditional Story-Telling

Here's a classroom activity for first-hand information on honesty. We will have signs showing 'Strongly Agree' and 'Strongly Disagree' posted on the opposite walls of the classroom. To begin the activity, here are certain instructions:

Your opinion about two different stories will be asked. All the students of the class will line up along the wall between these signs depending on how strongly you agree or disagree with how the characters in the stories act. If you can't decide, you should stand in the middle of the class between these two signs.

Next, the class will be divided into two groups almost of equal size and then the stories will be narrated one by one.

1. The Lion and the Shepherd Boy

In this story, a shepherd boy screams loudly- “Lion, Lion” and presents a false story to the villagers about a lion attacking his sheep. Initially, he receives a lot of attention from others, but is ultimately found lying. Later one day, a lion actually takes away his sheep. No one believes his words while he shouts because he has lied about it before. This story not only encourages us to tell the truth but shows us how lying may prove fatal and backfire.



The Honest Woodcutter

In this story, a poor woodcutter loses his only axe as it falls into the river while cutting wood. He gets very upset because he has no money to buy a new one. Seeing him sitting sadly in condolence on the river bank, the king, who was passing by, sends his royal diver to dive into the river and bring out the woodcutter's axe. The diver brings out a golden axe and says, “I found this axe in the river. Is it yours?” The woodcutter replies honestly that it is not his axe. The diver then brings out a silver axe. The woodcutter again tells the diver that it is not his axe. Finally, when the diver brings out his wooden axe, he replies happily that it is his, and takes it after thanking the diver for getting him his axe. Seeing that the man is so honest, the king, who

is actually a God of water, is highly pleased with the woodcutter. He asks the diver (his servant) to give him all the three axes as a reward.

After narrating both the stories, the teacher will ask the students to stand in front of the signs that correspond with their agreement or disagreement with the characters' actions. Further, the students will justify why they chose to stand where they did. Their responses can be written on the board.

Activity 3 : Creative Skill Approach

The teacher will ask every student to think about a person who, according to him/her, is very honest. This will be a creative activity in which all the students will participate. The students will be given some time to think about that person. Engaging students in an artistic and creative exercise like this will provide them with an opportunity to think about honesty. Then, the students will be asked to draw a sketch, poster or collage of that person depicting his/her activities in support of their thoughts. The drawings will be as unique as the child. Showing the drawing of each child to the class, the teacher will explain how the student has creatively depicted honesty as a useful trait in his/her drawing.



Activity 4 : Case Study Approach

The teacher will narrate a situation to the students and then ask them to answer some questions as per their opinion about the given situation.

During summer vacation, the students were asked to read a newspaper every day and write down ten main news headlines in a notebook. Rahul went through 'The Tribune' daily and noted down the news headlines. Seema also completed the daily activity. Kiran borrowed the notebook from Seema to copy down the homework so that she could submit it to the class teacher.

Worksheet

Q.1. What was the homework ?

Ans.

Q.2. Who all completed their homework?

Ans.

Q.3. Which methods were availed to finish the homework?

Ans.

Q.4. Which method seems appropriate to you and why?

Ans.

Q.5. In that situation, how would you complete your homework?

Ans.

Q.6. What do you think was the honesty level of all the three students?

Ans.

Activity 5 : True/False Method

Students will state whether the following statements are true or false after reading them (in order to evaluate honesty) :

1. The mason stole a cement bag without intimation from the work allotted to him on contract.
2. Chanda borrowed a pencil from Swaran to write notes but finding it beautiful, kept it for herself; bought a new pencil and gave it to Swaran.
3. I admit that unfair means were adopted to stand first, but it was essential.
4. In games, my performance was good but the result was not good.
5. Pahul broke a cup but didn't tell anyone about it. He kept it in its place after pasting its handle with fevikwik.



RESPECT

Objectives



1. To instill in the students a sense of respect for others.
2. Enhance self-esteem by understanding the importance of respect.
3. Enhance fellowship and interaction through mutual respect.

The feeling of honour or esteem that arises within a human being for someone is called respect. When we respect our peers or someone older or younger than us, we are, in fact, setting an example of self-respect as well as respect. Respect cannot be demanded but should be commanded. The reaction that we receive in response to the words we choose to address someone makes it quite evident how the other person has perceived our sense of respect for him.

Activity-1

A group of five students will come to the blackboard to perform an activity under the guidance of the teacher. Each student will be asked to speak a sentence respectfully as if



conversing with someone. The rest of the students will reply in response to the sentences spoken by each one of them. The teacher will monitor the activity very keenly and will then utter all the sentences one by one to make the students understand which sentence is to be spoken with how much of softness, sweetness, naturality and with what expressions.

First Student : Sat Sri Akal, my dear friends!

Class : Sat Sri Akal!

Second Student : Hello, Friends!

Class : Hello!

Third Student : Good Morning, my dear friends!

Class : Good Morning! (Teacher smiles.)

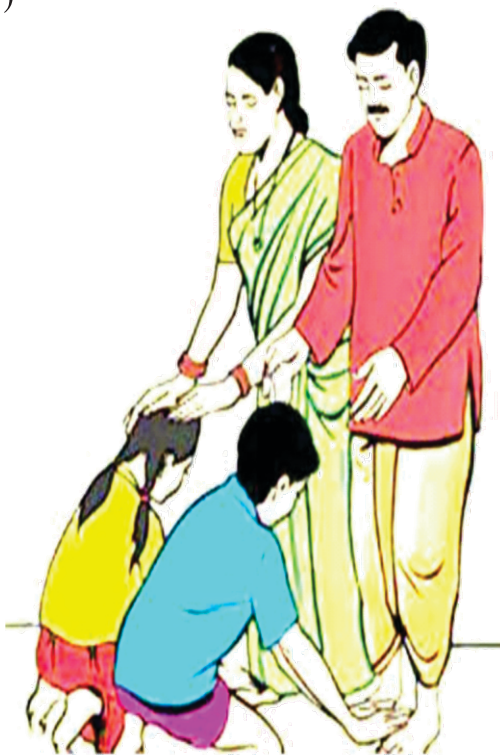
Fourth Student : How are you all ?

Class : Fine ! What about you ?

Fifth Student : May you all be well !

Class : May you be well too !

The same activity will be repeated with five other students but in the second activity, these students will address the same sentences as used in the above conversation but in a high-pitched tone and rapidly with an expression of annoyance on their face. A change will be noticed in the response of the class. The teacher will discuss the change with the students. It becomes quite evident from the response of the class that in order to earn respect for yourself, you need to respect others.



Activity-2

In this activity, five students who are interested in acting will come in front of the class and perform the activity under the guidance of the teacher. According to the teacher's instructions, they will make five different types of faces.

1. The first student will make a happy smiling face .
2. The second student will make a tearful face.
3. The third student will look at the class with an angry face .
4. The fourth student will make a sad face.
5. The fifth student will look embarrassed; cast his eyes down and avoid eye contact with anyone.

Now the teacher will ask the students which of the gestures and expressions will arise respect within them. This activity will make it clear that the kind of respect one can earn depends on one's gestures and facial expressions.

Worksheet

Q.1. Which expressions have earned more respect from the students and why?

Ans.

Q.2. What is the benefit of respecting others?

Ans.

Q.3. What changes do you need to make within yourself in order to gain self-esteem?

Ans.
.....

Q.4. State whether the following statements are Right or Wrong:

1. Respecting others is what earns you respect too. ☐
2. Respect can only be shown to those older than oneself, not to younger ones or peers. ☐
3. There are also people who feign respect only when they need something. ☐
4. Respecting someone gives us spiritual happiness. ☐

The purpose of the above activities is to explain to the students that by respecting others, we earn respect in their happiness and joy. We can make our life more enjoyable and meaningful by respecting others in our home, family, relationships and society.



Chapter – 2

CONSERVATION OF NATURAL RESOURCES (In terms of Air, Water etc.)

'Make efforts to protect the resources of nature; this is the true religion of all humanity.'

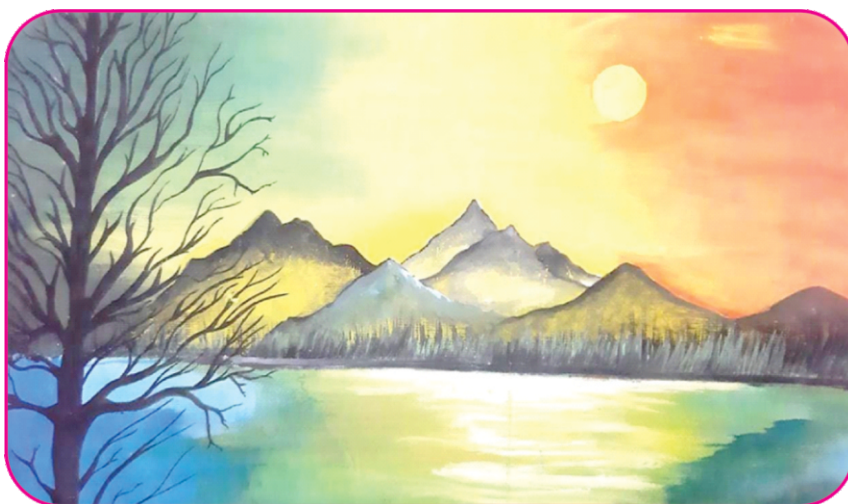
Objectives



To Instill the following idea in the students:

1. The future of human life lies in the conservation of natural resources.
2. Man is not the owner of nature but nature is the guardian of man.
3. Conservation of natural resources is more beneficial to man than nature.

Human life is considered to be based on five elements and these five elements are directly or indirectly related to nature. Obviously, the existence and future of a human being created with natural elements depends on the conservation of nature. The eternity of life also runs parallel to the eternity of the natural aspects. Considering this aspect, it is important to



note that conservation of natural resources is, in fact, more of conservation of human beings than the conservation of nature. Therefore, in this era of population explosion, conservation of nature and its resources becomes the first and foremost task of a human being.

Students should discuss with the help of their teacher about the elements of human life and consider what the five basic elements are. Besides this, the students will be made to consider the following situations and identify the correct response from the options/ answer the questions given thereafter so that they can introspect to what extent they interact with nature and natural phenomena.



Activity - 1

1. If you see water gushing out from a government tap by the side of the road in a crowded market, out of the four responses given below, tick the response which, according to you, is the most appropriate:

- Ignore and move on as our clothes and shoes may get wet.
- Turn off the tap immediately, even if our clothes get wet.
- Not paying attention because it is the duty of the government.
- Turn it off only if someone asks you to do so.

☐
☐
☐
☐

2. Firecrackers are commonly used by the Punjabis on all kinds of festivals and happy occasions like weddings, and this causes a lot of damage to the natural elements in the form of pollution. To find out to what extent our students are alert, discuss the following questions and note down the responses.



- How many students in your class have never burst crackers?

.....

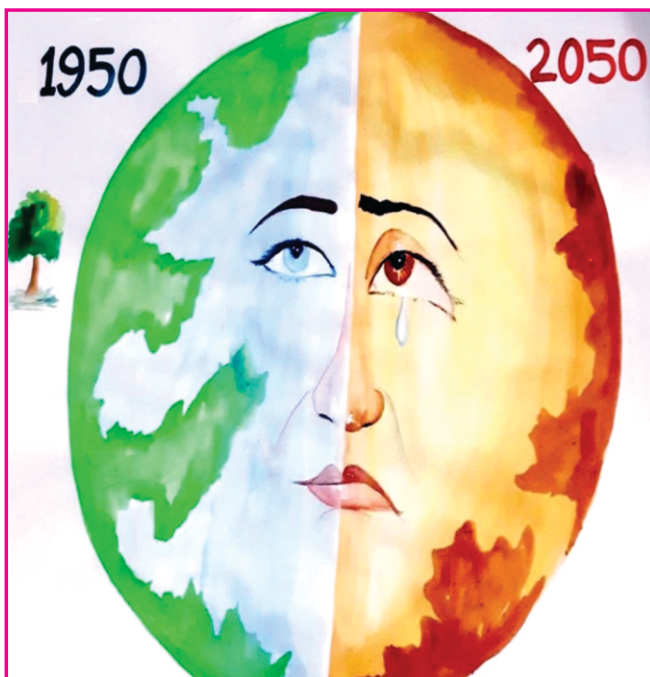
- How many students in your class have burst firecrackers by imitating others or at the behest of someone?

.....

- How many students of your class spend money on firecrackers enthusiastically?

.....





Nature has given us forests, mountains, rivers, food, drinks and many more such useful things. Humans, for their own comfort and convenience, have cut down forests, demolished the mountains, diverted the natural course of rivers and streams, released carbon-dioxide into the atmosphere with smoke and fires from industrial chimneys, released toxic substances like chloro-fluorocarbons into the air, thus disturbing the natural balance and depleted the ozone layer that protects the environment. Hence, the Sun's ultraviolet rays have had a devastating effect on animals and humans. Greenhouse gases have increased the average atmospheric temperature. This is known as **Global Warming**.

Therefore, it is estimated that in the near future, the natural mountain snow will also melt. Underground water is being used indiscriminately thus disturbing the earth's internal balance. The chemical effluents from the factories have mixed with the water flowing on the earth. Thus, the water resources are in a very bad condition. Besides air, water and land pollution, noise pollution has become a major headache. It is the responsibility of our society and the students to take care of the precious gifts bestowed on us by nature.

In order to make the students understand the thought process involved and the steps taken beyond just worrying about this aspect, they will be made to participate in a question-answer session under the guidance of the teacher. The whole class will work on the following worksheet while listening carefully to the responses.

Worksheet

Q.1. What efforts can be made to improve the groundwater contamination? Students will have to write their own ideas.

Ans.
.....

Q.2. What measures should be taken to prevent water contamination? What contribution can you make and how?

Ans.
.....

Q.3. What contribution are you making to reduce air pollution and how?

Ans.
.....



Q.4. Trees are being cut down indiscriminately. How many and where have you planted trees so far and what efforts have you made to take care of them? Share your ideas.

Ans.
.....

Activity -2

- A. During the morning assembly, every student of eleventh class should be given two minutes to go to each class and switch off the fans and lights and then return to the assembly. The student who switches off the most number of fans and lights should be acclaimed. Rather all the students ought to be applauded by the rest of the students when they return after switching off the fans and lights.
- B. Likewise, students should be given opportunities to see to it that the running water taps are turned off, the flowers and plants planted in the school are watered and the soil around the ploughed are turned/plowed regularly, so that they become accustomed to these sort of works.



SAVE ELECTRICITY

Objectives



1. To make the students aware of non-renewable natural resources.
2. Motivate the students to save electricity by reducing power consumption.
3. Consider saving household resources as a part of social savings.



Saving electricity is, in fact, a way of conserving many non-renewable resources of nature (such as coal). Thus, saving electricity is similar to saving natural resources like coal and water. This message is conveyed to the students in the following poem which can be read and understood under the guidance of the teacher. After this, the students will also have to work on the given worksheet.

Activity 1 : Poem

Buildings decorated with lights,
The meter running speedily,
Don't use electricity unnecessarily.
If the meter runs fast,
 The burden on the pocket will increase,
 And then your nose, you will turn up.
 Those who live in slums
 Live life without electricity
Always enduring darkness.
Use electricity as much as you need,
Imitate no one please
You blessed ones.
 Use LED light bulbs.
 Save electricity
 And save money.



- Harmesh Kaur Jodhey (Poetess)

Worksheet

Q.1. Which light bulbs should be installed so as to save electricity?

Ans.

Q.2. What will happen if waste much electricity?

Ans.

Q.3. Why is the electric bill higher nowadays?

Ans.

Q.4. Is it advisable to turn on all the lights at night in order to beautify your building?

Ans.

Q.5. What are the disadvantages of overuse of electricity?

Ans.

Activity-2

Certain activities related to saving electricity and other natural resources should be assigned to the students during the half-day break or any such time when the students can perform the activities under the guidance of the teacher. Other methods of saving natural resources will also be discussed in the period of this subject but prior to this, some activities related to this methods need to be carried out.

• Say Yes or No:

1. Will you turn off the lights before leaving your class?
2. Will you leave your computer running?
3. There are no students in the class next to yours but the fans are on. Will you switch off the fans of that class?
4. The school water tank is overflowing would you run towards any teacher, school principal or any other school employee and ask to switch off the motor.

Activity-3

Under the guidance of the teacher, the students will light a 100 watt ordinary bulb, a 16 watt LED bulb and a 12 watt solar lamp in the class and then compare and discuss the points given in the table below in terms of power saving.



Sr. No.	Ordinary Bulb	LED Bulb	Solar Lamp
1	100 watt	16 watt	12 watt
2	High power consumption	Low power consumption	No power consumption; uses solar energy
3	Emits less light	Emits more light	Emits more light
4	More expenditure	Less expenditure	Less expenditure

Worksheet

Q.1. What kind of lights would you use to save electricity ?

Ans.

Q.2. Will you prefer light bulbs that emit more light with low power consumption ?

Ans.

Q.3. State vividly the difference between a 100 watt ordinary bulb and a 16 watt LED bulb.

Ans.

Q.4. What appliances can run on solar power ?

Ans.

Q.5. Solar-powered products help to save electricity as well as coal. Do you agree with this statement?

Ans.



Under the guidance of the teacher, all the students of the class will discuss about conservation of electricity and other natural resources in the school and in their own homes as mentioned below :

Teacher : Students, our school is going to conduct Annual Day celebrations. Should we decorate our school with strings of light bulbs or use some other artistic way to present ourselves ? Also some of you students will state what all you do and what all you think of doing to save electricity in your homes.

Student 1 : Sir, we should all gather in the same room to watch television.



Student 2 : We should iron the dresses of all the family members at the same time so that more power is not consumed by ironing at different times of the day.

Student 3 : We should install solar energy plants on the roofs of our houses.

Student 4 : We should install AC with inverter.

Student 5 : Solar lights should be installed in the streets.

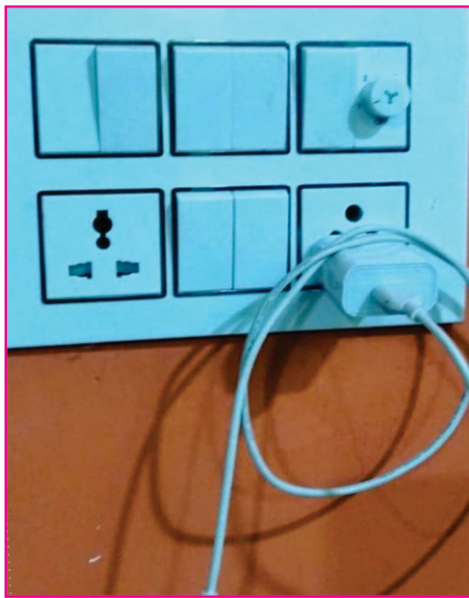
Teacher : Well done, kids! You all are very wise. Many of you might be associated with agriculture. You can save a lot of electricity if you plant crops that consume less water.

Worksheet

A. Put a tick (✓) against correct statements and a cross (X) against incorrect statements:

1. We will decorate our whole school with strings of lights.
2. Installation of solar power plants can save electricity.
3. Lights, fans and plugs should be switched off during the stage programmes.
4. Turn off the power switch after turning off the computer.
5. Heater in winter and A.C. in summer should not be used.
6. Waste water from taps should be drained into the kitchen garden and lawns in order to save water and electricity.

☐
☐
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☐



7. Match properly:

1. With LED bulbs.....	(a) there is no burden on the pocket.
2. Everyone in the family should sit together and watch.....	(b) should be drained into the lawn.
3. With power saving.....	(c) electricity is conserved.
4. Waste water from taps.....	(d) television.



Chapter – 3

HEALTHY LIFE STYLE & PROGRESSIVE THINKING

Objectives



1. A healthy lifestyle is the foundation of a healthy society.
2. A healthy body has a meaningful mindset.
3. Balancing the conscious and subconscious mind in terms of power of thinking as an important state of mind.



Only a healthy person can create a good society. One can contribute in his own and in his country's progress only by keeping one's body healthy. Adequate nutritious food, daily exercise and adequate sleep are the basis of a healthy life. A healthy lifestyle keeps a person healthy and energetic. A healthy life is a great way to live a good life and that helps a person to enjoy all the other aspects of his life. In fact, the meaning of good health is not only to prevent any disease, but it is also related to physical, mental and social well-being. A person who adopts a healthy lifestyle plays a positive role towards the society and towards others as well. To live a long and comfortable life, it is important to have a healthy lifestyle.

Another important aspect of a healthy lifestyle is a good power of thinking. Man is a mixture of strengths and weaknesses. Both these aspects leave their mark on the state of mind of a human being from time to time. It is considered that only a person who overcomes his natural shortcomings by virtue of his strengths can possess good thinking ability. The instinctive balance of the conscious and subconscious mind of a human being is also an indicator of a good power of thinking.

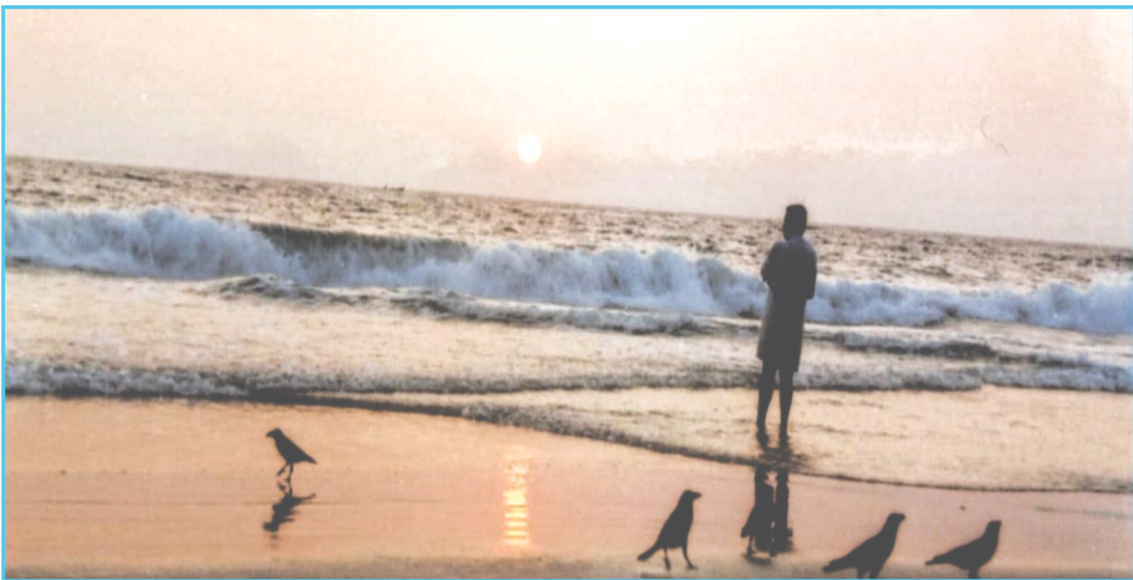
Activity - 1

First of all, it is clear that for a good lifestyle- CLEAN AIR, WATER, SUNLIGHT are very important.

- A. **CLEAN AIR** : Our lungs need clean air. Clean air will refresh us by providing oxygen. So, more and more trees should be planted.
- B. **CLEAN WATER** : Drink plenty of water and try to keep it clean for others to use.



- C. **SUNLIGHT** : We should sit in the sunlight for sometime every day. Sunlight is an important gift of nature to human beings. It is a good source of Vitamin D.



Based on the above information and facts shared by the teacher regarding healthy lifestyle, write whether the following statements are true or false:

Sr. No.	Statement	True/False
1.	We need oxygen to survive.	
2.	Sunlight gives us vitamin D.	
3.	We can live without water.	
4.	Trees clean the air.	
5.	Clean air, water and sunshine are essential for physical growth.	

Activity-2 : The importance of nutritious food for a healthy life

To control the speed of Covid19. Every type of business has been closed down and there has been a shortage of ready-to-eat things and because of this, there has been a decrease in the number of covid-19 cases in the hospitals. Unable to go out for a walk, the general public do light exercises and yoga asanas etc. at home during leisure time and thus have maintained good health.

Under the guidance of the teacher, the students will be divided into two groups. One of them will argue in favour of healthy lifestyle and the other will argue in favour of eating food from outside and not exercising. The teacher will conclude the process by giving an idea in favour of a healthy lifestyle.



Worksheet

Q.1. Write the following eatables in order of your preference :

- samosa
- pizza
- dosa
- raita
- paneer tikka

Ans.



Q.2. Rewrite the following drinks in order of your preference and understanding:

1. buttermilk
2. milk
3. lemon soda
4. tea
5. coca cola



Ans.

Q.3. Rewrite the products/ phenomena in order of your preference and understanding :

1. clear water
2. smoke
3. trees
4. nitrogen
5. mobile/ cell phone



Ans.

Q.4. Rewrite the products/ phenomena in order of your preference and understanding :

1. tomato
2. radish
3. peas
4. carrot
5. onion

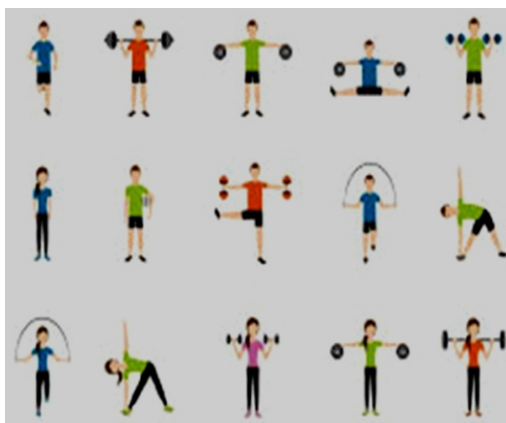


Ans.

Q.5. Fill in the blanks:

1. Games help us to in life.
2. Exercise keeps us
3. Games create a feeling of
4. Games teach us about in life.
5. Playing games contribute to proper and development.

(healthy, success, collaboration, digestion, progress)



A healthy body has a healthy mind, so it is advised that we should keep our body healthy through exercise and balanced diet. In order to lead a good life, we need to be guided by inspirational people. We should read books, magazines, newspapers and articles on physical development.



Activity-3 : Introspection and Power of Thinking/Self Analysis

This activity will begin with a short five-minute introspection exercise under the guidance of the teacher. During this process of introspection, every student has to concentrate and communicate with the innermost thoughts hidden in his subconscious. It includes his own relationship with his parents, siblings and the tone of conversation or each person's own thoughts and plans for the future. In fact, the student has to understand that whatever he takes in his subconscious state, the thought strikes his conscious mind over and over again and the whole human environment works towards making the concept hidden in that subconscious level come true. The teacher will then instruct the students of the class to speak a few positive sentences by using simple and polite words. These sentences will be addressed to their own subconscious minds. The sentences may or may not be as follows:

1. I am the beloved child of my parents and a disciplined student of the school.
2. Under the guidance of my family, I have learnt in life and this can be fulfilled only under the able guidance of my teachers.
3. I have great inner strength because of the support of my family and my teachers will help me turn my shortcomings into my strengths.
4. I have some qualities in me because of my family and I have to convert these qualities into social qualities after getting guidance from the school.
5. I will have to spend a few moments every morning in self-reflection, thinking about my prosperous future.

Worksheet

The teacher will talk to the students in person and answer their questions so that the students can answer the following questions according to their level of understanding:



**Higher the thoughts, higher the flight.
Higher the ideas, higher the progress.**

Q.1. What subjects do you like and why ?

Ans.

Q.2. What professions related to the subjects of your choice can be chosen in the future ?

Ans.

Q.3. What are the shortcomings in your personality that you would like to overcome and how?

Ans.

Q.4. Match the words in Column A with their counterparts in Column B:

A

1. intuition
2. games
3. introspection
4. the meaning of subconsciousness

B

- (a) fitness of health and digestive system
- (b) the balance of the conscious and the sub conscious
- (c) good future
- (d) concentrated mind



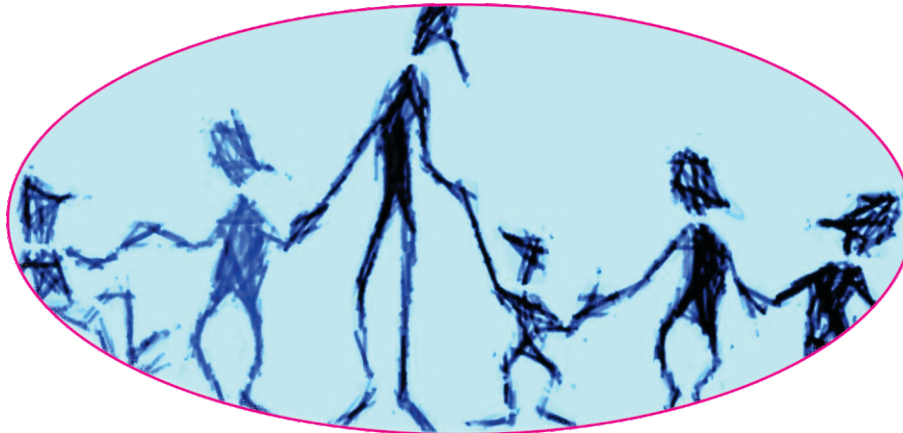
Chapter – 4

GROUP RESPECT

Objectives



1. To create a healthy and prosperous society.
2. To accept the habit of manual labour as the basis of group respect.
3. To inspire the students for cooperation while working in a group.



Gathering of more than one person is called a group. A group plays a vital role in a civilized society. It enhances mutual co-operation. A group can be considered a successful group only if it is free from the discrimination of religion, caste, colour or creed. Opportunism and hatred are just like termite for a group. If we want self-respect then we will have to adopt a positive approach to respect others. There is a wise saying ‘As you sow so shall you reap’. Sooner or later, we have to face the consequences of our deeds. If we accept rewards for our good deeds gladly then we should have no problem in owning up the responsibility for our bad deeds instead of blaming others. In doing so, indirectly, this responsibility becomes the reason of respect for others. It strengthens our moral values. This is the need of the hour.



Activity - 1

Let us tick (X) the suitable option against each statement in the table given below. Let us analyse ourselves so that our concept regarding group respect becomes clear.

Statements	Never	Rarely	Sometimes	Often	Always
I think about respect.					
I need respect for myself.					
I consider it good to respect others.					
I take help of others to satisfy my needs.					
I always remain keen to help others.					
I think of working in a group.					
I prefer selfishness in life.					
I am in favour of impartiality in a group.					
I take the reward of good result myself.					

Activity - 2

In this activity, the students will assume that they are the inhabitants of the village of the story given below and all the imaginary incidents have taken place before them. The students assuming themselves a part of the village will also answer a few questions.



The people of your village are very innocent. They do manual labour in order to run their families. Living with understanding has become their nature. Some cunning and clever people succeed in dividing the villagers with their moves to cater to their ulterior motives. The different group of villagers get engaged in rivalry. People with negative thinking don't want mutual social relations but people with positive thinking want peace as it was before.

Worksheet

Q.1. Will you ignore the division of the villagers into different groups?

Ans.

Q.2. What steps will you take to advise the villagers?

Ans.

Q.3. How will you expose the cunning people?

Ans.

Q.4. Which method will you adopt to safeguard the respect of the different groups?

Ans.

Q.5. Will you pat your back yourself for the restoration of peace in the village?

Ans.

Q.6. Put a tick (✓) or cross (X) to show whether the different methods for group respect given below are right or wrong.

(a) Use of humbleness

(b) Tit for tat

(c) To use harsh words

(d) To keep patience

(e) To treat with love

(f) To show off and exploit

(g) To respect the feelings of others

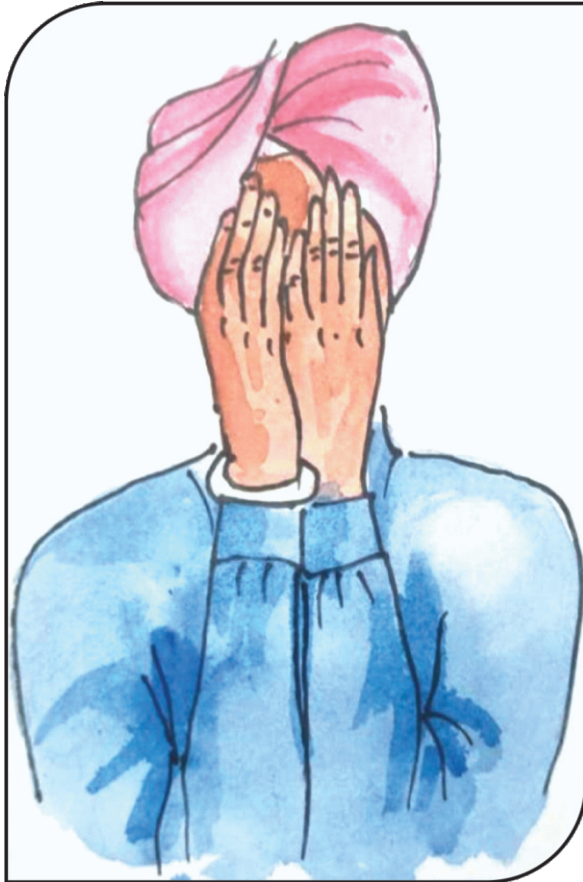


SELF-ESTEEM

Objectives

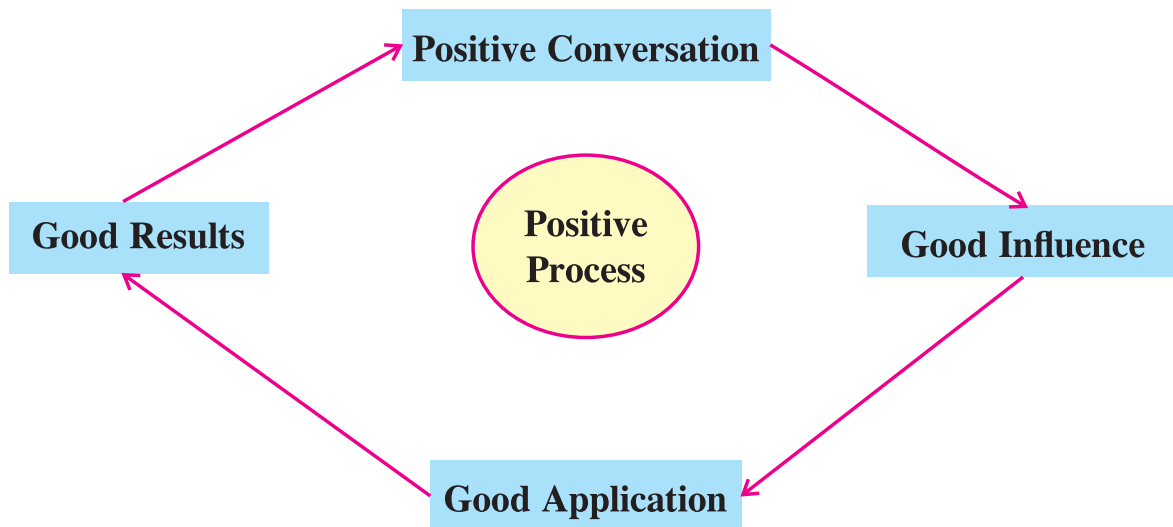


1. Self-esteem as a source for personality building .
2. To realize the loss due to over self-esteem.
3. To encourage the student's low-motivated peers to be at par with others.



Self-esteem is actually another name for a person's intuitive ability. This means how much a person knows about himself and how important he considers himself. Psychologists use the word self-esteem to mean how much we like ourselves. A person with high self-esteem behaves better in many social aspects. As his ability to work increases, he feels more responsible and becomes a better citizen. Self-esteem is an essential element in building the true personality of students.

Every student in the class should realize that many of his personality traits are different from the rest and that he is a responsible person of the society. At the school level, teachers can instil these qualities in the students in a number of simple casual ways.



Activity - 1

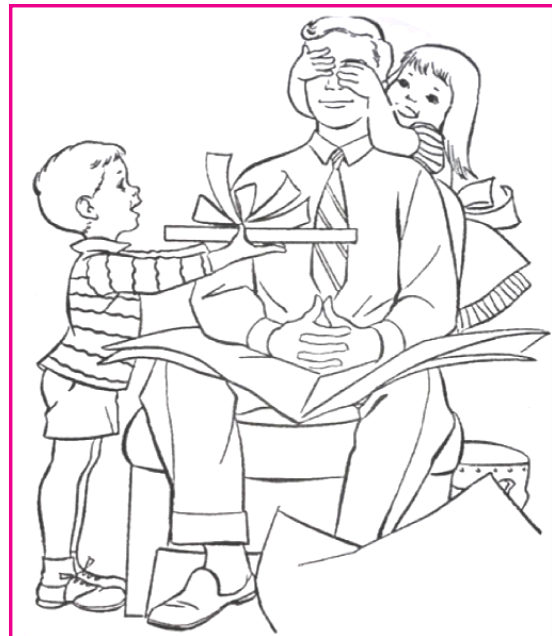
All the students of the class will participate in this activity. They will be given some questions which will have to be answered briefly:

1. I am very happy when.....
2. My fellow students say that my method of is very good.
3. My family is very happy when I.....

At the end of the period, the teacher will be able to know the opinion of each student based on their answers. The teacher can ask some students to stand up and answer the questions. This will give them a sense of confidence.

Activity - 2

The responses of the students will be collected on the fact that how much they know about their classmates. Everyone has certain natural innate qualities but sometimes we are unaware of these qualities. If a person/student is praised in the society, it not only makes him happy but it also increases his responsibility to maintain that quality. Then he develops this quality with more enthusiasm. Each student in the class will be asked to write his name on a page. Then the pages bearing the names of the students will reach every student one by one according to the roll numbers or in any particular order. Each student will read



the name written on the page and write a positive sentence about that student according to his observation about that student.

The activity will continue until all the students have written their sentences on all the pages. The teacher will collect the pages from all the students and ask every student to read the page bearing his name in turns. Many of the good qualities of the student will have been written on the page. When a student reads about himself, he becomes aware of some of his inner qualities that he might not have ever felt. Motivation and self-confidence will also be created in him. If time permits, the teacher can also ask some shy students to read out their pages in front of the class. This will remove the hesitation of these students and also create a sense of self-esteem in their mind that they are no less than anyone else.

Activity - 3

With the help of this activity, the students can get to know much about themselves with the help of a questionnaire or statement table. Students will be praised for answering their questions in the affirmative and will be guided by the teacher if the students answer in the negative.

Sr. No.	Remarks/Statements	Yes	Perhaps	No
1.	I can sing very well.			
2	My classmates love my company.			
3	I will surely achieve my goal in life.			
4	I feel I am not very beautiful.			
5	None of my classmates can play table tennis as good as I.			
6	I have the guts to speak out my dislikes.			
7	I rank much higher among the bright students of class 11th.			
8	The football team of my school lost the match because of my fault.			
9	All my teachers like me a lot.			

After evaluating these activities, teachers will identify the students with low self-esteem. They will also warn the students with high self-esteem and self-confidence not to become arrogant. In this way, this mental aspect will be discussed at the class level with the help of one another in order to maintain mental balance.



Chapter – 5

AWARENESS AGAINST EVILS (In the Context of Drugs)

Objectives



1. To create a healthy society by creating awareness against evils in the society.
2. To develop a mutual constructive role of parents and students in a healthy society.
3. Motivate to maintain one's mental, psycho-physical and socio-cultural balance even after gaining popularity.



DESTRUCTION CAUSED BY DRUGS



PROSPEROUS LIFE

A drug-free society is a prosperous society in itself. Living in such a society is an indication of overall well-being. Abusing any drug is harmful to the mind, body and society because it is the weakness of the mind that draws a person towards drugs and a drunkard tries to present drugs as medicines in order to justify himself.

In medical science, scientists have also proved that no drug is ever good for health; on the contrary, it can have detrimental effect on many parts of the body such as the heart, brain, liver, kidneys, stomach and so on.

The habit of taking drugs is called intoxication. A person who habitually becomes addicted to some or the other drug in his daily life is called an addict by the society. Such people use alcohol, smack, poppy husk, opium, poppy powder, marijuana, cannabis, painkillers as drugs. In addition to this, synthetic drugs are spreading like wildfire. It has led to immorality, inhumane behaviour, fights, family conflicts, mental illness, economic devastation in the society, accidents, boredom of life and socio-cultural imbalances and this is the deadliest aspect of human culture.

With medical treatment, social consciousness, a healthy society, good company and strong determination, one can save oneself from the ill-effects of drugs or get rid of it. This is the real purpose of this activity (Story-oriented activity). Awareness is created through the story as to how a family can be destroyed by someone who comes under the influence of drugs (alcohol) by falling into bad company. Through anti-drug awareness, this activity gives an inspiring lesson about good home environment, responsible parenting and abstinence from drugs like alcohol.

Activity-1 : Quiz Interactions

Before conducting this story-centered activity, the teacher will ask some questions to the students to be answered through mutual interactions. The students will answer the questions honestly and unhesitatingly.

Q.1. What is alcohol? (fashion / medicine / drugs)

Ans.

Q.2. Alcohol has a effect on one's home and society. (good / bad)

Ans.

Q.3. What do you think could be the side effects of drugs?

Ans.

Q.4. Write a brief account of a marriage function in which you have been an eye-witness that no intoxicating substance was served there.

Ans.

The answers given to the teacher by the students may vary according to one's personal opinion. The teacher will divide the class into four groups and then narrate a short story 'Putt Di Marhi' (Son's Grave) to the students before carrying out the activity. This story will be told in the manner of an eyewitness account.

Activity-2 : Putt Di Marhi (Son's Grave)

“Bashirya, your elder brother will not live much longer. Assure me today that you will not get married now. After your brother passes away, you will put a veil on your elder brother's wife.” (“You will marry your elder brother's wife.”)

These were the words of the retired Patwari father, Dulara Singh, who knew that his eldest son, Dalbira will soon leave this world in a year or two. His liver was completely damaged from drinking alcohol. The father knew that his son was on his last breath.

“Bhapa, seen the first father who while alive is waiting for his son to die! I cannot bear to hear all this!”

Basheera is upset by his father's statement and leaves the house with an excuse. Time moves on. A couple of years later, the same thing that was foretold by the father, Dulara happens. His eldest son, Dalbira dies in a state of drunkenness. Wife, kids, mother, sister wailed, but the father dumbly gives a shoulder to Dalbira's bier. After burning the funeral pyre, he returns home with the community in a state of mourning leaving his son's burning forehead. With my tear-filled eyes, I gave him whatever consolation I could, but Dulara was dumb! He neither said anything nor cried. According to the father, his youngest son, Basheera also did not disobey him. The father and the other relatives make the younger son put a veil on the elder's widow and settle them down.

Dulara's silence of fifteen or twenty days flows out uncontrollably at one evening meeting. While sitting alone in the parlour, I had just said this, “Dulara, dude, will you kill yourself now? What was destined to happen has already happened! How long will alcohol drunk daily enable a person to survive?”



On hearing this, Dulara who was sitting in the parlour, burst into tears. Said, "I dug my son Dalbir's grave with my own hand! He was fifteen years old when I, with my own hands had put alcohol in the lid of the bottle and gave it to him to drink. At first, he kept refusing but drank it sitting at the same table. Addressing him as a 'Son of a Lion', I kept sharing drink after drink with him.

I used to feel very proud of this then!... And ah, the little boy who put the veil! He did good! Never participated in the dark deeds of his father ... and got spared! When I used to say, "Become my friend, my son", then he would often say, " Papa, mother says that if you are my lion son, then never take a sip of that bitter poison... I will not drink this".....and calling him lion, lion she eschewed evil. There were more talks of me being a stage speaker than Patwarkhana. I forgot everything in the drunken parties with my friend; even led my son down this wrong path. Lost in the evil tastes of fame, I had the illusion that alcohol was not a drug! He couldn't control himself. He was not a stage speaker like his father, but the applause he got for singing on the stage was no less praiseworthy! He went ten steps ahead of me in attending drunken parties with his friends ! His alcohol consumption kept increasing day by day! With me less but he started drinking heavily in the gatherings of his friends ! Oh! I don't know with which wretched friend he got involved !"

Turned him a smackie too in his last days! ... and this happened today... Karmaya, alcohol did not kill him, I killed him! If the father himself served liquor, then how could the son not drink? ... For the people, an addict has died. For me not only my son, but also the father in me has died ! "

Sitting close to him, I was consoling him. I was overcome with sorrow and a disturbing thought had left me shocked as to what kind of a father is he who in his lifetime had sowed the evil seed of alcohol for his own son ?

—Dr. Paramjit Singh Kalsi (Story writer)

Different groups will listen to the story and after interacting with one another, they will note down their interactions as follows:

Q.1. Do you agree with the thinking of Dulara who is the father in the story? What kind of role should have been played by him?

Ans.

Q.2. If you were the character in place of the eldest son in the story, how would you respond to the father's advice to drink alcohol?

Ans.

Q.3. What should have been the role of Dulara's wife towards her eldest son in the story?

Ans.

Activity -3

Out of the four groups, the first group will enact the roles of mother-son, the second group the role of the addicted father-son, the third group the role of the friends' party and the fourth group the role of character 'I' in the story. After mutual interactions among the four groups, the following questions will be answered on the basis of the three aspects-'Who did good; Who did bad and What should have happened?'

Q.1. What was the main drug in the story?

Ans.

Q.2. Why did the eldest son die in the story?

Ans.

Q.3. How did the company of the wretched friends affect the elder boy in the story?

Ans.

.....

.....

Q.4. If you were one of the friends in the story, how would you treat your drunken friend and what would you do to drag him out of the drug crisis?

Ans.

.....

.....

After completing the above activities on the basis of story analysis, the students will complete the following worksheet.

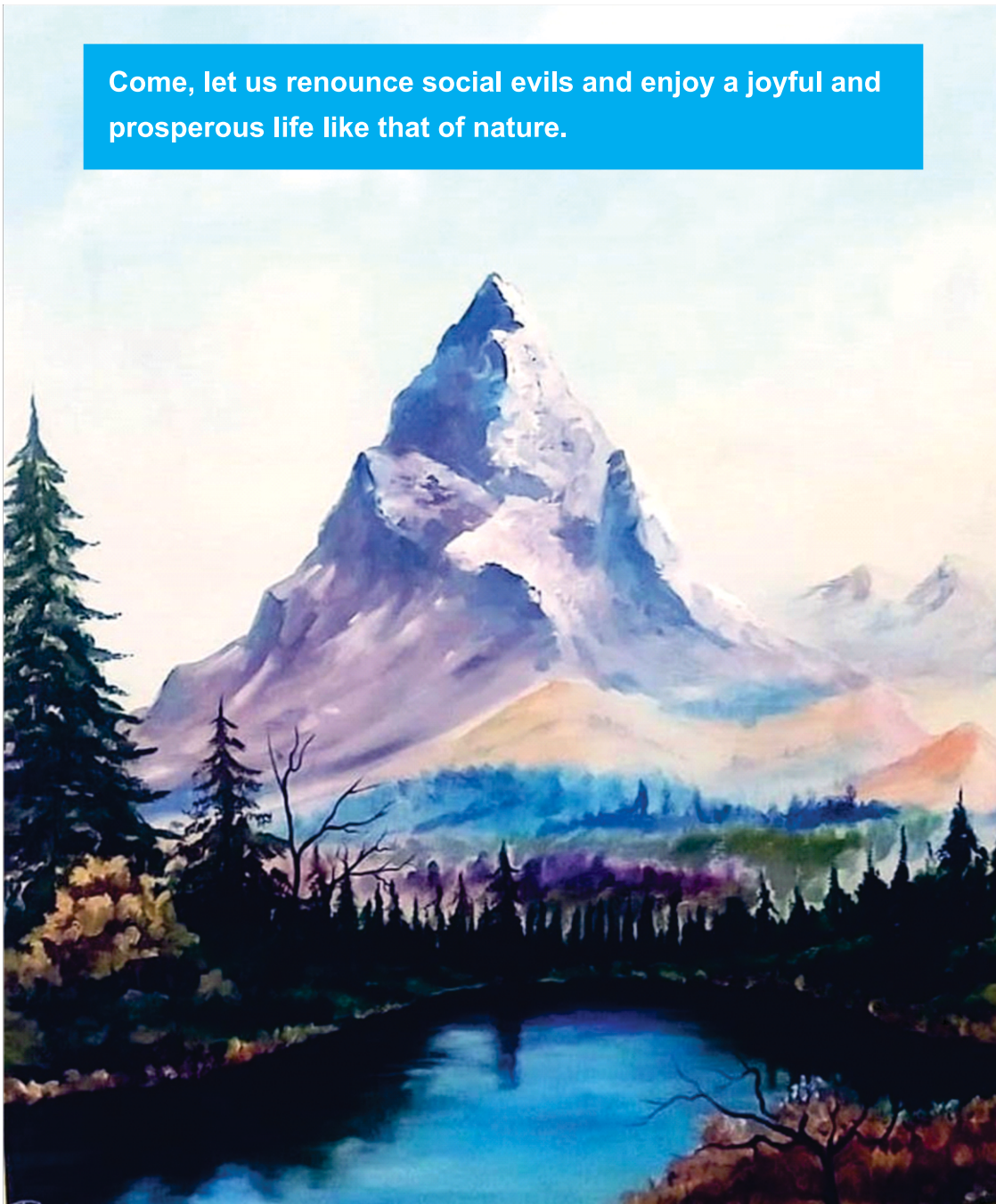
Worksheet

Questions 1. Based on the story, '**Putt Di Marhi**' (Son's Grave), fill in the following blanks in your own words in such a way that the given passage conveys the message of the happy life of a good person :

Following the advice of his mother, the younger son stays away from and spends a happy and respectful life with his family. The father was accustomed to Had the father not been drinking and not asked his elder son to drink alcohol, his son would not have and his family would have remained When I become a father, I will keep my kids away from because it has a effect on the whole family and the family As a good friend, I will lead my friend on the path along with a company. A father loses his forever because of

The role of the teacher will only be that of a guide and facilitator in the activities given above. Based on the story, the active role of the students will create awareness against drugs and motivate others to stay away from drugs after understanding the causes of drug addiction, become responsible parents, stay away from the deadly effects of drugs and build a healthy society.

Come, let us renounce social evils and enjoy a joyful and prosperous life like that of nature.



Chapter – 6

SPIRIT OF SERVICE

Objectives



1. To establish the spirit of service as a base of happy life.
2. To cultivate the qualities of service, respect and sympathy in the minds of the students.
3. To give a healthy look to the society by instilling a spirit of service in the students.



While living in the society, we are busy in some or the other work daily. We get into some profession to earn money for our daily needs. Service is the task that is performed without expecting any income or any selfish motive, but is performed just for the well-being of others.

The work done with the desire of getting anything in return cannot be called service. When we help an elderly person, a helpless or a needy person without any expectations in return this sort of help takes the form of service. Service is a unique feeling that gives immense happiness and a sense of satisfaction. Having a spirit of service for others leads to happiness and prosperity. Just like the rose plants that always spread fragrance despite being filled with thorns, the sense of service makes a society fragrant.



Activity-1 : Brief story-telling

Sumit, a ten-year-old boy, returned home after playing with his friends. When he entered the room, he saw some blood spots. He got frightened and called his mother. They both got scared and looked around and found a sparrow in one of the corners of the room. Actually, the sparrow had been accidentally hit by a spinning ceiling fan and injured its legs. It was crying with pain. Sumit's heart melted. He quickly fetched the first aid box and treated the sparrow according to his understanding. He cleaned the wound and gave it water to drink. He gave it some small crumbs of bread also to eat. Now Sumit took good care of it. The sparrow started moving a little bit in a day or two. It started flying within four days. There was a unique brightness in the eyes of Sumit and his heart was fully satisfied.



I. Do you agree that.....? (Write down 'Yes' or 'No')

1. We can serve others only with money.
2. Spirit of service gives self-satisfaction.
3. To do a service, special people and special place are required.
4. One should have spirit of service for the birds and animals also.
5. Human beings deprived of spirit of service are hard-hearted.
6. Sumit did a great service by helping the bird.

Yes/No

II. If you were at his place, what you would do? Justify your action.

Activity-2 : Maintenance of the Park

The teacher will take the students to the school park or to the flower pots. The students will be instructed to clean the park and water the plants according to their understanding. Students will divide themselves into groups. Some of them will collect the scattered leaves and put them into the dustbin; some of them will clean the weeds in the beds with the help of a rake. They will clean the park well and water the



plants, thus giving the plants a new lease of life. It will be a sense of service for nature in the real sense of the term.

Worksheet

Q.1. How did they feel about this spirit of service for the plants?

Ans.

Q.2. What does it feel like to be in a natural environment?

Ans.

Q.3. What will happen if the plants are not watered in time?

Ans.

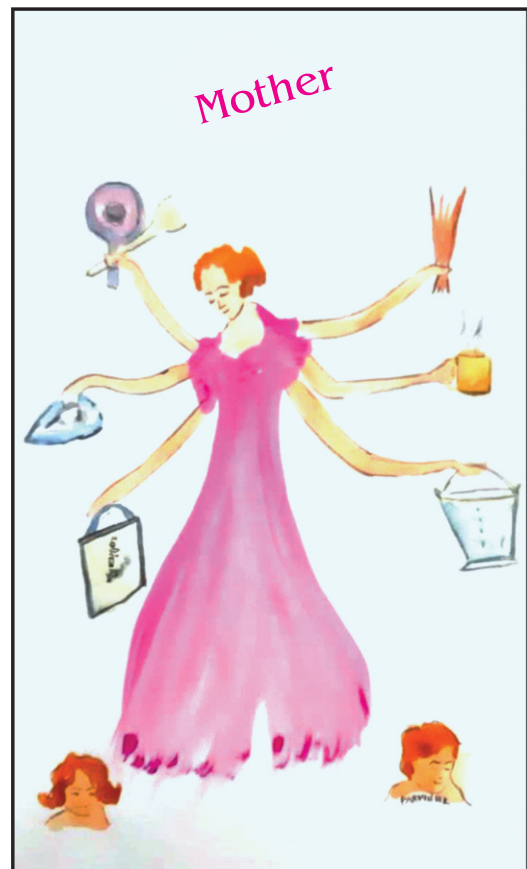
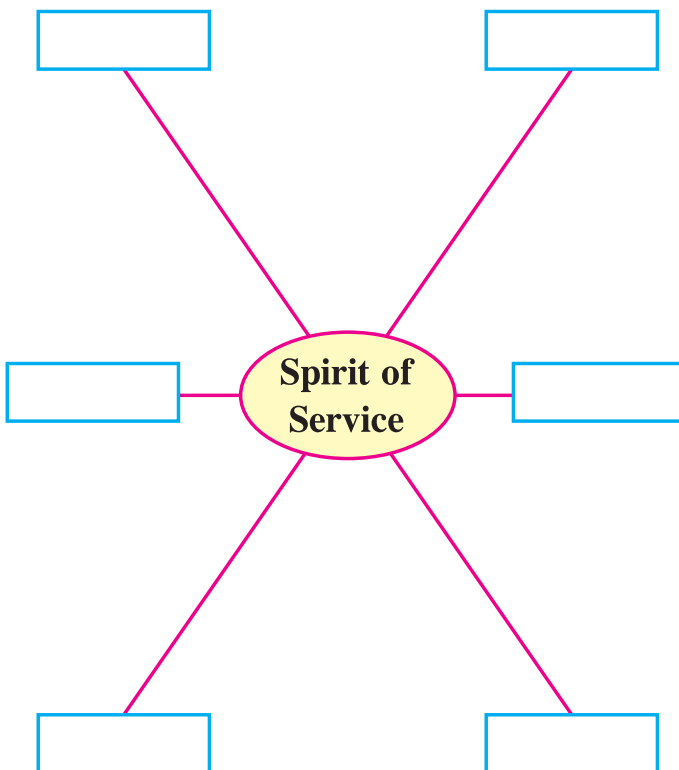
Q.4. What do trees provide us ?

Ans.

Q.5. Can we live without trees ?

Ans.

Q.6. What kind of tender feelings are generated by serving mother? Fill in the blanks given below in following picture :





The purpose of the above activities is to enable the students to understand their responsibilities towards their elders, parents, teachers, society, birds, animals, environment etc. by making them aware of the meaning of spirit of service and not to miss the opportunity of serving others wherever possible. It must be embedded in their mind that obeying their parents and teachers is the same as serving them.



UNDERSTANDING RELATIONSHIPS

Objectives

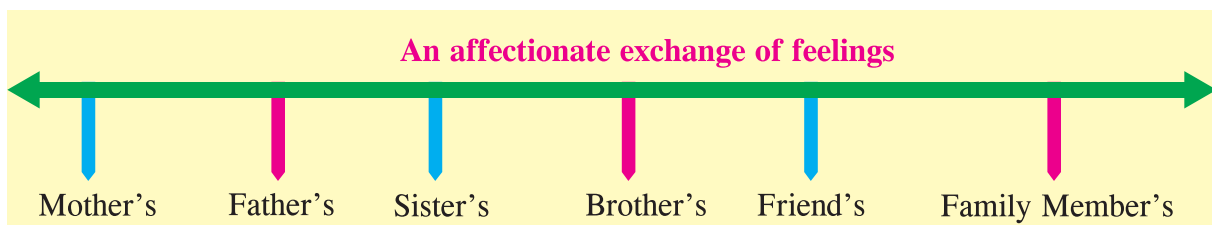


1. Recognizing love and respect as the inter-relationship in different relations.
2. Connecting family members and other relationships through emotional perspective.
3. To get a glimpse of pride for the family and relationship in the students' personality.



All relationships are priceless. We all are connected to each other with different roles and responsibilities. It is the need of the hour to understand all relationships along with their roles. Parents, teachers, other family members and the warmth of all such relationships make us happy.

Understanding of relationships actually means the deep understanding of family relations and to be in the bond of love and respect with those relationships. It is also important to know how to understand this affection. Understanding of relations is a source that not only provides us a happy and healthy life but also makes the achievements and warmth of relationships a base for the happiness of the family. Home is the first place in a society where a child learns to love and this love for their parents lays the foundation of love, care and respect for the forthcoming relationships.

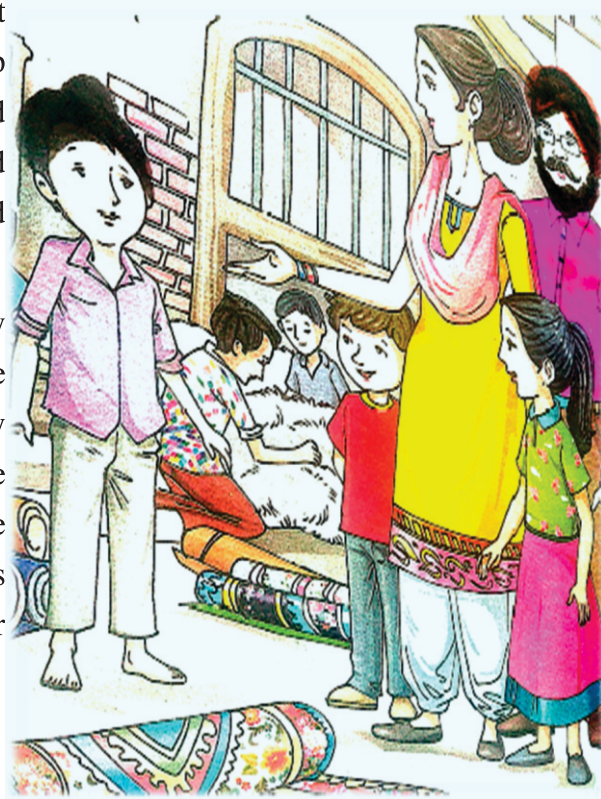


Activity-1 : Recharging through the process of reflection to renew relationships.

For a happy relationship, we need to not only understand but also trust the relationship and respect have for each other. Good relationships create a happy environment and this makes their precious life meaningful and also full of happiness and joy.

You charge your phone battery everyday which is a common thing. In this way, we should close our eyes and meditate every morning to renew the mutual harmony, love and respect in our relationships. During these activities, remember the following statements during your introspection about your relationships :

- Always be happy.
 - Keep Smiling
- Keep on gifting the treasure of happiness.



Activity -2

When we talk about relationship, the family comes first. Whether we are studying or working, we miss our family. If we are away from them, we miss our family too much. It's because for a person, nothing is more important than his family.

State which specific relationship is indicated in each of the following sentences :

1. There is also a world of God in the footsteps of.....
2.are like those trees that fulfill their duties but never mention.
3. My blessing should be so powerful that the life of my should be filled with eternal happiness .
4. The rearing of ourshould be such that he should live with his head high.
5. There is an important role of relationships in our
6. Our are the main source of our happy life.

7. In order to understand the status in your relationships, state whether the statements are true or false.
1. Love builds family. (True/False)
 2. The biggest strength of a person is his family. (True/False)
 3. Those who are loved by their family are really lucky. (True/False)
 4. The only people who love us unconditionally are our parents. (True/False)
 5. The blood relations are priceless. (True/False)
 6. You love your parents so much because they are the ones who have taken care of you from the very first day. (True/False)
 7. Relationships play an important role in our lives. (True/False)
 8. We get some relationships from birth and some are to be built by us. (True/False)
 9. Relationships are very tender; we should always try to strengthen them. (True/False)
 10. If you really wish to be connected with others, then you should be forgiving by nature. (True/False)

Activity - 3

(A) Make a colourful chart or tree of your family.

(B) Answer these questions:-

Q.1. Write the name of the most influential relationship in your family and also explain why do you consider it the most influential ?

Ans.

Q.2. Who cares for you the most in the family and how ?

Ans.

Q.3. What instructions are given to you by your parents so that you can live a civilized life ?

Ans.

Q.4. Write down the names of all the small children of your family and also mention your relationship with each of them.

Name	Relation
1.	
2.	
3.	
4.	



Relationships are the foundation of a happy life. They help us through tough times and have the capability to multiply our happiness. Good relationships shape our personality positively. The bond of love and respect with family, neighbours and relative makes our life happy and beautiful.



Chapter – 7

GENDER EQUALITY

Objectives



1. To understand gender differences in society.
2. To explain the difference between gender differences and gender equality.
3. Make respect for women a part of behaviour while raising awareness about gender equality.

Gender equality means men and women should be considered equal on the basis of gender and gender should not be used as a basis when determining disparities for any personal or public purpose. This thinking still needs to be inculcated in our society. Under the guidance of the teacher, the students will do a thematic work to assess their current opinion in this regard.

Activity - 1

The following statements provide information about opportunities and rights to work according to the gender of a person. Put a tick (X) against the statement which, according to you, is the most appropriate (as per 1-4 marks).

Sr. No.	Statement	Completely Disagree-1	Partially Disagree-2	Partially Agree-3	Completely Agree-4
1	Birth of a boy is more important than a girl.				
2	Only a boy can serve his parents.				
3	Physical appearance of a girl is more important than that of a boy.				
4	It is the duty of only a woman to take care of the kids.				
5	Boys perform better than girls in Maths and Science.				
6	Boys obtain higher education than girls.				
7	Girls are less capable than boys in martial arts, football, Volleyball and Hockey.				
8	Men are more capable than women to become the owner of land and property.				

Sr. No.	Statement	Completely Disagree-1	Partially Disagree-2	Partially Agree-3	Completely Agree-4
9	Men are more reliable than women in returning borrowed money.				
10	If girl students get long leave, then male students should not regret.				
11	As compared to girls, money spent on boys for education is more beneficial.				
12	These days, men and women receive same kind of education and get equal pay.				
13	As the women are getting more and more rights, men are losing their status in the society.				
14	Women cannot do household chores and look after their family simultaneously.				
15	Men have more responsibility than women.				

When you have answered all the questions given above, then add all the numbers and go through the table given below according to the total points you obtain.

Points	Suggestions
<p>46-60 points</p> <p>Your answers are mostly the same as are considered acceptable in the society. You are satisfied with whatsoever way, men and women are doing their work in the current situation even if it means that women or girls have to go through frustrating situations like discrimination and wrong policies. You are not yet thinking that our society needs a change in the context of gender rights and duties.</p>	<p>Basic information about the principles of gender equality can help you to think about gender equality and appropriate practice.</p>

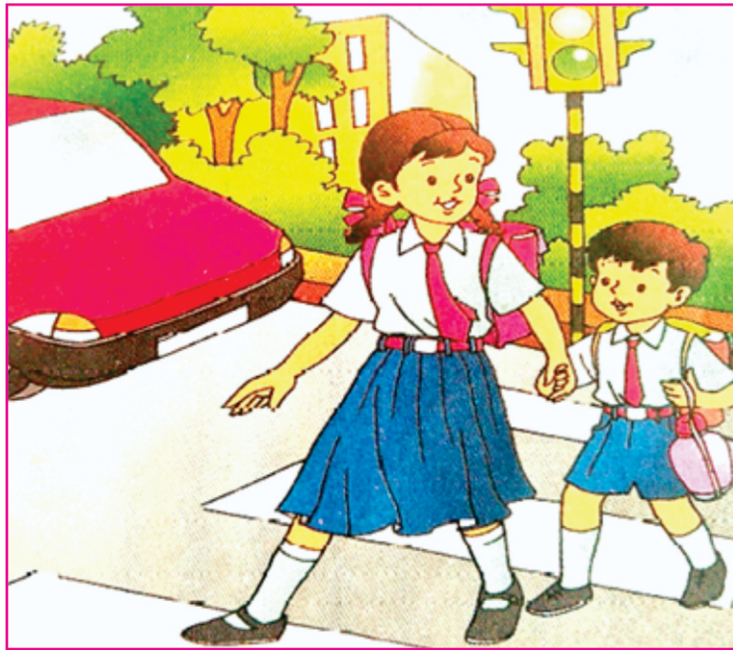
Points	Suggestion
<p>31-45 points</p> <p>You have mixed emotions regarding the changes that can bring about gender equality. You are not sure what sort of difference, gender equality will bring about on the traditional roles such as the status and position of men.</p>	<p>You have valuable information about gender equality, but there are still areas that are upsetting you. Try to find out more about this thing, so that it may help to improve the level of your family life and the society as a whole.</p>
<p>16-30 points</p> <p>You have a good knowledge of gender issues and you know that women and girls should have equal access in every field and situation like that of boys and men. You support gender equality but there are some traditional gender initiatives and roles that you don't like to change.</p>	<p>You already have knowledge about the basic and advanced level of gender equality but you find it difficult to accept some concepts regarding gender. In such a situation, you must try to gather more information about proper knowledge of gender equality and share your ideas.</p>
<p>0-15 points</p> <p>You are the champion of gender equality and women's rights. You believe that gender discrimination is not justified and the concept about this is preventing girls and women to move ahead. You are aware of the fact that whenever women and girls get all the rights, then victory is won.</p>	<p>Your awareness of gender equality is enhanced. You can consider yourself the champion of the rights of women and girls. Your number is suggesting that you have much potential and you are prepared to put into practice the knowledge of gender equality. You can share your thoughts about gender equality with your family and friends.</p>

Activity 2 : Activities to arouse awareness about gender diversity

Read the given list and find out which words, according to you, are for boys and which are for girls.

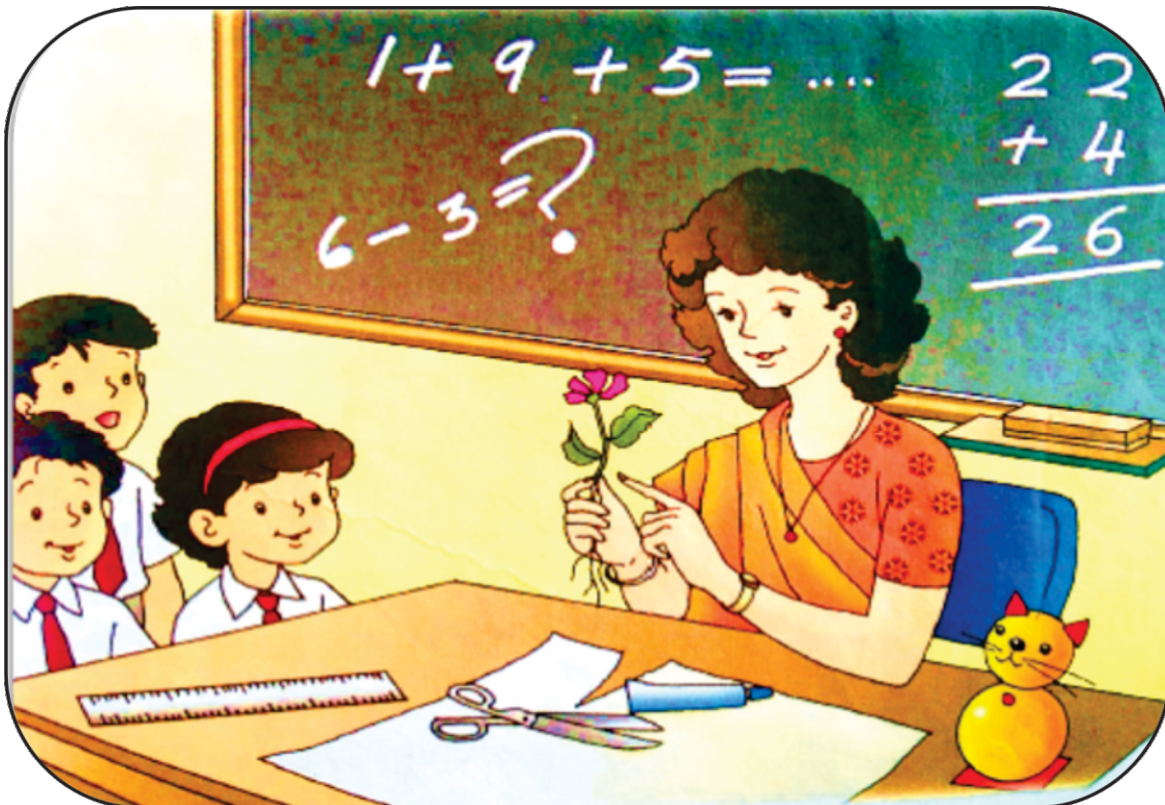
1. dancing
2. to save someone
3. teaching
4. cooking

5. pink colour
6. doctor
7. nurse
8. car
9. scientist
10. blue colour
11. cleaning and dusting
12. lawyer
13. engineer
14. bright
15. mathematician



Once you have completed this process, ask yourself the following questions:

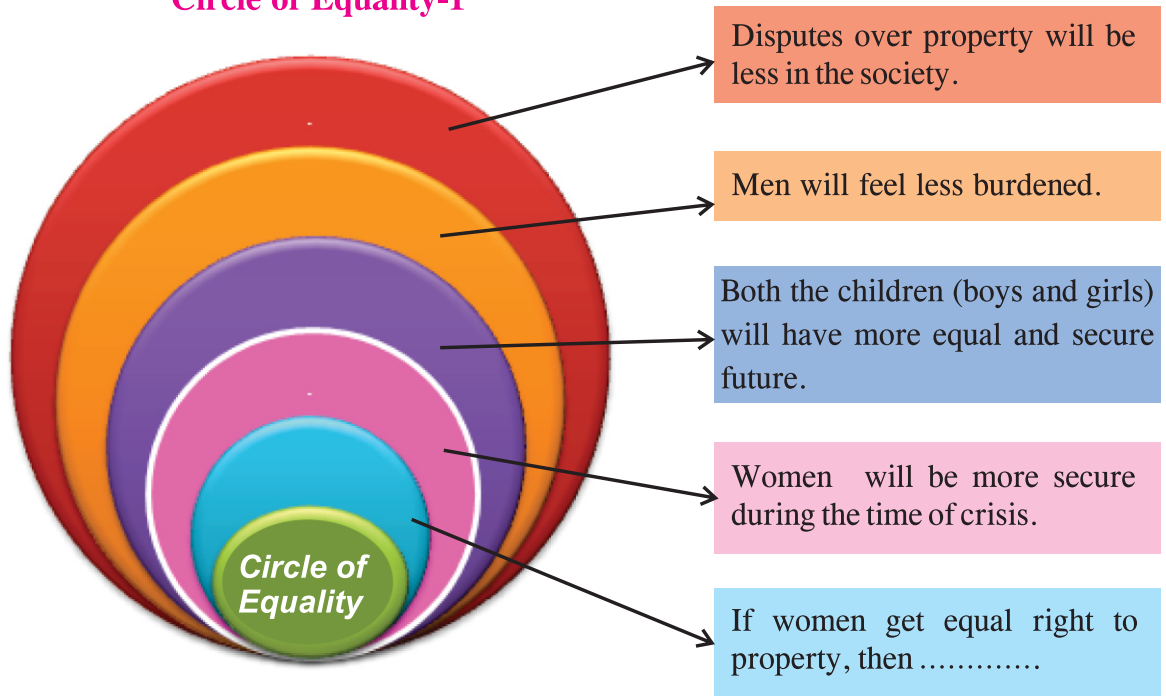
1. What made you give that answer?
2. Where do you think is this thought coming from?
3. Is it true that some things are only for boys and some are only for girls?



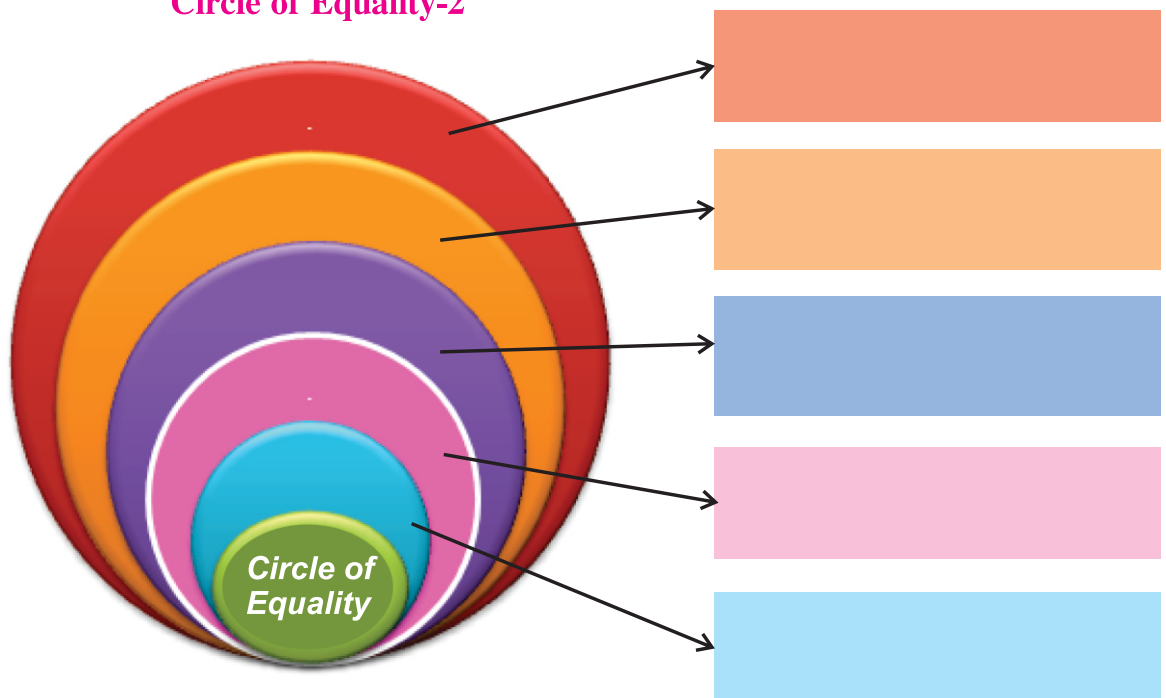
Activity - 3

Have a look at Circle of Equality No:1 first and then fill Circle of Equality No.2:

Circle of Equality-1



Circle of Equality-2



In our society, women are not considered equal to men at many places and imbalances are made the basis of working life. The purpose of this lesson is to dispel such thinking from the minds of students.

PREVENTION OF SEXUAL ABUSE

Objectives



1. To create awareness about gender-based misconduct.
2. To know the historical aspects of gender inequality.
3. Students to be the leaders against gender misconduct.

We have a long historical background of gender discrimination which has been witnessed in the form of 'Sati Pratha', 'Parda Pratha', 'Polygamy' and 'Denial to widow re-marriage'. Its latest form is being witnessed in the form of female foeticide and honour killings. Such misconduct is a blot on the face of our society.

Activity - 1

First of all, under the guidance of the teacher, all the students will raise their standard of thinking by giving their reactions on some statements regarding gender discrimination. The students will use one of the options given within bracket to show their reaction to each of the following statements (Fully Agree, Partially Agree, Partially Disagree and Fully Disagree) :



Statements :

- (1) Boys and girls are equal in the society.

.....

- (2) Girls can also do public works like the boys.

.....

- (3) Boys and girls should get equal rights.

.....

(4) Boys and girls should have equal duties towards the society.

.....

(5) Boys and girls should enjoy equal status in all aspects.

.....



Activity 2 : Drama Narrative

Surjeet had been very happy since morning. It was her marriage anniversary today. Greetings were coming from all around. She had received many calls from her husband living abroad. This week, he had given her a pleasant surprise by sending her expensive gifts. Surjeet had been recalling the moments that she had spent with her husband and family again and again. She had been thinking if her husband would have been with her, she could have spent the day with greater joy. Suddenly, she realized that she could share this joy with her two kids. She planned to go for a picnic at the nearby picnic spot. Her kids had been desiring to do so for almost a week. She reached there with both her kids in the afternoon. On reaching there, the happiness of the kids knew no bounds. They were chit-chatting happily.

Palak : Wow! What a beautiful place!

Deepu : We would enjoy a lot, Didi.

Surjeet : Don't get so excited, Palak.

Palak : (with depressed heart) Okay, Mom!

Surjeet : (to Deepu) Do you like this place?

Deepu : Yes, Mom. I like it very much. What a beautiful scene! What a pleasant weather!

- Surjeet** : Lets's have gol-gappe first.
- Palak** : Oh, yes Mom! It will be great fun! (Surjeet looks at Palak angrily and Palak goes silent).
- Surjeet** : (to Deepu) Which one will you have- sujji or atta?
- Palak** : (Shouts at once.) Sujji ! Sujji!
- Surjeet** : (Scolding her.) Who has asked you? Why do you start talking nonsense?
- Deepu** : (Irritated) Why do you do so with Palak again and again ? You are getting cross with her without any reason.
- Surjeet** : You are very wise! She is a girl. She must know her limits. Girls speaking in this manner don't look nice.
- Deepu** : Mom, what is the difference between boys and girls? What is it that boys can do and girls can't. Our teacher has told us that Gurbani also teaches- 'Why to speak ill of her who has given birth to the Kings!' (ਸੋ ਕਿਉਂ ਮੰਦਾ ਆਖੀਐ, ਜਿਤੁ ਜੰਮਹਿ ਰਾਜਨ)
- Surjeet** : You don't teach your lessons to me.
- (Two women were sitting nearby and overhearing them for a long time. One of them speaks.)
- Woman** : Dear sister, your son is right. Now the time has changed. The daughters have touched great heights. You must have heard the names of Amrita Pritam, Kiran Bedi and Gurmeet Bawa. These women have set noble paths in life.
- Surjeet** : (Realising her mistake.) Oh, yes! Whatever you are saying is very true.
- (Taking Palak in her arms, pats her and says:) Today's party is dedicated to Palak.
- (Happiness is visible on the faces of Palak and Deepu)

Worksheet

The following questions will be answered after mutual interactions and discussion in the groups on the basis of the above Drama Narrative:

Q.1. What would you have done if you had been in the place of the central character, Surjeet ?

Ans.

.....

Q.2. What answer would you have told to Surjeet, if had you been in the place of Deepu ?

Ans.

Q.3. What was the difference in Surjeet's behaviour towards Deepu and Palak?

Ans.

Q.4. How did Surjeet's behaviour change?

Ans.

Q.5. Which of the characters of the Drama Narrative did you find the closest to you and why?

Ans.

Q.6. Some pictures are given below. With the help of your teacher, write the names of the given personalities and also write the field in which they are distinguished.



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Chapter – 8

POSITIVE THINKING & RATIONAL BEHAVIOUR

Objectives



1. To promote happiness in the minds of students.
2. To enable students to adopt logical/positive attitude.
3. To develop rational and scientific approach in students.

If our life is bed of roses, the roses should emanate from positive thinking and rational behaviour. The key to success is to do the most difficult work with positive approach. To shun negativity and to adopt positivity is the way to happy living.

Activity - 1

How will you react, when you are in the following different situations?

S.No.	Situation	Reaction-1	Reaction-2	Reaction-3
1.	You see an accident on the road.	You will get confused.	You will help.	Call someone to help.
2.	Someone tries to allure you through superstitious tales.	You will trust him at once.	Think logically.	You will avoid the situation.
3.	You fall ill before the exam.	You will avoid the exam.	You will take the exam with full determination.	You will indulge yourself in copying/cheating.
4.	You have missed the envisaged goal.	You will lose heart.	You will work hard to achieve the goal.	Adopt unfair means.
5.	Your friend is in trouble.	You will ignore him.	Help him readily.	Make flimsy excuses.

S.No.	Situation	Reaction-1	Reaction-2	Reaction-3
6.	Your classmate is weak in a subject.	You will ignore him.	You will help him to improve.	Make a fool of him.
7.	Your class-fellow excels you.	You will feel jealous of him.	You will try to excel like him.	You will not react at all.

Amid the above situations, students with **Reaction-2** pertain to positive thinking and those with **Reaction-1** are eclipsed with negativity.

Activity - 2

A student has much interest in studies. He has no money or other source of income to pursue his study. He finds that all the kids in his surroundings are engaged in studies and this motivates him. He gathers courage and determination to go ahead with his studies like others. He is hard working and honest. How will you help him in the given situation?



1. Seek help/co-operation from the teacher.
2. Help him yourself.
3. Seek funds from classmates for his fees.
4. You will encourage him to raise funds by doing some labour himself.

Which of the above-mentioned options will you adopt and why ?

.....

.....

.....

.....

.....

.....

The teacher will ask all the students to choose one of the above actions and discuss it with the fellow students and get their help to improve/finalise their choice/option.

S. No.	Mistakes	Steps for improvement in future
1.		
2.		
3.		

Activity - 3

Just imagine that your friend is watching T.V. at his home and gets upset with the news coming from different channels. You try to bring him to the point that news is sometimes misleading or exaggerated and that he should drive away all the negative thoughts from his mind but all in vain. What will you do vis-a-vis the current situation?



In the face of optimistic thinking, even the rocks give way and set milestones of courage for the brave hearts.



Put a tick (✓) or cross (X) against the statement that suggest what you will do.

- You will console him.
- Suggest positive thinking.
- Suggest distancing from social media.
- You will inculcate positive thoughts in him.
- You will abandon him in his gloomy state.

☐
☐
☐
☐
☐

Regarding the subject, the teacher will divide the students into four groups to assess their level of positive thinking and rational attitude by allowing them 10 minutes to interact and exchange views. Then the teacher will select two students from each group and ask them to put forth their view points. During this session, the teacher will put forth his/her own views or logics if needed. The objective of the whole activity is to enable the students to control their inner mind and adopt positive attitude based on logic.

All the students will give their views with logic about the importance of positive thinking in their life.

- A.
- B.
- C.
- D.
- E.



Chapter – 9

SELF-AWARENESS REGARDING THE PROPER USE OF PRINT AND ELECTRONIC MEDIA

Objectives



1. To make the students aware of the role of media in the society.
2. To create awareness about negative and positive information and knowledge.
3. To instil the insight in the students to use media for their personality development.

It has been the innate nature of man to acquire entertainment, information and knowledge. These are our vital needs also. It has become very important for a human being to think about the development of his profession and what is happening in the world because all these are very much needed for self-development and keeping oneself up to date. In the present time, the various means of communication provide all these things. Through these means, along with fair information, misleading programmes are also aired which undermine the values and hinder the path of human personality and cultural development. It is also a wastage of time. Therefore, it is very important for the students to understand the proper use of all these means of communication. To illustrate its importance, the teacher will tell a story to the students.



Activity 1 : S.S.P. Himmat Singh (Story)

Today, it was Annual Prize Distribution function at the village government school. S.S.P. Sr. Himmat Singh was also present in the function as the Chief Guest. He had been a student of this school. The Principal of the school welcomed him with a bouquet. Master Kuldeep Singh, the Punjabi teacher who had taught Sardar Himmat Singh was also present on this occasion. He was very happy with his student's accomplishment. In his speech, S.S.P. Sardar Himmat Singh ji said, "Sardar Kuldeep Singh Ji, the Punjabi teacher of this school always gave me good books from the library to read and these books boosted my confidence. He would always say, "Son! In

the future, you will have to face very tough competitions to pass the exams.” From the beginning, I wanted to be a police officer and work for the betterment of the society. Master Kuldeep Singh Ji advised me to prepare for the I.P.S. exam and said that mobile, internet provide a lot of study materials, question papers and ways to solve the questions to prepare for this exam. So, I began to use books as well as mobile, internet to hear the news on various channels to find out what was happening around us in the world. In these examinations, questions related to general knowledge are also asked, which may include questions about current events. Inder was one of



my friends. We graduated together. I asked him to prepare for this exam and he agreed. But all day long, he would waste his time surfing through useless things on his mobile. I suggested many a times that if he spent so much time on his mobile phone, he should prepare for the exam from the internet. But he would remark sarcastically that in that case since now-a-days everyone owned internet, then all would become D.C. by surfing the internet. He didn't mend his ways. I bagged a respectable position in the merit list in the Competitive Examination in Punjab. The main reason of my success was that I used to listen to lectures on the You-Tube, solve sample



papers and utilize my time wisely and properly. This does not mean that we should not read books. Books are the main source of knowledge but the proper use of different means of communication like T.V. channels, internet, mobile and newspapers add to your knowledge reservoir, provided we use them properly ... and then Inder failed in this test. He couldn't bear the shame. So, he started taking drugs. Presently, all his land and his properties have been sold due to his addiction. The whole family has been ruined. So, dear students, mobile, internet, T.V., newspapers are good sources of all sorts of information; we just need to be wise in our choice and not watch the misleading contents like ignorant people. So, if you want to succeed in life, decide today whether you want to win the battle of your life by using these means of communication as a weapon (your strength) or lose it

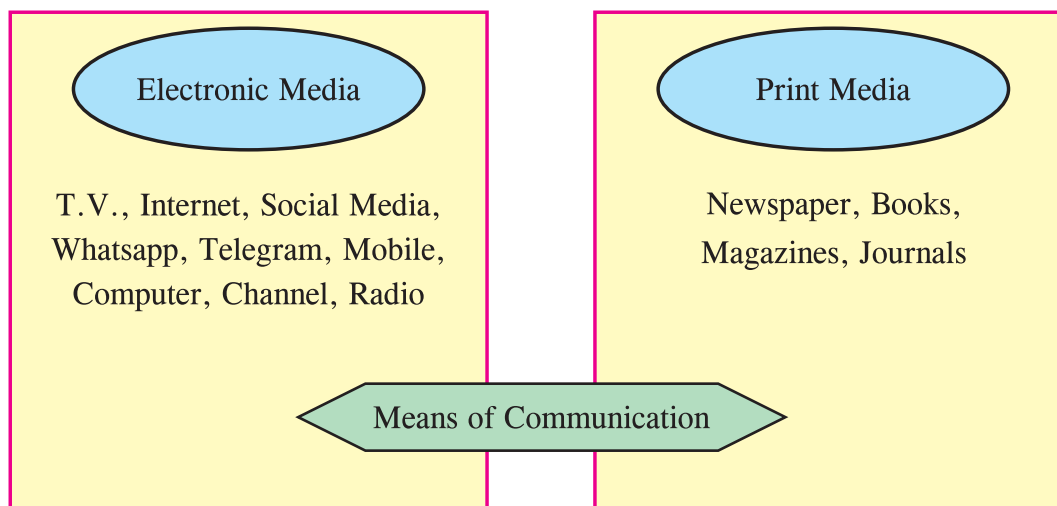
by making them your weakness. Enthusiastic applause echoed and Master Kuldeep Singh's chest swelled up with pride.

Activity - 2

After listening to the story, the students will turn their attention to the different means of communication that contributed a lot in the success of S.S.P. Sardar Himmat Singh. The teacher will briefly inform the students about the importance of the various means of communication and will ask the following questions orally :

Questions	Possible answers of the students
1. Where do you listen and watch songs?	Mobile, Computer, T.V., Internet
2. Where do you watch movies?	T.V., Cinema, Mobile, Computer, Internet
3. Where do you read and listen to the news?	Newspaper, T.V., Radio, Mobile (Internet)
4. Where do you read stories, poems, articles, etc.?	Books, Magazines, T.V., Newspapers, Mobile (Internet)

The teacher will get across to the students the fact that books, magazines, newspaper, T.V., mobile, internet, (WhatsApp, telegram, website), radio etc. are the major means of communication with which we are always connected so that we can get information, knowledge and entertainment. We can divide these means of communication into two major groups :



Students will become more interested in these resources after learning the basics. At this stage, the teacher will enter the next stage of the lesson where he/she can develop in the students an understanding of how to use these tools properly. The teacher will divide the class into five groups and give them the following tasks that must be completed in one week.

Group 1	Students of this group will read the editorial section of a newspaper daily for a week and note down the important facts of the article in a notebook.
Group 2	The students of this group will watch the movies, 'Taare Zami Par', 'Super 30' and 'O My God' and note down the themes of these movies in a note book.
Group 3	Students of this group will write a record/description of the national level news broadcast on radio or T.V. in their note book for a week.
Group 4	The students of this group will write a three-page article about the personality of Dara Singh (Wrestling and film field), Abdul Kalam Azad and Milkha Singh (Flying Sikh) after a detailed study on the internet.
Group 5	Students of this group will look up the meaning of 20 English words in Punjabi or Hindi in the the online dictionary available on the internet and write down in their notebooks. These words can be taken from the English main course book. The condition is that they should not have come across these words previously or they should not be knowing the meaning of these words. The teacher can help the students to accomplish these tasks by providing a mobile or computer lab according to the group.

Activity - 3

The assignments of each group as mentioned above will now be reviewed. All the students or one student from each group will voluntarily speak freely about the work they have done. The teacher should not give any definite clue to the students as to what they need to speak but he/she should create such an environment that the students should be able to express their views openly. Care must be taken to ensure that the ideas are related to the tasks assigned in the previous week. Gradually, the students will open up and express their views as a reviewer of their research work. After this task is completed, the teacher will give the following worksheet to the students in which they will have to provide information related to the work done in the previous week.

Worksheet

1. Have you ever received this information in this way before?

.....

2. What did you like and dislike about this information?

.....

3. What did you learn from this information ?
.....
4. Do you think that using these means of communication in this way is beneficial for you?
.....
5. For what purpose will you use books, magazines, newspapers, T.V., mobile, internet and radio? And why?
.....

The students will now be considering a lot about the use and importance of these means of communication in their minds. In order to control the thoughts and feelings of the students in this regard, the teacher will have to explain to the students that they have been using these means of communications narrowly, such as for watching songs or movies etc. The teacher will explain that these tools can be used in many ways and all types of information can be obtained about the world from the internet. It is, therefore, important that we should use these resources to enhance our learning and knowledge. Only constructive songs and movies should be watched. Preparations for the competitive exams, online form filling, net banking etc. are many other things that we can do while sitting at home with less cost and time. The teacher should be able to guide the students from time to time. If possible, sometimes a song, film or some other constructive programmes should be shown in the school through a projector.

The students were made to realize through the various activities that all these means of communications impart valuable knowledge which was rarely used by the students. Students will feel that they can learn something new and constructive through entertainment. The main objective of this lesson was to develop in the students an understanding of the use of these tools.

