

TEACHER MANUAL

VALUE

Pillars

Values Education and Life Skills

GRADE 6



WELCOME DEAR TEACHER,

It is always wonderful to interact with teachers who are directly connected to the development of children in various field of study in their school life.

Value Pillars is a subject which equips and empowers children with the right values and life skills, helping them take right decisions.

Value Pillars' approach to Value Education and the six levels help children shape their personality and achieve their aspirations, the right way!

We, at Greycaps, appreciate the time and effort you are giving to this series and being part of a future in interactive learning.

P. Jack B. Lin





How will
this manual
help?

***This manual is designed to help you, the teacher,
to understand:***

- 1. The objective & offerings of the book*
- 2. The content structure and format*
- 3. The benefits to the teacher and student*
- 4. Answers to various exercises*
- 5. The measurable take away*





VALUE pillars

Values education and life skills

The objective of Values Education is to equip and empower the students with the right values, to enable them to take the right decisions and prepare them better for the future.

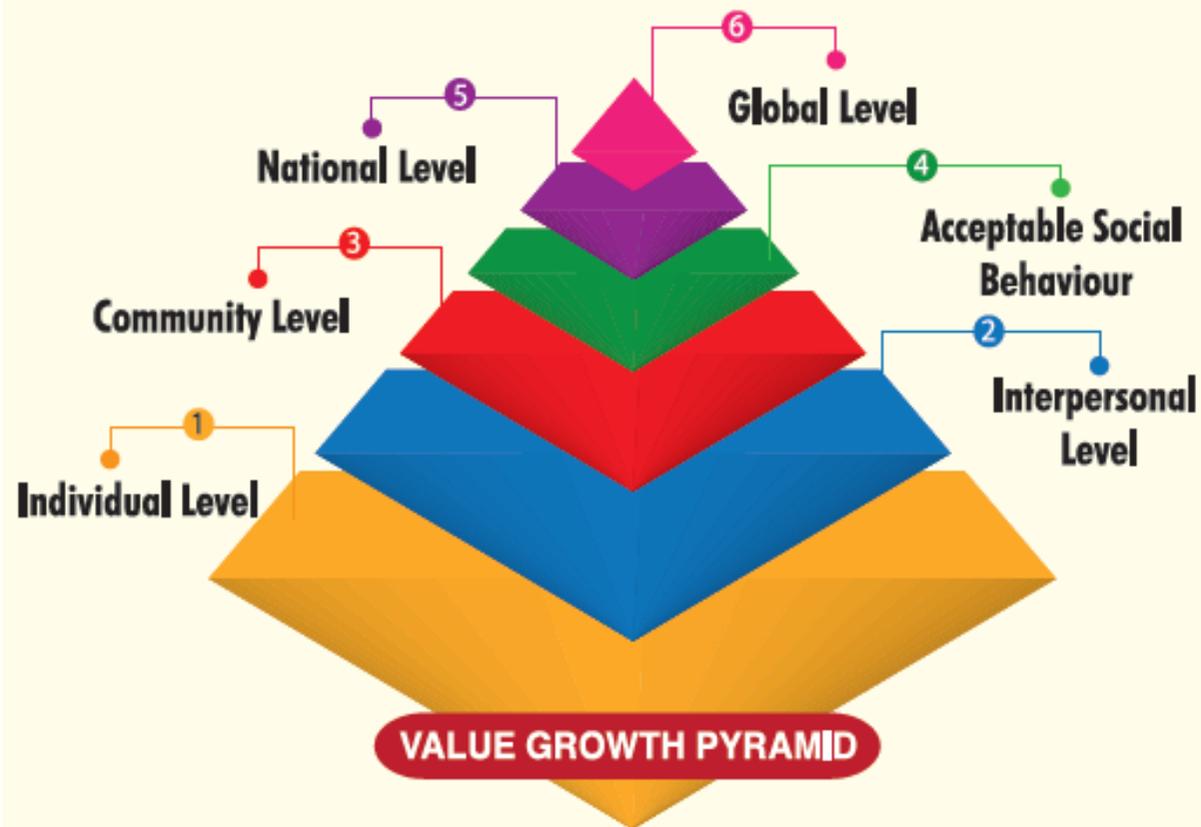
Today, there is a great desire to succeed. The aspirations and ambitions of the students are fuelled by the global environment we live in. While striving to achieve more for oneself, it is important to learn to achieve it the **RIGHT WAY**.

Values Pillars is a comprehensive, structured Values Education series, which will help you shape the students' personality and character, making them truly responsible and global citizens.





ABOUT VALUE PILLARS



6 Global Level

Creation of a healthy global environment, where peaceful co-existence is paramount.

5 National Level

Forming the basis for building a progressive nation.

4 Acceptable Social Behaviour

Demonstrate responsible and socially acceptable behaviour.

3 Community Level

Building a harmonious community and society.

2 Interpersonal Level

Interaction with others.

1 Individual Level

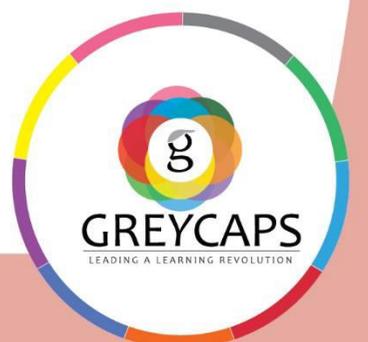
Intrinsic qualities, traits and values to an individual.





Individual Level

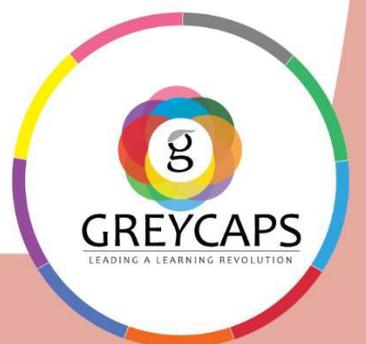
This level comprises of the qualities, traits and values, which are most intrinsic to an individual.





INDIVIDUAL LEVEL

Respect





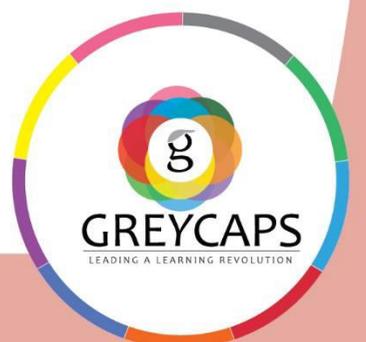
Session - 1

Respect

Gilchrist's Famous Walk

DISCUSS

- a. Why do you think Adam Gilchrist earned the respect of the cricketing world?
- Gilchrist earned the respect of the cricketing world as he was truthful to the situation.
 - As the umpire was not convinced that Gilchrist was out, Gilchrist could have easily stayed back and continued to bat.
 - But instead, he chose to do the right thing and stuck to the truth, which earned him respect.
- b. What would you have done, if you were in the same situation as Gilchrist?
- I would have followed the same gesture as Gilchrist, as it is the right thing to do.
- OR
- I would have continued to bat, as the umpire had not declared the wicket as 'out'. After all, the umpire is the final decision maker.



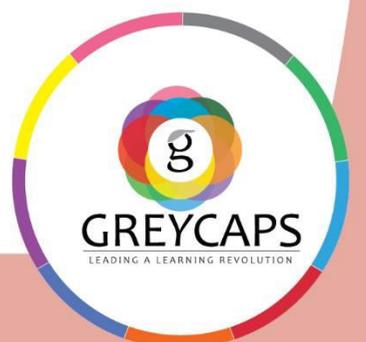


c. List two instances where you have earned respect from your classmates.

- The two instances where I have earned respect from my classmates are:
 - a. I remained calm and composed when my friend was upset with me and was yelling at me to vent out his/her frustration. At the end of it, I earned his/her respect, because I listened to what he/she had to say instead of yelling back. That would have made matters worse.
 - b. I have earned respect from my classmate, as I do not indulge in gossip or talk ill about other people.

d. Why do you think respecting something or someone is important?

- Respecting something or someone is important because it is another way of expressing a person's feelings.
- It is an unspoken way of communication.
- When a person shows respect to someone or something, it means he/she values it/them.
- Making good friends and warding off enemies is simpler when a person shows respect for others.
- Mutual respect leads to better bonds and partnership between people.





Session - 2

Respect

ACTIVITIES

I. Create a recipe for respect. What will be the ingredients you need?

The recipe for respect is :

Take 1 cup of friendship

Add some good manners

Sieve in some sensible behavior

Squeeze out some responsibility

Stir it with some smile

Bake with care

Smooth it down with honesty

OR

1 cup of kindness

½ cup of listening

2 cups of help

¾ cup of creativity

2 cups of smile

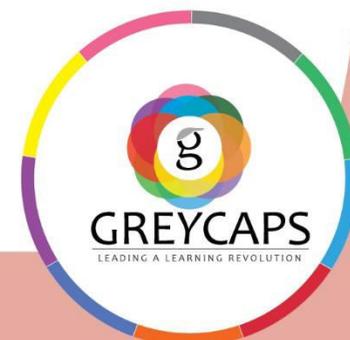
3 table spoons of thank you and sorry

Lots of love and peace

Mix all the ingredients together and leave it for sometime.

Serve it warm to your family and friends.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





II. Who is your best friend in class? List two qualities which makes you respect him/her.

- My best friend is Sneha.
- I respect Sneha because she is sincere in her work and honest in her opinions.
- She supports me and guides me when I am confused.
- She lets me be myself and does not judge me.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*

III. Look up the word 'respect' in a dictionary. Find at least 10 different words that mean almost the same as 'respectful'.

These words are synonyms. Write each synonym on a strip of paper. Link the paper strips together to make a chain and staple the end of each link. Ask an elder to help you staple the paper strips together.

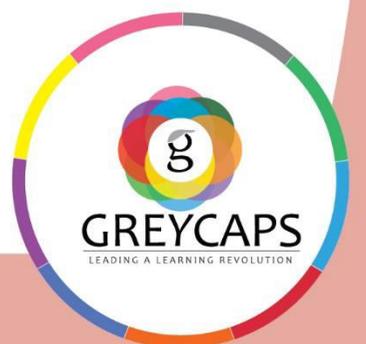
- The synonyms for respect are :
 - a. Honour
 - b. Regard
 - c. Dignity
 - d. Esteem
 - e. Repute
 - f. Homage
 - g. Awe
 - h. Tribute
 - i. Worship
 - j. Appreciation





INDIVIDUAL LEVEL

Truth and Honesty





Session – 1

Truth and Honesty

Seed of Honesty

DISCUSS

a. What did Jim do differently that made him stand out from the rest?

- Jim was honest in his actions and deeds.
- When everybody cheated or lied to impress their boss, Jim on the contrary was not greedy to reap the benefits by being dishonest.

b. Make a note of such an incident where you witnessed honesty being rewarded.

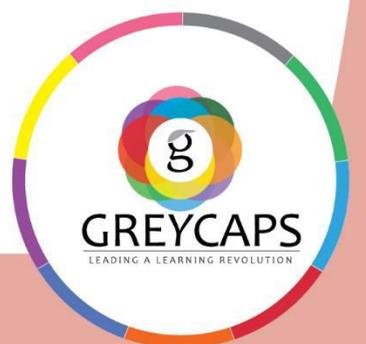
** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





c. “A single lie discovered is enough to create doubt in every truth expressed.”
What does this quote mean? Discuss with examples you have come across in stories or real life.

- This quote signifies that no matter how truthful and honest one is, a small lie from that person is enough to create or imprint a doubt or mistrust in the truth that is told.
- It also states that one must ensure to be truthful and honest at every given time.
- Even if that person is subjected to a small doubt of lying, he/she would not be trusted ever again for being honest.





Session - 2

Truth and Honesty

ACTIVITIES

- I. Are there some lies that are bigger or smaller than the others? Is it okay to tell a small lie?
 - A lie is a lie. There is no big or small lie. Therefore, it is not recommended to tell a small lie, as it causes bad reputation. If one is caught lying, it is embarrassing and one loses the trust of family and friends.
- OR
- It is okay to tell a small lie in some situations. Sometimes, telling the truth can make matters worse. A small little lie won't harm anybody. But one must be careful with what one lies about and how much one lies. It can all come back at one point of time.



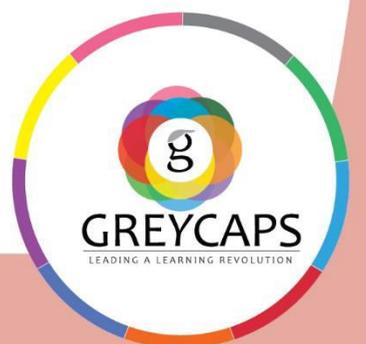


II. Would you want your best friend to steal something, to get you out of trouble? Why or why not? Give reasons.

- No I would not want him/her to steal anything for me. This act would in turn put my best friend in trouble and might spoil our friendship. If I have made a mistake, rather than getting into another problem, I must have the courage to admit it and not repeat it again.

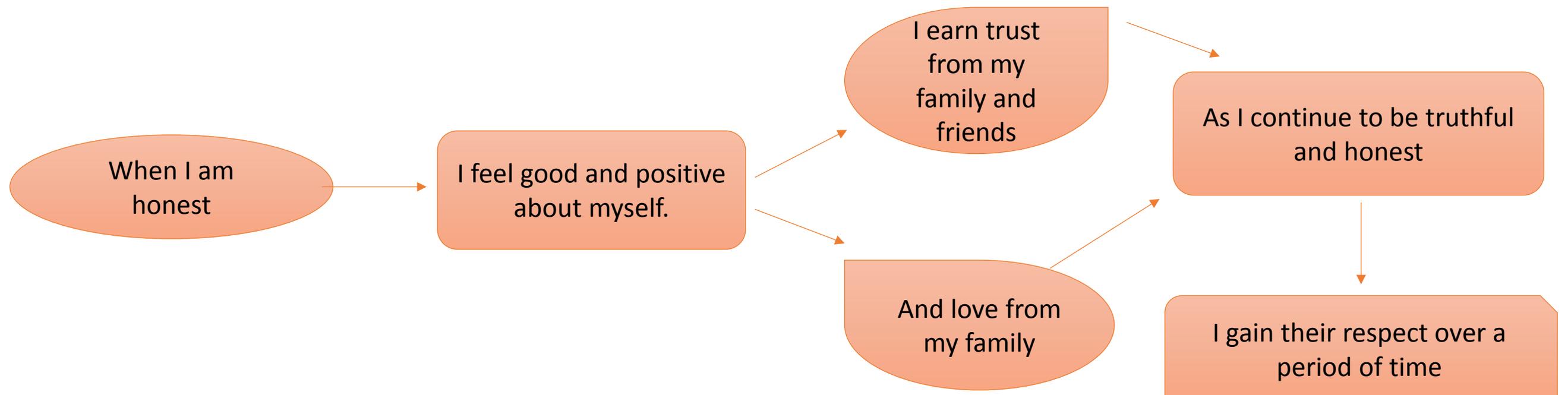
OR

- Yes, he/she is my best friend and I would want him/her to get me out of trouble. Friends are supposed to help each other and I would trust him/her to help me on such occasions and in return if there is a similar situation, I would help him/her too.





III. 'Being honest will earn you trust and respect of your family and friends.' Draw a mind map to reflect this quote.





Interpersonal Level

This level elaborates upon the qualities, traits and values, which are required while interacting with others.





INTERPERSONAL LEVEL

Empathy





Session - 1

Empathy

The Chosen Puppy

DISCUSS

a. What is the difference between empathy and sympathy?

- Empathy is the ability to understand and share the feelings of another, while sympathy is a feeling of pity or sorrow for someone.
- One might feel sorry for somebody, but that does not necessarily mean one understands what that person is going through.

b. Think of a time that you hurt someone's feeling. Describe what happened. How did you know you hurt that person's feelings? How did you feel about the situation? What did you do?

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





REFLECTION

Write down what do you understand from the picture given below.

- From this picture, I understand that Jack is a manager of a company and has people working under him.
- This chart shows how jack empathises with this team.
- He listens to his teammates and the points they make, to understand their feelings.
- He also observes things at work to empathise with situation.
- He also walks the talk, i.e. does and implements what he says.





Session - 2

Empathy

ACTIVITIES

I. This weekend, make sure you do the things which your parents usually do for you, such as making your own bed, cleaning your room, folding your clothes, packing your bag, etc. Talk about your experience and your parents' reactions in the next class.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*

II. Think about a time when you needed help because you didn't know how to do something. Who did you turn to? Why did you turn to that person for help?

- *When I needed help, I sought out to my mother.*
- *I turned to her for help, because I trust her to support me.*
- *She understands me more than anybody else and will help me deal with my problems.*
- *She is there for me, to guide me and help me with my decisions.*

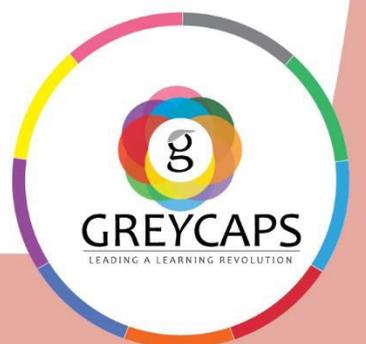
** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





III. Discuss how you think your school would change, if all students showed empathy towards one another. Do you think it would be a big change or a small change? Why do you think so?

- If all the students showed empathy towards each other, there would be no misunderstandings and false allegations towards one another. Everyone will be connected and will discover each other better.
- It would definitely make a big impact and will eventually lead to social change.
- Empathy will most likely flower on a collective scale if its seeds are planted in children, which will eventually lead to be better society.

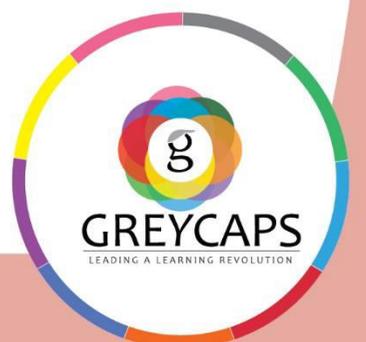




IV. Read and Reflect

When is empathy important? Where can you apply this value in your daily lives?

- Empathy is important because it brings people together and helps us build love and friendship.
- It gives us an insight into what others may be feeling or thinking; it helps us understand how or why others are reacting to situations in a particular manner.
- Empathy can be applied in our daily lives –
 - By putting aside our viewpoint, and trying to see things from the others' point of view.
 - By examining our attitude.
 - By listening to what people have to say instead of assuming.
 - By asking what the other person would do.
 - By respond encouragingly to the central message.
 - Be being flexible or open to ideas.





INTERPERSONAL LEVEL

Cooperation





Session - 1

Cooperation

The Fisherman and his Children

DISCUSS

a. Can you name some things you do at school and at home which requires cooperation?

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*

b. What is the difference between cooperating and just going along with the group?

- Cooperating means, working with someone towards reaching the same goal.
- Getting along means when two or more people like each other and are friends.
- When people cooperate with each other, it does not necessarily mean that they get along. They are cooperating to work together on a particular task.

c. Are you a cooperative person? Grade yourself on a scale of 1-5 (1=poor and 5=awesome). Give an example of how you are either good at being a cooperative person or not so good at it. What can you do to improve?

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





Session - 2

Cooperation

ACTIVITIES

II. Divide the class into small teams (five children per team is a good number). Their assignment is to invent a new animal. They must name it, draw it and decide how and where it lives. Afterwards, have each team present its animal to the class and explain how they worked together to create it.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





Community Level

Thus level sheds light on the qualities, traits and values, which help in building a harmonious community and society





COMMUNITY LEVEL

Mutual Respect





Session - 1

Mutual Respect

Ashes 2005

DISCUSS

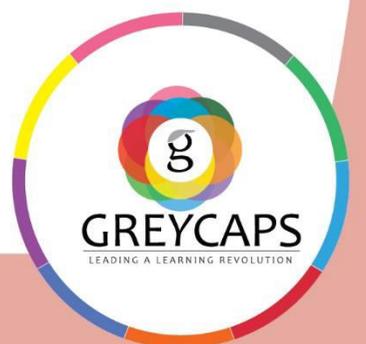
- a. What would you have done, if you were Andrew Flintoff? Would you have continued to celebrate, or gone and spoken to Brett Lee? Elaborate.
- If I were Andrew Flintoff, I would have definitely gone and spoken to Brett Lee. After all, it is a sad feeling to come all the way till the end and loose by a margin.
 - I would also congratulate him for trying his best.
- OR
- If I were Andrew Flintoff, I would have continued to celebrate. Winning and loosing is part of any game and one has to manage in handling his/her success and failure.





b. Divide yourselves in three groups and sit in a large circle. Each student will take a sheet of paper, write their name on top of it and pass it around. At the bottom of the paper, each person writes one thing he/she values or respects about the person whose name is on the sheet, folds it so the next person cannot see what he/she has written, and passes it on. This continues until everyone receives the sheet with their name back. Now, each person silently reads what the others have written about them.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





Session - 2

Mutual Respect

ACTIVITIES

- I. Fill in the shapes below, write the name of a person you respect and the qualities in him or her you appreciate.

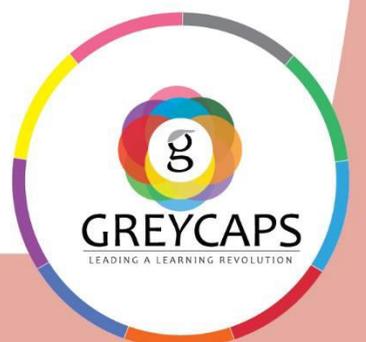
I respect and Appreciate - Ramya

Because - She is: caring, good listener, encouraging, supportive, respects me, humble, team player.

- II. How do I do it?

One can show respect to people in different places as mentioned below.

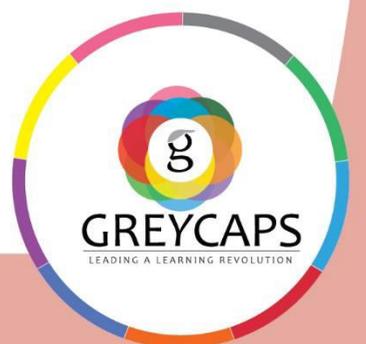
- In class: By wishing teachers, finishing homework on time, following the rules in the school
- At home: By obeying parents, helping parents in the household chores, by helping grand parents
- In a public place: By following traffic rules, keeping the surroundings clean, following the queue system





COMMUNITY LEVEL

Civic Awareness





Session - 1

Civic Awareness

Swachh Bharat Abhiyan

DISCUSS

a. How important is cleanliness as a part of civic awareness?

- Cleanliness plays a major part in civic awareness.
- After all, clean surroundings and roads lay a foundation to a better civic society.
- It promotes a healthier and safe environment as well.

b. Is civic awareness only restricted to cleanliness? What else constitutes civic awareness?

A lot of people assume that civic sense is just about keeping the roads, streets and public property clean. But civic sense is more than that. It has to do with abiding by the law, respecting others and maintaining decorum in public places. A lot of foreign countries function in a smooth manner because of the strong civic sense amongst its people.





Session - 1

Civic Awareness

Swachh Bharat Abhiyan

DISCUSS

c. Which of these come under good civic activities and why?

I was friendly with a new child from a different country.

I helped clean up the park.

I collected used toys and clothes for needy children.

I walked away from a fight.

I said 'no' when a friend asked me to steal money from another child.

I wear my cycle helmet and follow other safety rules.

I wait for the signal to cross the street and I stay on the footpath.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





Session - 2

Civic Awareness

ACTIVITIES

Activities I and II are completely class dependant. These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.





Acceptable Social Behaviour

This level elucidates the qualities, traits and values required by individuals at a fundamental level, to demonstrate responsible and socially acceptable behaviour.





ACCEPTABLE SOCIAL BEHAVIOUR

Body Language





Session - 1

Body language

The Dumb Charades Competition

DISCUSS

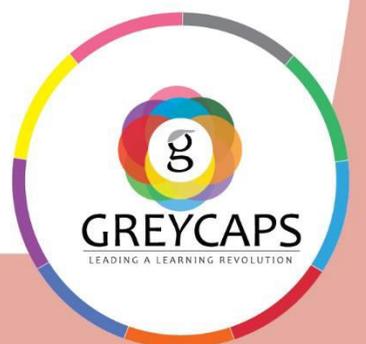
- a. Can you find out if a person is happy or sad just by looking at them? If yes, discuss the body language you have observed.
 - If a person is happy, he/she has a genuine smile that involves the eyes and mouth. He or she has a good body posture and handles himself/herself well. When the person is happy, he/she will have walk confidently and will stand tall.
 - If the person is sad, he/she is uncomfortable in some ways, is restless and has a bad posture. He/she does not make frequent eye contact.





b. 'Body language, when wrongly interpreted can create misunderstanding.' Have a class discussion on this topic.

- The key to read body language is to understand the person's emotional condition.
- A separate gesture should not be interpreted without considering other signs that are displayed at the same time. Circumstances under which it is happening must be taken into account.
- The same gesture could mean different things at different times. For example, scratching the head can mean forgetfulness or lying; the way to find out is to look at other signs that are happening simultaneously.





c. It is recitation test in class, and your friend is very scared to go in front of everybody and recite a poem.

1. What is the body language of your friend that you have observed?

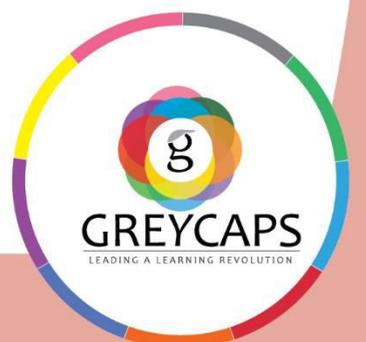
My friend most likely had the following behaviour:

- Eyes looked tense
- Constantly fidgeting
- Stumbling over words
- Staring at the floor.

2. What are the tips that you would give to improve his or her confidence?

I would suggest him/her to :

- Keep his/her chin up and maintain a straight body posture.
- Make eye contact with the audience.
- Try to relax and be calm in social situations.
- By acting confident on the outside, one will automatically feel confident within.





Session - 2

Understanding Appropriate and Inappropriate Behaviour

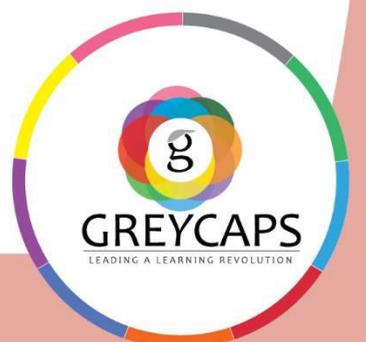
ACTIVITIES

I. How can you depict these emotions using body language?

Afraid - The jaw might appear tense, or the teeth clenched. A furrowed brow, shallow or rapid breathing, clenched fists.

Happy- A relaxed body generally lacks tension. Muscles are relaxed and loose. Movement is fluid and the person seems happy. Breathing is steady and slower. The eyes twinkle, there is relaxed eye contact and the mood is elevated.

Excited - There is fidgeting, playing with pencils and other stuff found around the person.



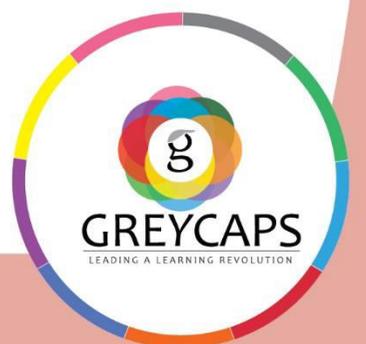


II. Divide the class into two teams. One team will depict different emotions and actions. The other team should understand their body language and give the correct answers.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*

III. Observe the following pictures of this girl. What do you understand from her body language? Discuss.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





ACCEPTABLE SOCIAL BEHAVIOUR

Presentability





Session - 1

Presentability

Leela's Transformation

DISCUSS

- a. Divide yourselves into groups of four and discuss how you can groom yourself better. Share your inputs with the class.

To groom oneself better, one can:

- Wear neat and tidy clothes.
- Comb the hair neatly
- Trim nails and clean one's face.
- Look presentable and dress according to the occasion.
- Match correct accessories and never over do it.





b. Good appearance means wearing expensive clothes and accessories. Do you agree with the above statement? Justify your answer.

No, I do not agree with the above statement. Good appearance has a lot to do with cleanliness and neat presentation. Tidy and appropriate clothing takes higher precedence than expensive clothes.

OR

Yes, I agree with the statement above. Only expensive clothes and accessories makes one look presentable and classy.

c. Do you judge people by the clothes they wear? How?

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





Session - 2

Presentability

ACTIVITIES

- I. Divide the class board into half. Draw two similar stick figures on the either side of the board. Name one figure 'Untidy Me' and the other 'Tidy Me'. Take turns to shape the attire of the stick figure. 'Tidy Me' should be clean and presentable. 'Untidy Me' will be shabby. After the activity, have a discussion on whom you would give a job in your company and why.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*

- II. How would you dress for the following occasion:

- School
- Family gathering
- Movie
- Dance class
- Religions ceremony
- Exercise regime
- Playing a sport

Why is it necessary to have different attire and appearance for occasions mentioned above? Explain with reasons.





- School - I would wear my school uniform, comb my hair neatly and wear polished shoes with socks.
- Family gathering – I would wear any casual or traditional dress with minimum accessories to go with it.
- Movies – I would wear jeans, salwar kameez or a skirt.
- Dance class – I would wear the traditional costume for that dance or the uniform of that institute.
- Religious ceremony – I would wear a traditional attire applicable to the place of prayer.
- Exercise regime – I would wear track pants, sport shoes or any comfortable outfit.
- Playing a sport – I would wear the uniform of the sport (if required).



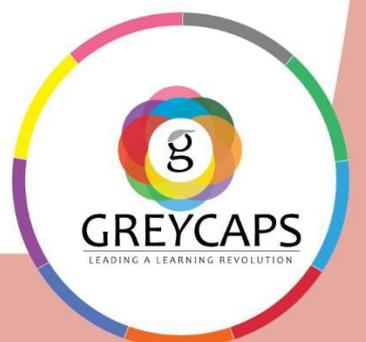


III. 'I don't mind making jokes, but I don't want to look like one.' Interpret this statement in the context of presentability. Does intellect and presentability go hand-in-hand? Give reasons.

- From the statement, we can infer that the person would not mind teasing or humiliating another person who is dressed badly, but does not want to be teased or be in a position of people talking about him/her.
- Yes, intellect and presentability go hand in hand, as a sound mind and a sound body compliment each other. One might not be taken seriously in spite of the knowledge, if one does not groom and present oneself well. Grooming oneself always adds extra value to the person one is.

OR

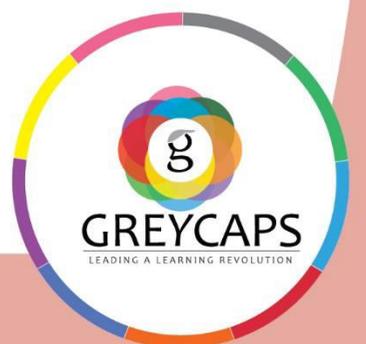
- No, intellect and presentability do not go hand-in-hand. If a person is knowledgeable and can deliver information or host a show well, the audience do not mind his dressing or presentability.





National Level

This level features qualities, traits and values which form the basis for building a progressive nation.





NATIONAL LEVEL

Love for Nation





Session - 1

Love for Nation

A Small Revolution

DISCUSS

a. Discuss different ways in which we can show love for our Nation.

The different ways in which we can show love for our Nation, are listed below:

- Follow traffic rules
- Speak positively about the country
- Throw garbage in the dustbin and also segregate it
- Vote during elections
- Abide to the law and constitution
- Pay taxes
- Donate for charity
- Teach the future generation to love and protect the country



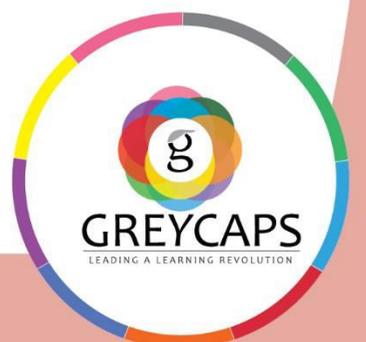


b. Would you leave your high salary job abroad and come back to India and start something new? Justify your answer.

- No, I would not leave my high salary job abroad and come back to India. I would prefer to work there and earn more money for my family.

OR

- Yes, I would come back to India leaving my high paid job and start something new. Our country offers a lot of potential in terms of manpower, technology and a good market. I would grow in my career and so would people working for me. I would also be close to my family and friends.





Session - 2

Love for Nation

ACTIVITIES

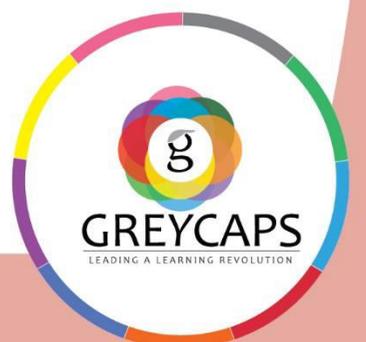
I. Write to your country.

Dear India

I am thankful that I am free because I can **choose the place that I would want to stay and travel to any part of this country.**

The best part about my country is **its democracy, diversity and opportunities.**

I am proud to be an Indian because **it is the largest democracy in the world. People are helpful and India has established a name and place for itself in the globe in every field and industry.**





III. Divide yourselves into groups and make a poster which describes 'Love for Nation'. It can be a poster with pictures, mind maps or poems. Use your creativity and come up with a unique, but thought-provoking poster.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





NATIONAL LEVEL

Multicultural Harmony





Session - 1

Multicultural Harmony

Sundar Nagari

DISCUSS

a. In your opinion, how important is multicultural harmony to reside in a peaceful society?

Multicultural harmony is very important to reside in a peaceful society. Learning to live together in peace and harmony is a holistic and lifelong process. Through this, mutual respect, understanding, caring, sharing, tolerance of diversity are practiced together to solve problems and to work towards a just, free, peaceful and democratic society.

b. Is India the only country that is multicultured? List the other countries that have many cultures and how they appreciate diversity.

- Other countries that are culturally diverse are: Cannada, Australia, Indonesia, UK and Egypt to mention a few.
- Diversity is appreciated by celebrating festivals that bring out a sense of togetherness.
- The government of these countries take up initiatives to encourage the respective diversity of having a place of worship, celebrations of different festivals and land allocated for every community.





Session - 2

Multicultural Harmony

ACTIVITIES

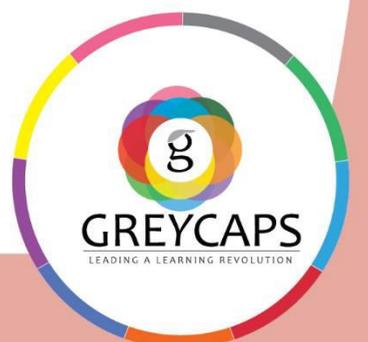
I. Make a checklist of all things you will do, if you have to attend a festival or ceremony of a friend of yours who belongs to another religion or region.

If I have to attend a ceremony of another religion or region, I would:

- Dress in a traditional attire.
- Wish and greet everybody in the ceremony.
- Learn about their ritual and religions customs.
- Appreciate and enjoy their hospitality.
- Reciprocate the same behavior and invite them to my place the next time.

II. Name the famous festivals in the pictures below. Discuss about them.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





Global Level

This level consists of the qualities, traits and values pertinent to a healthy global environment, where peaceful co-existence is paramount





GLOBAL LEVEL

Appreciating Global Heritage





Session - 1

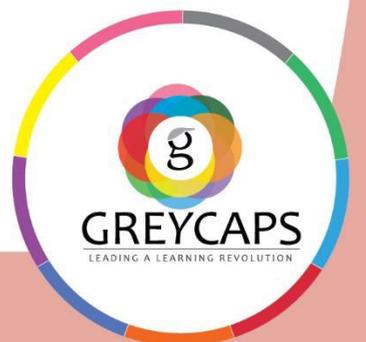
Appreciating Global Heritage Anand Learns About Global Heritage

DISCUSS

a. Why do you think it is necessary to conserve our global heritage?

- It is necessary to conserve our global heritage because:
 - It is part of a Nation's legacy
 - Provides recreational interests
 - Contributes to fascination stories through history
 - Visually appealing
 - Attracts tourists

Heritage is our legacy from the past, what we live with today, and pass on to the future generations. Our cultural and natural heritage are irreplaceable resources of like and inspiration.



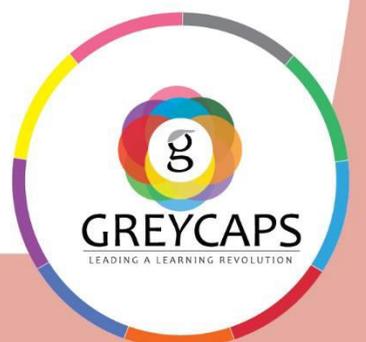


b. Have you heard of the 'UNESCO' World Heritage Centre? Discuss what this organization is about and what they do.

- The 'UNESCO' World Heritage Centre is the headquarters for the United Nations Educational Scientific and Cultural Organisation – UNESCO. It is a cultural building that can be visited freely.
- UNESCO preserves and conserves all the World Heritage sites listed under it.
- Certain heritage sites obtain funds from them.
- They protect and rescue endangered monuments and sites.
- They also provide legal protections for heritage sites.

c. Discuss the global heritages that you have visited. Which is your favourite heritage site and why?

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





Session - 2

Appreciating Global Heritage

Anand Learns About Global Heritage

ACTIVITIES

I. Does the status of 'Wonder of the World', help in preserving the heritage? Discuss in groups and put forth your views in front of the class.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*

II. Suggest some methods on how to spread awareness about protecting our global heritage. Why is it important?

Some methods to spread awareness are:

- Partner/volunteer in organisations that are involved in conservational activities, world heritage promotion, etc.
- Travel and contribute through tourism by respecting the local culture and customs.
- Do not damage and vandalize these sites.
- Draw attention to constant need for replay and renovation.
- Support and promote global heritages through social media.
- Donate to support UNESCO and its projects.





III. Identify the following and try to find out at least 3 interesting facts about them.

a) The Colosseum

- It was formerly known as the Amphitheatrum, Flarium.
- The south side of the Colosseum collapsed in a massive earthquake.
- It was built by Emperor Vespasian, founder of the Flavian dynasty.

b) Pyramids

- It is the oldest of the wonders of the world.
- It is impossible to make a replica of this pyramid as we do not have the precise techniques and technology that they had.
- It was built with about 2.3 million stone blocks.

c) Great Wall of China

- It was built by the Ming dynasty.
- Over 10 million people visit the Great Wall of China every year.
- It is commonly referred to as the 'lonest cemetery on Earth'— as many people had died during the construction.





GLOBAL LEVEL

Global Environmental Concerns





Session - 1

Global Environmental Concerns

Nidhi and the Crying Fishes

DISCUSS

a. What are the significant changes you would want to see, happen to the Earth 100 years from now?

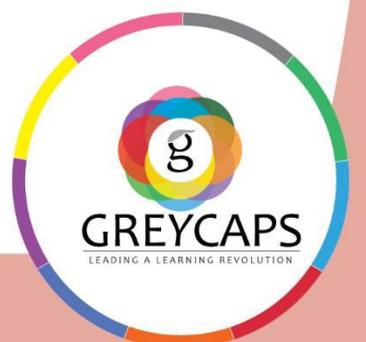
I would like to see

- Sophisticated and high end technology which will reduce our dependency on fossil fuels.
- A cleaner and better environment and atmosphere.
- Alternative sources of energy.
- Lesser population.

b. What is happening to the oceans?

Oceans are in danger due to some of the reasons listed below:

- Overfishing is draining life from the water.
- Most important predators are being killed.
- Ocean acidification through overdose of fossil fuels.
- Lot of dead zones in the ocean due to lack of oxygen.
- Dying coral reefs.





c. What is greenhouse effect?

- Greenhouse effect is a natural process that warms the Earth's surface. When the Sun's energy reaches Earth, some of it is reflected back to the space and the rest is absorbed and radiated by greenhouse gases. Human activities like burning of fossil fuels, etc. are increasing the concentration of greenhouse gases and contributing to global warming.

d. What can you do as an individual; to help our environment?

Some contribution from my end to the environment would be to:

- Recycle glass
- Reduce paper usage
- Avoid plastic
- Plant trees
- Go organic
- Carpool or use public transportation

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





Session - 2

Global Environmental Concerns

ACTIVITIES

I. Make a list of 5 products that we can reduce, reuse, and recycle. Also list 5 things that you can refuse and rethink while buying. Discuss the advantages of the above process.

Recycle: Paper and food wastage.

Reduce: Consumption of fossil fuels

Refuse : The use of plastic and other non-biodegradable substances

Reuse –Plastic bottles, etc. can be reused.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*

II. The world currently is in an imbalanced state. Discuss and make a note of all the factors causing imbalances.

Ex : Air : Oxygen is decreasing and other poisonous gases are increasing,

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*

