




MULYA VARDHAN
SHANTILAL MUTTHA FOUNDATION

STUDENT ACTIVITY BOOK

Std. V

Name: _____

School Name: _____

Class: _____ Div.: _____



**Maharashtra State Council of Educational Research and Training
(Academic Authority), Pune**

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Note for Teachers: This book is related to the Mulyavardhan teacher activity book for Std V.



STUDENT ACTIVITY BOOK

Std. V

Name: _____

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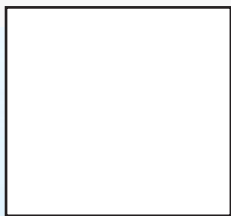
Class: _____ Div.: _____



**Maharashtra State Council of Educational Research and Training
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About myself

Draw yourself in the large box, and complete the sentences.
If possible, paste your photograph in the small box.



My name is _____

I am _____ years old.

I live in _____

There are _____ people in my house.

They are: _____

I study in _____ school.

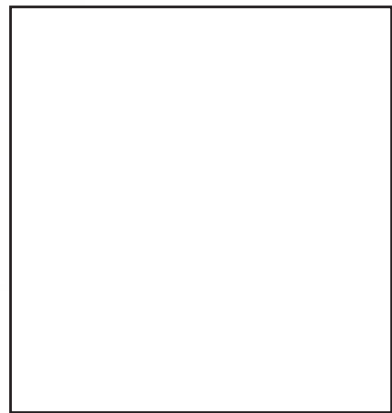
My favourite subject is _____

I like to _____

My signature: _____ Parent's signature: _____

Date: ___/___/___

Date: ___/___/___



About my family

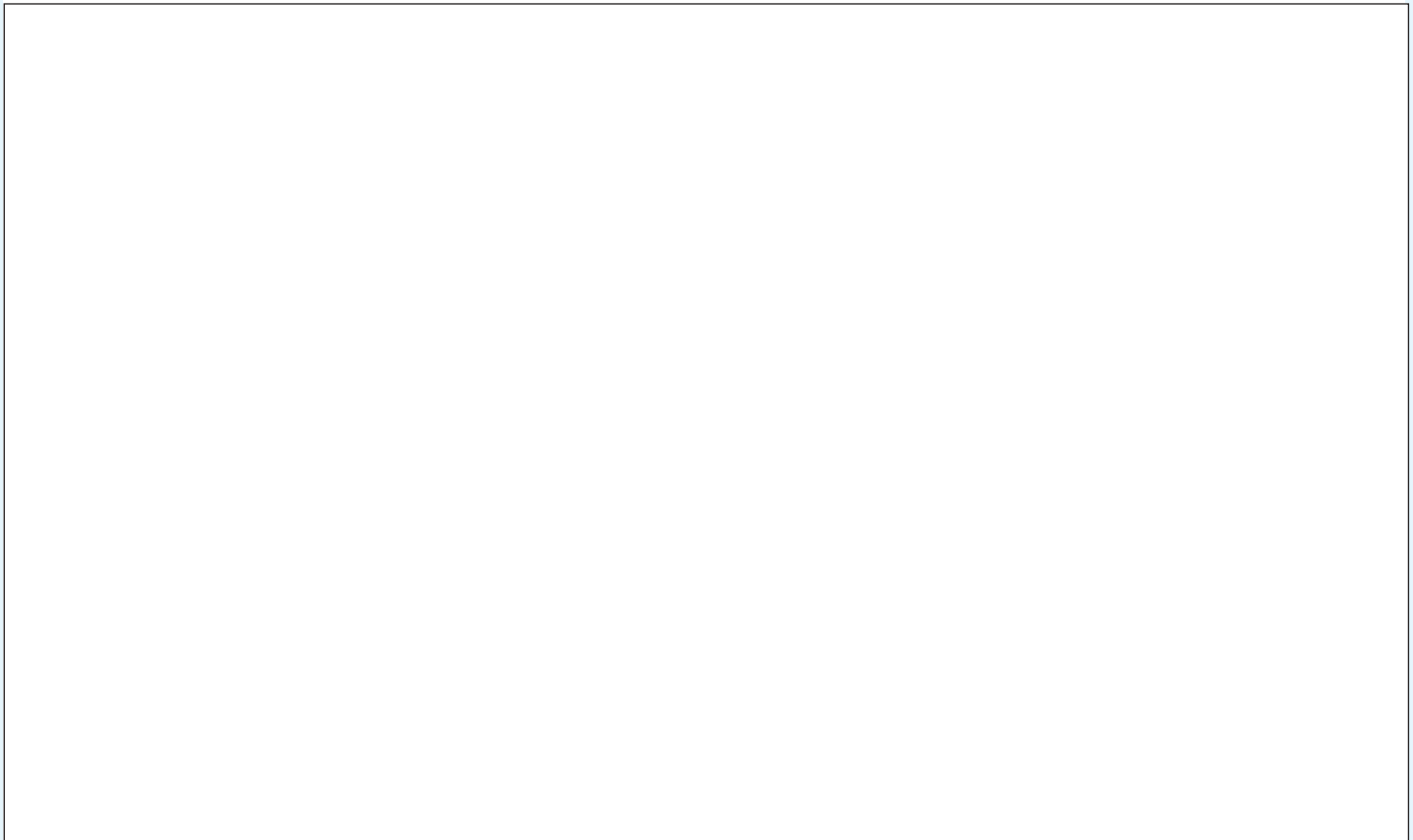
Speak to members of your family and write something about all of them in the table. Use words like 'studying', 'housework', 'taking care of grandchildren' to describe work done by people who are not employed.

No.	First name	Relation to you (mother, father, etc)	Age (in years)	What work they do or used to do	What they like

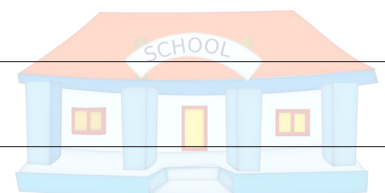


My school

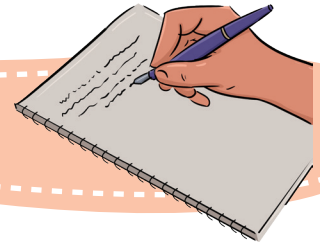
Draw your school building in the box below. Write about the school in the table. In the last row, write what you like most about your school.



Name of school	
School address	
Year in which the school was started	
Total number of students in school	
Total number of classrooms	
Facilities at school	
Some distinguished past students	
What I like most about my school	



What I have to learn in Std. V



Write the points given to you by your teacher. Then write the three most important things you must do to learn well at school.

Subject	What I have to learn in Std. V

What I should do to learn well at school:

1. _____
2. _____
3. _____



How well are you following your daily timetable?

The chart shown below belongs to a boy called Pintu. He uses the chart to check how well he is following his timetable every day of the week. A tick mark means that he has done the task within the allotted time. A cross mark means he has not done the task in the allotted time: He took more or less time, or did not do the task at all. While putting marks, Pintu has ignored a difference of 5-10 minutes between the allotted time and the actual time taken for the task.

You can make yourself this chart too, to see how well you are following your daily timetable. Note that Pintu's chart lists only morning and evening tasks. The time he spends in school has not been covered as it is fixed and not within his control. Sunday too has been omitted. You may follow the same method, replacing items in the first two columns with your tasks and time periods. You may include Sunday.

Morning tasks	Time	Days of the week					
		1	2	3	4	5	6
Waking up, brushing teeth, having a bath, etc.	7.00 - 7.45	✓	✓	✓	×	✓	✓
Eating breakfast	7.45 - 8.00	✓	✓	✓	✓	✓	✓
Putting on school uniform, checking school bag, etc.	8.00 - 8.15	✓	✓	✓	✓	×	✓
Walking to the bus stop	8.15 - 8.30	✓	✓	✓	✓	×	✓
Evening tasks	Time	Days of the week					
Walking back from the bus stop	5.30 - 5.45	✓	×	✓	✓	✓	✓
Changing clothes, eating	5.45 - 6.00	✓	×	✓	✓	✓	✓
Playing with friends	6.00 - 7.00	×	×	×	×	×	×
Doing homework, studying	7.00 - 8.00	×	✓	×	×	×	×
Watching TV	8.00 - 9.00	✓	✓	✓	✓	✓	×
Having dinner	9.00 - 9.30	✓	✓	✓	✓	✓	✓
Talking to parents and grandparents, or reading storybooks	9.30 - 10.00	×	×	✓	×	✓	✓
Sleeping	10.00 - 7.00	×	✓	×	×	×	×



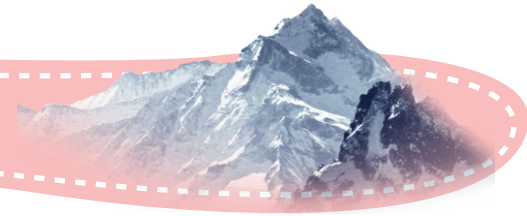
Study Pintu's chart and think about the following:

1. Which tasks does he usually do on time?
2. Which tasks does he generally not do within the allotted time?
3. For which important tasks is he not allotting enough time?



Make your own chart and analyse it using the above questions.

An extraordinary girl



Mount Everest is the highest mountain in the world. It is situated in the Himalayas, on the border of Nepal and China. The top of Mount Everest is around 8,400 metres (about 29,000 feet) above the level of the sea. That is equal to the height of a building with 2,900 floors!

Mount Everest was found to be the highest mountain in the world in 1852. Since then, a number of people have dreamed of climbing to the top of Mount Everest. However, many attempts to reach the summit have been unsuccessful. The first successful attempt was in 1953, by Tenzing Norgay of Nepal and Edmund Hillary of New Zealand. Since then, over 4,000 people from different parts of the world have reached the summit of Mount Everest. At the same time, around 200 people have lost their lives while trying to climb the mountain.

The first Indians to climb Mount Everest were members of an army team led by Avtar Singh Cheema in 1965. In 1984, Bachendri Pal became the first Indian woman to climb the mountain. In 1993, Santosh Yadav became the first Indian woman to reach the summit twice.

Climbing Mount Everest would have been a very distant dream for Malavath Poorna (see picture). She was born in the year 2000, into a tribal family, in the forests of Nizamabad district of Telangana state. Her parents were poor farm labourers who earned only around Rs 3,000 a month. They lived in a remote village called Pakala, which was seven kilometres from the



nearest shop.

Malavath went to a school in Pakala for a few years. When she was in Std V, she got admission in a school with a hostel for children from tribal and dalit families. The school was headed by R.S. Praveen Kumar, a police officer. Praveen Kumar had himself studied at this school and was keen to provide opportunities to the students to develop both their minds and their bodies.

Praveen Kumar encouraged the students to take up challenging sports like rock-climbing. He had noticed that Malavath was good in sports like volleyball and kabaddi, so he encouraged her to learn how to climb steep rocks. With her parents' permission, Malavath went on a rock-climbing trip organised by her school. The students had to climb to the top of a huge, egg-shaped rock called Bhongir, which is about 700 feet above the ground. When Malavath saw the huge rock, she was scared; her legs started shaking. But when she reached the top, all her fears vanished.

Praveen Kumar selected Malavath to be one of the 20 students attending a course in



mountain climbing in Darjeeling. When Malavath reached Darjeeling, she saw snow-capped mountains for the first time in her life.

The course was very difficult, as walking and climbing on ice is very different from walking on soil or on rock. However, Malavath overcame

the challenges and was one of the members of a team that climbed to the top of a mountain called Renock, at a height of 17,000 feet above sea level.

Praveen Kumar then decided to test whether Malavath and a few other select students could take on bigger challenges. Malavath and four other people were taken to Ladakh, in the state of Jammu and Kashmir, in the winter of 2013-14. They had to live in Ladakh in extremely cold conditions, with temperatures dropping to below zero degrees. At this temperature, water turns to ice and going about one's normal life becomes very difficult. Malavath and the others managed to survive the harsh conditions. Praveen Kumar realised that Malavath and Anand, a dalit student two years older than her, were ready for one of the greatest challenges in the world: climbing to the top of Mount Everest!

Malavath was only 13 years old then, and the Government of Nepal does not allow people so young to climb Mount Everest. So the climbers took another, more difficult, route starting from the Chinese side of the mountain. They started at a height of around 19,000 feet above sea level. At this height there is only snow and ice. There are no trees and no human settlements. In fact, it is difficult for human beings to even breathe at a height of 5,000 feet above sea level. Due to less oxygen in the air, people get headaches, they feel breathless and weak, and they don't feel like eating. To prepare themselves for these challenges, Malavath and the team of

climbers had spent three months undergoing rigorous training, including jogging and doing meditation and yoga.

Apart from the physical challenges, there were several mental challenges to overcome. When they were at the starting point of the climb, Malavath and the team were given the news that 16 Nepali sherpas had died on the other side of Everest. The sherpas had been crushed under an avalanche of snow. Then, when Malavath and Anand started climbing, they saw the bodies of six climbers who had died in an accident.

Putting aside their shock and fear, Malavath and her team continued climbing. Finally, after 52 days of strenuous effort, they reached the top of Mount Everest on May 24, 2014, just a month before Malavath's 14th birthday. She became the youngest girl in the world and the youngest Indian to climb the highest mountain in the world!

Her extraordinary achievement was praised by people all over the world. But Malavath is not satisfied with what she has achieved. She wants to climb more mountains, and she wants to become a police officer like Praveen Kumar. Most importantly, she hopes that her example will inspire millions of girls like her in India. When she was asked by a journalist why she had been so determined to climb Everest, she said: "I wanted to prove that girls can do anything!"



My abilities



Put a tick mark in the appropriate column to show how you rate yourself against each ability listed in the table. Put only one tick mark in each row. If you are not sure about a particular ability, leave that row blank. You may use the last rows to include abilities not listed in the table.

Ability	Very good	Good	Not so good
Playing sports			
Drawing/painting			
Reading			
Dancing			
Cooking			
Looking after plants			
Solving math problems			
Doing things on time			
Listening carefully to others			
Singing			
Writing			
Taking care of children			
Playing a musical instrument			
Learning new things on one's own			
Looking after animals			
Using tools like a screwdriver, hammer, etc.			
Speaking in front of people			
Working with others			
Giving instructions on how something is to be done			
Acting			
Telling stories			
Making things with your hands			
Remembering things			
Keeping things neatly and carefully			
Making plans to finish work properly			
Working with machines			

Class rules



List rules under each of the categories shown below:

Entering and leaving classroom	Behaviour with teachers	Behaviour with other students

My books and materials	In the classroom

I agree to follow the following class rules:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Signature: _____

Date: ___/___/___



How well do I follow the class rules?



Write your six most important class rules in the second column of the table. Then put a tick mark in the appropriate column to show how well you are currently following each rule.

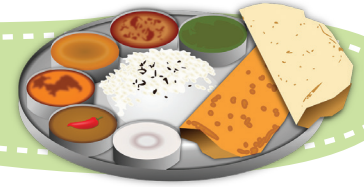
No.	My class rules	How well I am following the rules		
		Very well	Pretty well	Not so well

All of us in class have to make a sincere effort to improve the way we follow these rules:

1. _____
2. _____
3. _____



Healthy or unhealthy?



The paragraphs below describe the eating habits of three children your age. If you think any of the children have unhealthy eating habits, write what they should do to improve their daily diet.



Sunil eats two chapattis in the morning before he goes to school. He has khichdi made from rice and dal for lunch. At night, he has rice or chapattis with a thin curry. He avoids eating vegetables. In summer he eats a lot of mangoes from the trees in his village, but during the rest of the year he does not eat any fruit.

Anita has an egg omelette with chapatti and a glass of milk in the morning. For lunch, she has two chapattis, some vegetable, rice and dal. In the evening, she eats a banana and drinks a glass of milk. At night, she has chapattis or rice with fish or vegetable curry. She eats chocolates throughout the day.





Jignesh eats a full meal in the morning before he goes to school. His stomach is so full that he usually skips lunch. But in the evening he feels hungry and so has samosas or a packet of wafers with a soft drink. At night, again, he doesn't feel hungry because of what he has eaten in the evening. But his mother insists that he have at least a glass of milk before he goes to sleep. Jignesh drinks the milk only if his mother adds a lot of sugar and chocolate syrup to it.

What should you do to improve your diet?

Facts about physical exercise



To live a long and healthy life, everyone must do some physical exercise every day. Physical exercise is especially important for growing children because it:

- Improves the working of the heart, which pumps blood to all parts of the body.
- Builds strong bones and muscles.
- Prevents children from becoming overweight.
- Reduces the risk of suffering health problems like heart disease and diabetes later in life.

Physical exercise also improves the working of the brain. When we do physical exercise, parts of the brain that control our thinking, concentration and memory are developed. We also get better sleep and feel less stressed, and so our brain works better.

For all these reasons, health experts recommend that children do at least 60 minutes (1 hour) of physical exercise every day. Three types of exercise should be done:



1. Exercises to develop the working of the heart and lungs:

Running, walking quickly, skipping, swimming, dancing, jumping, and cycling.

2. Exercises to strengthen the muscles:

Climbing ropes or trees, doing sit-ups or push-ups, swinging or doing pull-ups from bars, and weightlifting.



3. Exercises to strengthen bones.

Skipping, running, and playing games like volleyball, football and basketball which involve a lot of running and jumping.

From the descriptions of the three types of exercise, you will see that:

- Some exercises like running and skipping come under more than one type of exercise. These exercises have multiple benefits.
- 'Brisk walking', not 'walking', is given as an example of physical exercise. Walking slowly in a park or walking slowly and chatting with a friend is undoubtedly good for the body and mind, but in order to strengthen the heart and lung muscles you have to walk so fast that your breathing rate increases, you can feel your heart pumping, and you are unable to chat or sing whilst walking!
- You do not have to spend a lot of money to do physical exercise to maintain good health. You only have to find a large open space to do physical exercise!

The maximum time spent on physical exercise should be given to the first type of exercise, which includes walking briskly, running, and cycling. These kinds of activities should be carried out at least three days a week.

Part of the time spent on physical exercise should be given to the second and third types of exercise. These exercises should also be done at least three times a week.

Before doing any strenuous physical exercise like running fast around the playground, some 'warm-up' activities like stretching and jogging are advised. Similarly, after exercise, do some 'cool-down' activities like walking and stretching. It is also important to drink enough water before, during and after exercise, because when we exercise we tend to sweat and our bodies lose water.



How much physical exercise do you do?



Think about the physical exercise you did in the previous three days. Write the approximate number of minutes per exercise, per day. If you did not do any particular exercise on one day, write 0 for the amount of time spent. Then add up the time for each day and see whether it is close to 60 minutes. Also check whether you covered all three exercise types. If your daily exercise time is less than 60 minutes, or all three exercise types are not covered, it is something to think about!

Physical exercise done by me in the last three days:

Exercise type	Approximate time spent on exercise (in minutes)		
	Yesterday	Day-before-yesterday	The day before day-before-yesterday
Exercise to develop heart and lungs			
Walking			
Running			
Skipping			
Cycling			
Exercise to strengthen muscles			
Climbing, swinging, pull-ups			
Sit-ups, push-ups			
Weightlifting			
Exercise to strengthen bones			
Skipping			
Running			
Playing games like volleyball, football, etc			
Total time (in minutes)			



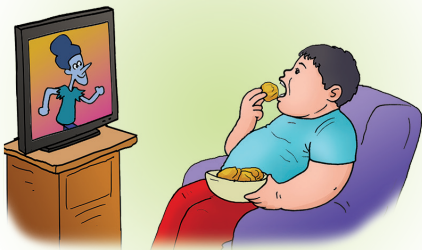
Buttons that could damage your health



All over the world, many people, including children, spend a lot of their time watching TV, playing video games, or playing games on their mobile phones and computers. These activities can be fun and have benefits. For example, by watching TV we can learn what is happening around the world, indulge in our love for sports, and relax. Likewise, by playing video games we can increase our concentration skills.

However, if we spend several hours each day on these activities it could have a bad effect on our bodies and minds. Here's how:

1. You could become overweight and unhealthy.



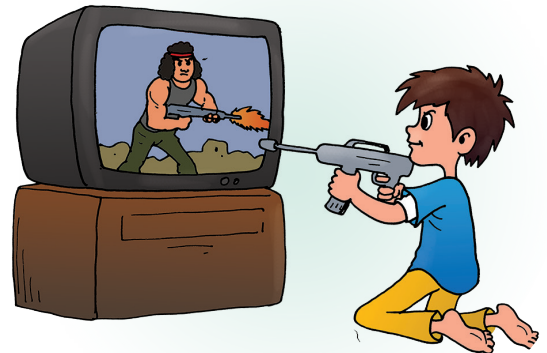
When you watch TV, use your phone or computer, or play video games you sit in one place for long periods of time. You don't get any physical exercise as you would whilst running, cycling or playing sports. People who don't get enough exercise gain weight and can become fat and unhealthy.

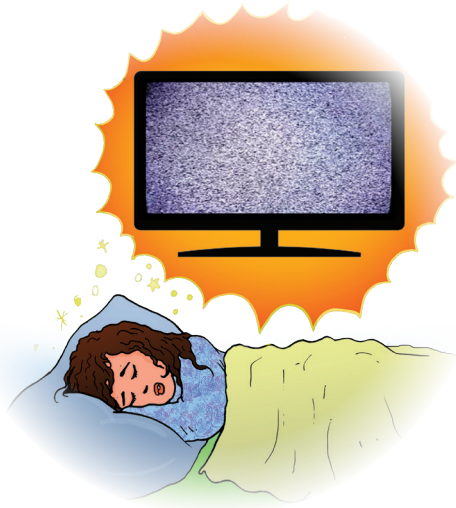
When you watch a lot of TV, you also watch a lot of advertisements for soft drinks, fried snacks, ice creams and chocolates. That can put you in the mood to eat more of these things, which are not good for health.

2. You could become sad, angry or aggressive.

Some TV programmes or films might make you feel sad or angry about some of the characters. These feelings may last even after the programme ends. After watching scenes full of action and violence, you could get into an aggressive mood.

The more time you spend in front of the TV, or on your mobile phone or computer, the less time you spend with your friends and family. This could end up making you feel lonely and sad. You may also feel sad after watching TV advertisements for many products that you do not have!





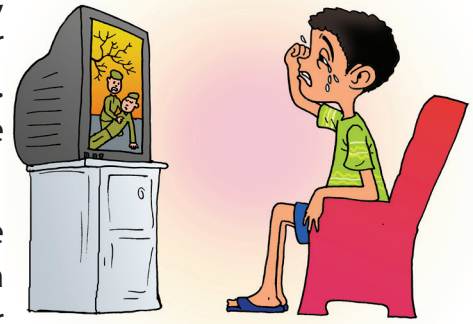
3. You could become tired.

If you spend a lot of time in front of the television, or on your mobile phone or computer, you may have trouble sleeping. The light from the screen keeps your brain alert even after you have closed your eyes to sleep. If your brain is not relaxed, you will sleep less and not very soundly. This will make you feel tired the next day.

4. You could hurt yourself.

If you spend too much time in front of the television, video-game or computer screen, or on a mobile phone, your eyes will suffer strain and you may get a headache. Switching frequently between TV channels can also cause eye strain.

When you press some buttons on a mobile phone, video game or computer again and again, your fingers and wrists suffer a lot of strain and will start hurting. Also, sitting hunched over a computer or in front of the TV could result in neck pain and backache.



What you can do to avoid these health problems:

- Do not watch TV for more than two hours a day.
- Instead of watching a lot of TV or playing electronic games do something else you enjoy doing. Read a book, draw, or go outside and play.
- Try not to eat while watching TV.
- Watch programmes or films that make you happy. Avoid watching a lot of violence.
- When playing video or computer games, take a break every 20 minutes. Get up and move around, stretch your neck and fingers, blink your eyes.
- Stop watching TV or playing electronic games at least one hour before you go to sleep at night.



Your TV-viewing habits



Tick the most appropriate answer to each question given below:

1. Generally, how many hours a day do you watch TV?

- Do not watch TV at all
- Less than an hour
- 1-2 hours
- More than 2 hours

2. What type of TV programmes do you watch the most?

- Cartoons
- Sports
- Serials
- Other



3. Think about your favourite TV programme or channel. Why do you watch it?

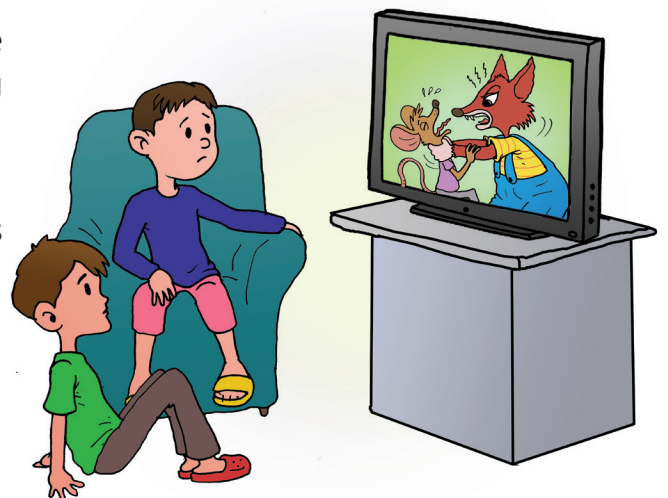
- Because I like it
- Because my friends watch it
- Because the older people at home watch it
- I don't know

4. Suppose there's nobody at home and you can watch any TV programme or channel you like, what would you do?

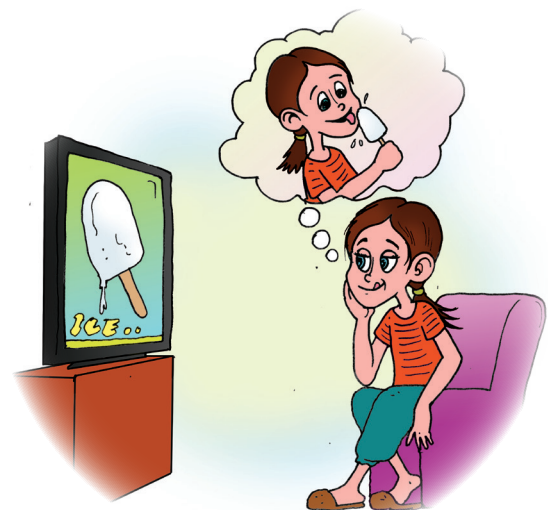
- Watch my favourite TV programme or channel
- Switch from channel to channel until I find something interesting
- Watch a programme or film that I would not be allowed to watch otherwise
- Do something other than watch TV

5. Think about which TV programmes you watch the most. How do you generally feel while watching these programmes?

- I generally feel happy
- Sometimes I feel happy, and sometimes I feel sad
- I don't feel anything in particular
- Can't say



6. When you are watching a programme or film with a lot of action (beating, shooting, breaking things, etc.), how do you feel?
- I don't feel anything in particular
 - I feel thrilled
 - I feel disturbed
 - I don't watch such programmes or films
7. Think about all the advertisements that are shown on TV. When you watch these advertisements, what do you feel?
- I don't feel anything in particular
 - I would like to have some of the things shown in the advertisements
 - I do not watch the advertisements
 - I like some advertisements, but I do not feel that I must have the things shown in them
8. Think about the various products advertised on TV. Which product advertisements do you like the most?
- None
 - Advertisements for snacks, soft drinks
 - Advertisements for face creams, shampoos
 - Advertisements for cars, motorcycles, scooters
 - Advertisements for clothes
 - Other advertisements
9. How do you think your TV-viewing has affected relations with your friends and family?
- Because I watch TV I spend less time talking to my friends and family
 - Because I watch TV I spend more time talking to my friends and family
 - TV-viewing has not affected my relations with friends and family
 - I do not know the answer to this question
10. After watching TV, how often do you have a headache, feel tired, or experience eye strain?
- Never
 - Sometimes
 - Often
 - Very often



**Think about the options you have ticked and then decide:
Should you be controlling your TV-viewing?**

Our friendships



The following exercise will help you think about your friendships.
Tick the most appropriate answer to each question.



- How many friends do you have?
 A few Many Cannot say

- How often do you spend time with your friends?
 Every day Once every few days Very rarely

- What do you feel when you are with your friends?
 Very happy Happy Not so happy

- How much do you try to be like your friends?
 A lot Not very much Not at all

- How often do you do something only because your friends are doing it?
 Very often Quite often Rarely, or never

- Have you learned any good things from your friends?
 Yes No Can't say

- Do you think you have learned any bad things from your friends?
 Yes No Can't say

- If your friends want to do something that you do not want to do, what are you most likely to do?
 Firmly tell them: "No, I will not do this"
 Try to get out of the situation by making an excuse, or doing something else
 Do as they ask



9. How often do you have bitter disagreements or fights with your friends?

Very often

Quite often

Rarely, or never

10. How disturbed do you feel after you have had a disagreement or fight with a close friend?

Very disturbed

Not too disturbed

Not at all disturbed

11. If, for some reason, you are unable to meet your close friends for a few days, what do you feel?

Very sad

Not very sad

Not sad at all

12. Do you want your current friendships to last a long time?

Yes

No

Can't say

13. Do you think everyone should have friends?

Yes

No

Can't say

14. Do you feel like making new friends?

Yes

No

Can't say

15. Do you think you should stop being friends with one or more of your current friends?

Yes

No

Can't say

16. How important are your friendships to you?

Very important

Not very important

Not important at all



Your friendship abilities



For each of the questions in the first column, choose the most appropriate answer.

Questions	Answer options			
	1	2	3	4
When it comes to sharing things with your friends, what do you generally do?	I prefer not sharing any of my things.	I sometimes share some of my things with others.	I usually share my things with my friends and they share their things with me.	I am always happy to share my things with friends, even if they don't always share their things with me.
What is your idea of being happy, with friends?	I prefer to be left alone. I am happy on my own.	I sometimes like to be with friends. I am often happy with them.	I usually like to be with friends and I am generally happy when I am with them.	I try to always make my friends happy and I am always or almost always happy when I am with them.
When you are in a mood to play, what do you do?	I play on my own.	I sometimes play with friends.	I usually play with my friends.	I always play with my friends and I am happy when we play together.
How often do you praise your friends or say nice things to them?	I generally do not praise anyone. I find it difficult to say nice things to anyone.	I praise some friends sometimes. I manage to say a few nice things to them.	I often praise my friends. I find it easy to say nice things to them.	I always try to praise my friends. I always think of nice things to say to them.
How attentively do you listen to friends when they are saying something?	I find it hard to listen to anybody.	I sometimes listen keenly when my friends are saying something.	I usually listen keenly when my friends are saying something.	I always listen keenly when my friends are saying something.
When friends ask you for help, what do you generally do?	I generally do not help anyone.	I sometimes help friends.	I usually help friends.	I always try to help friends.











What does your selection of answers say about your friendship abilities?

Friendship signals



Read the statements and colour the lamps of the traffic signal, as below:

1. If a statement indicates a bad friendship, colour the top lamp of the traffic signal red.
2. If a statement indicates a warning about a possible bad friendship, colour the middle lamp of the signal orange.
3. If a statement indicates a good friendship, colour the bottom lamp of the signal green.

 <p>You usually feel happy and relaxed when you are with your friend.</p>	 <p>Your friend says bad things about you to others.</p>
 <p>Your friend bullies other children.</p>	 <p>You feel scared when your friend gets angry.</p>
 <p>Your friend is usually eager to hear what you have to say.</p>	 <p>Your friend often makes fun of you in front of others.</p>
 <p>Your friend tells you not to talk to some children you like.</p>	 <p>You are sure that your friend will keep a secret.</p>
 <p>Your friend often tells you to shut up.</p>	 <p>Your friend often hits you.</p>



Hurtful friends



What do you think about the behaviour of friends in the situations below?



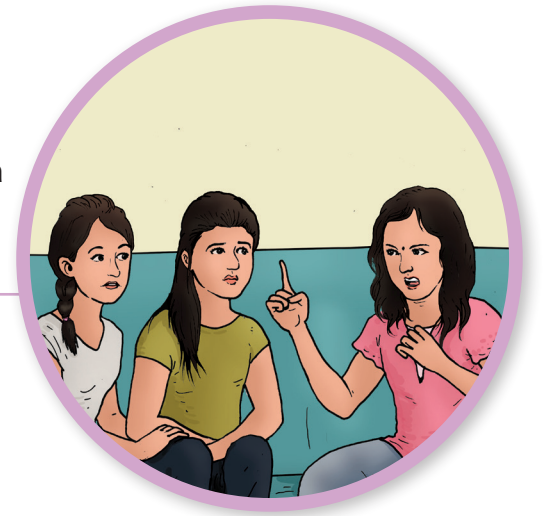
Tanya invites a few classmates to her birthday party. But she tells her friend Meera, "I am not inviting you to my party because you keep talking to that silly girl Reshma."

Christopher tells his friends, "Let's have a cycle race." They agree and Christopher comes last in the race. He walks away from the others, saying, "I am not talking to you people. You are all cheats!"



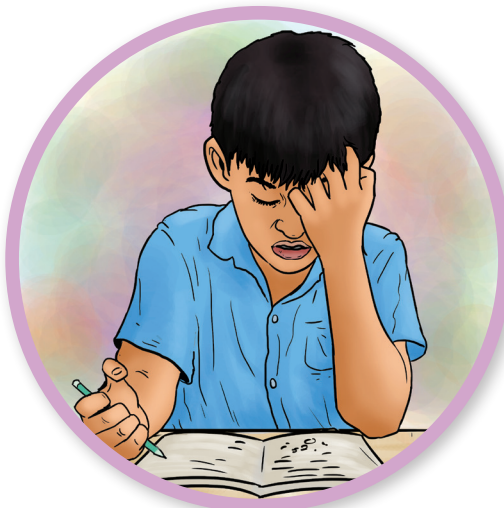
Rohan and his friends are running to catch the bus. Rohan falls and starts crying. A friend tells him, "Stop crying like a baby!" The others start laughing.

Ira has called all her friends to her house. They want to play a card game. Ira shouts, "No, this is my house and I will decide what game we should play!"



When Sunil gets out on the first ball in a game of cricket, a friend says, "You should stop playing cricket!"

As they enter the class, Rina says to Sunaina, "I didn't have time to bathe in the morning." Sunaina announces to the class: "Rina has not had a bath today. Go near her at your own risk!"



Irfan asks some classmates to help him solve a math problem. His friend Balwinder tells them, "You are wasting your time. He is a duffer."

Ruby's friend Sheila walks into class. Ruby does an exaggerated imitation of Sheila's walk in front of the whole class.



Two monkeys



Two monkeys named Zippy and Tippy were very good friends. They were always together, running, jumping from tree to tree, finding food, and playing games. They liked each other very much and thought they would be friends forever.

However, both had a bad habit that irritated the other. They wanted to tell each other about the bad habit but neither dared speak about it.

One hot summer day, when they had finished lunch and were resting on the branch of a large tree, Zippy told Tippy: "You know Tippy, we are very good friends and we will always be good friends. But you have one habit that I don't like at all!"

Tippy was surprised. "What is it?!" he asked anxiously.

"Well," said Zippy, "you don't have a bath regularly and you are always scratching yourself!"

"That's true," Tippy said, "but the thing is..."

"I know you will say you don't like pouring water over yourself," said Zippy. "But that is hardly an excuse. Everybody has to stay clean. Look at me. I have a bath every day."

"No, no! That's not what I wanted to say!" Tippy said hotly.

Zippy was surprised to see Tippy so angry.

He asked, "Tippy, what is the matter? Why are you so angry?"

Tippy said, "You never allow me to complete a sentence! That is what I wanted to say. That is your bad habit. You never allow me to complete anything I am saying, and you always speak for me as if you always know what I am going to say! It is a very bad habit and I get very irritated with it!"

Zippy had never seen Tippy so angry. Nor had he ever realised that he interrupted people when they were saying something.

Both friends were silent for a while. Then, for a few days they did not speak to each other. But they were both unhappy about that situation.

Finally Zippy said, "Well, it looks like we both have bad habits we have to break."

Tippy said, "That's right. It certainly looks that way!"

"But I wonder whether I will be able to break my bad habit," Zippy said. "I have become so used to speaking when others are speaking..."

"And I am so used to scratching all the time," Tippy added.

"Let's do one thing," Zippy said. "Let's see whether we can avoid our bad habits. You tell me something and I will listen without interrupting. And, during this time, you will not scratch yourself!"

Tippy thought that was a great idea and agreed to the plan. "What should I say?" he asked Zippy.

"Anything," Zippy said. "You can, for example, tell me what your family had for dinner last night."

"Okay," said Tippy and began speaking. But then he felt a sudden urge to scratch himself. He wanted to stop talking and start scratching his head. But he had agreed to the plan with Zippy. He thought to himself, "Zippy has agreed not to follow his bad habit, so I must also avoid my bad habit."

Of course, it was very, very difficult for him to keep talking without scratching himself.

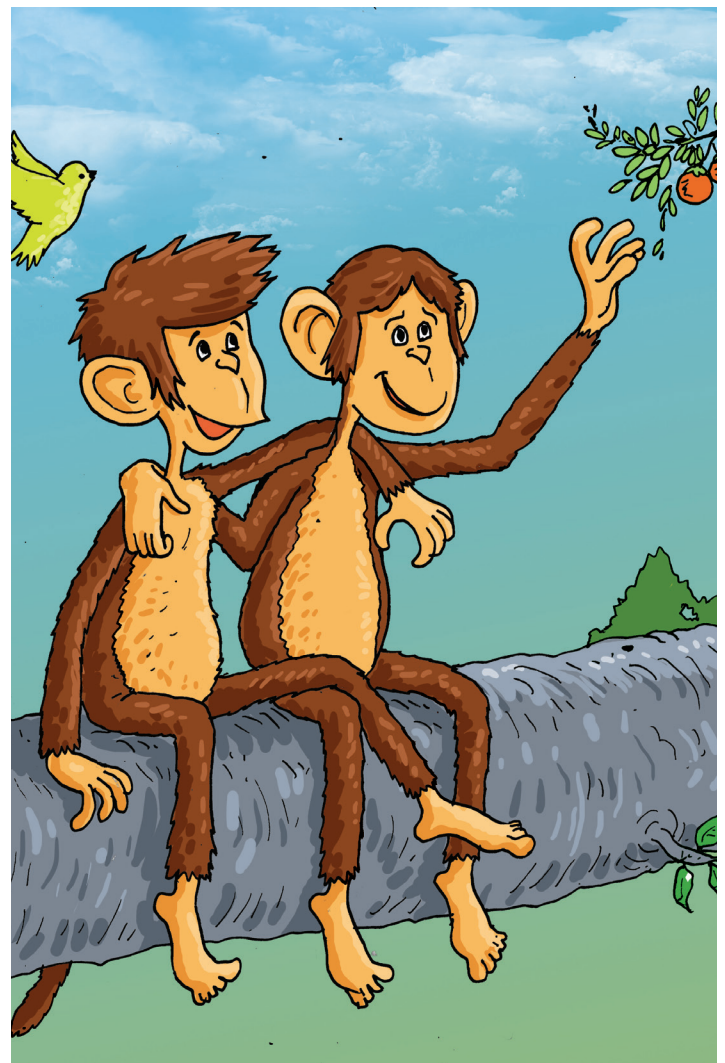
And it was also extremely difficult for Zippy to continue listening without interrupting!

Finally, Tippy finished explaining what his family had eaten the night before. He heaved a sigh of relief and said, "That was hard! But I was successful. I managed not to scratch myself even once! I think I may be able to do it! I will have a bath every day so that I don't feel so itchy!"

"It was difficult for me too," Zippy confessed. "But I managed to listen to you without speaking. I think I too can do it. If I can do it once, I should be able to do it always!"

"Let's both try to avoid our bad habits and follow good habits," Tippy said.

"That's right," said Zippy. "Let's do that!"



Two friends



Gangaram and Motiram were two elderly retired men who lived in a small town. Their houses faced each other across a street. Neither was married, but they were happy because they had each other's company. They went for walks in the morning, bought vegetables, and on their way back, sat on a bench and talked about all that had happened in the world since the time they were boys. Gangaram often made lunch for Motiram and Motiram made dinner for Gangaram. Neither was a good cook but they never complained about each other's food, because that's how friends are!

One day, Gangaram thought to himself: "I must get a parrot in a cage. I will teach it to speak a few words so that I will have company throughout the day."

And so Gangaram got himself a parrot. Soon he was engrossed in trying to teach the parrot to speak. But the parrot did not learn to speak. Instead, it made loud screeching noises.

That made Motiram furious. He was already angry that Gangaram had stopped coming to his house because he spent all his time trying to get the parrot to speak. The bird's continual screeching ignited Motiram's rage.

"This is incredible!" he thought to himself. "This fellow thinks he has become smart by getting himself a screeching parrot! Well, I will go to the market and get two parrots! Real loud ones!"

Motiram hurried to the market and looked around for two loud parrots. But, though he searched and he searched, he was unable to find anyone selling the birds. That made him even angrier and he began shouting and cursing the world.

A farmer who was walking past, stopped and asked him, "Excuse me, are you looking for a bird that makes a lot of noise? Or are you looking for a parrot in particular?"

"Anything! Any bird, animal, anything that will

make a lot of noise!" Motiram replied.

"Well then," said the farmer, "I have just the bird for you. I have a rooster that makes so much noise that I am going mad. Come with me and take away the bird. You don't even have to pay me for it!"

And so Motiram got himself a rooster which he put in the window facing the windowsill on which Gangaram's parrot sat in its cage, screeching loudly.

"Make more noise!" Motiram urged his rooster. "Make so much noise that the parrot won't open its mouth for the next ten generations!"

The rooster did not need any more encouragement. It had been waiting for the opportunity to find a good place to sit and crow loudly. Motiram's windowsill was ideal because it gave the rooster a chance to show off its special talent to the people who passed by.

The rooster raised its head and began...

Gangaram rushed to his window. "What is happening to Motiram?" he wondered, scratching his head. "Has he bought a rooster only because he is jealous of my parrot? That is stupid!"

That evening, after he had got a headache listening to the parrot and the rooster for several hours, Gangaram went across to Motiram's house and said, "I think you are stupid to get a rooster only because I got a parrot. Please get rid of it!"

"Well," said Motiram, bristling with anger. "I think you should take back your words. You are the one who is stupid! You are the one who got a parrot first!"

"Me, stupid?!" shouted Gangaram. "You'd better mind your tongue or I will have to cut it out!"

Soon both men were arguing loudly. A group of people gathered to see what was happening. Some tried in vain to separate the fighting men.

A blind woman, who was walking down the road with her granddaughter, asked the girl, "What is

all the commotion about? Go and find out."

The girl ran to speak to people who were standing around the fighting men, but they were so engrossed in separating the two that the girl could get little information from them.

She returned to her grandmother and said, "I don't know what is happening. Somebody said it was about a parrot and a rooster."

"Parrot, did you say?" the old lady asked. "I can hear a parrot. It is screeching so loudly that if we stand here any longer I will get a headache! And what was the other bird you mentioned?"

"A rooster," said the girl. "I think that means a male chicken."

"Oh I hear that fellow all right, and I know now what this fight is about," the old lady told her granddaughter. "Come close, let me whisper something in your ear."

After some time, Gangaram and Motiram got tired of shouting. They paced up and down silently. The people who had been watching walked away. For some time, Gangaram and Motiram did not utter a word. Then Motiram heard something... and Gangaram heard it too. Rather, they did not hear anything: They did not hear the sound of their birds.

They rose slowly, took a few steps forward and looked towards their windows. The birds were gone!

For a few days after the incident, Gangaram and Motiram stayed inside their houses, feeling too sheepish to step out and face each other. But after some days, both men were seen walking towards the vegetable market, talking softly to each other. No one knows what they were talking about, but it was definitely not about a parrot or a rooster...

As for the two birds, they were never seen again. Nor did anyone come to know what the old lady and her granddaughter had done!

Respectful and effective language



Read the descriptions of the incidents below and write your answers to the questions at the end of each paragraph. Your answers should be in quotation marks (“...”). Your sentences should convey the intended message effectively and respectfully. One example has been given.



Sukhwinder is trying to find the house of his friend Madan Malik, in Lane Number 7 of Adarsh Nagar. Sukhwinder is in Adarsh Nagar but cannot find Lane Number 7. He wants to ask a shopkeeper to help him get to his friend's house. What should Sukhwinder say?

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

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



Bina cannot find her English notebook. She thinks one of her classmates, Renu, has taken it by mistake. What should she say to Renu?



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





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

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





Ramesh is overweight and his best friend, Nitin, keeps calling him 'Fatty!' Ramesh doesn't like it. He wants to speak to Nitin about it. What should he say?

Vicky has borrowed Rs. 5 from Balu, promising to return it in two days. After four days, Vicky still has not returned the money. Balu wants to talk to Vicky about it. What should he say?



What they should have said...



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

Situation	What s/he said	What s/he should have said
Nitin is working in a factory. His wife is ill, so he wants to go home early. He tells his boss...	“I want to go home”	
A boy is feeling unwell and wants to go to the toilet. He tells the class teacher...	“I want to toilet”	
Makarand’s friends call him out to play cricket with them, but he wants to sit at home and study. He tells them...	“Go away! I have to study”	
Satish is angry that Sunil has been spreading rumours about him to the other boys in the colony. Satish tells Sunil...	“I am not talking to you”	
Meera is watching her favourite TV programme. Her mother tells her to lower the volume as Meera’s brother is not feeling well. Meera replies...	“You never allow me to watch my favourite programme!”	

Festivals of the world



For thousands of years, people all over the world have been celebrating festivals. There are many different kinds of festivals. Some are related to religion. Others are held to mark the beginning of the sowing season, or to celebrate a good harvest. Some festivals mark a change in season. And some are related to important events in the history of a country.

Certain festivals are celebrated only in particular regions, while others are celebrated all across the country. Some festivals are celebrated around the world, in different ways.

Every festival is celebrated in a unique way. However, all festivals have things in common. In all cases, people come together to celebrate. They wish each other and do something that is not part of their daily routine. For example, they may wear new clothes, or they may make and eat a certain kind of special food that is usually not had on other days.

Over the years, the original reason for celebrating some festivals has been forgotten. For example, festivals that are supposed to celebrate a good harvest continue to be observed by people who live in cities and are not farmers. They celebrate the festival because it is part of their tradition, and because the festival is an occasion for joy and togetherness.

In recent times, festivals have begun to be celebrated in the wrong spirit. Sometimes, people use festivals only to show others how much money they have (for example, by bursting huge amounts of crackers). Often they make so much noise that people cannot get to sleep. Sometimes groups of people start fighting with each other.

Let us celebrate festivals in the right spirit. Let festivals be occasions for joy and togetherness.



India's cleanest village



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

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

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

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

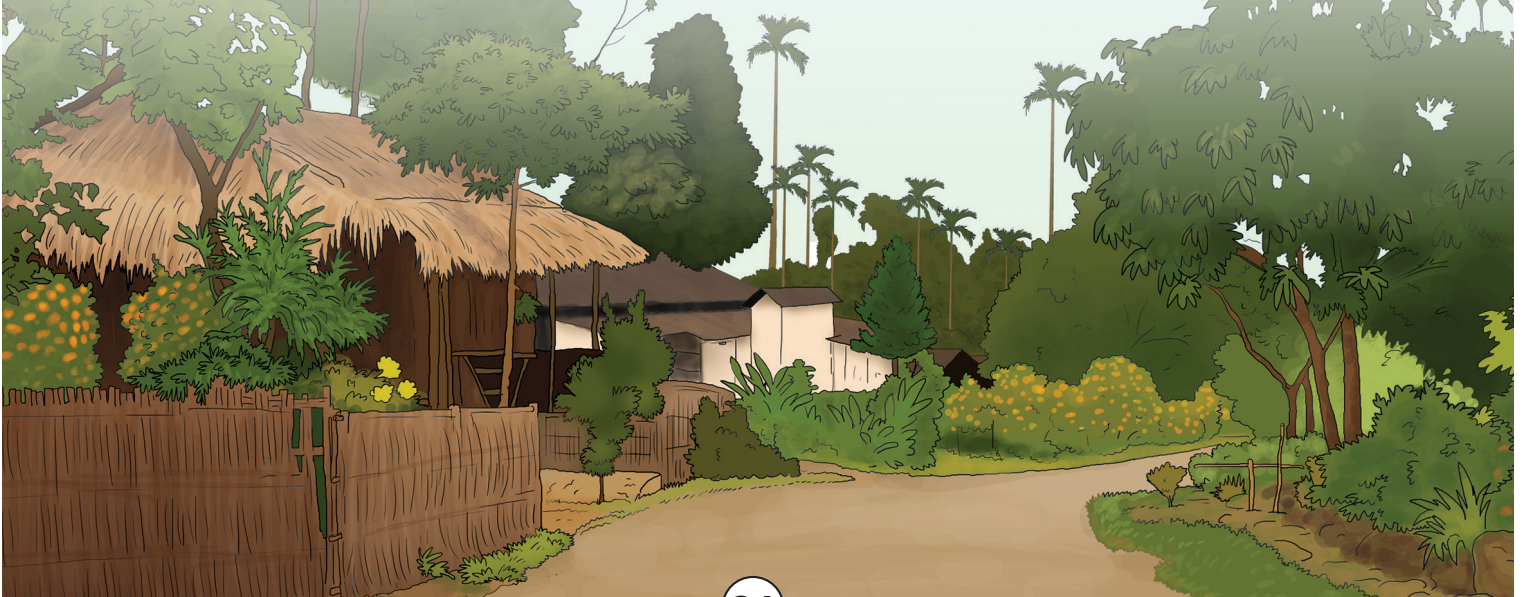
Nobody is allowed to use plastic bags in the

village, and nobody is allowed to smoke. All the houses in the village have toilets and everyone has to use them. If anyone breaks the rules of cleanliness, he has to pay a hefty fine.

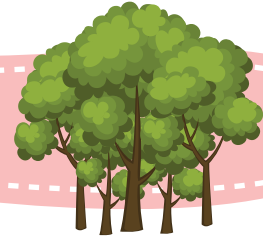
The people of Mawlynnong have also taken steps to ensure that the village is beautiful. Trees are protected and every house has a garden full of attractive flowers. Each house has a basin to collect and store rainwater.

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

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



The boy who planted a million trees



This is the amazing, true story of a boy who has been responsible for planting over a million (10,00,000) trees in his country. His name is Felix (*see picture on the next page*) and he lives in a small town in Germany, on the continent of Europe.

The story of his achievement began in 2007, when Felix was only nine years old and had to give a speech on the environment in his class. While searching on the internet for information, he came across the inspiring story of Wangari Mathai, a woman from Kenya, in Africa.

The daughter of farm workers, Wangari earned a scholarship to study in the US. On her return to Kenya, she noticed that women living in villages faced many problems because of damage to the environment. Streams were drying up, and food was becoming scarce. Women had to walk long distances to collect firewood.

To solve these problems, Wangari encouraged women to work together to grow seedlings and plant trees. The trees would hold the soil, store rainwater, and provide food and firewood. Over the years, her efforts turned into a large movement led by women. By 2004, they had planted 45 million trees! Thousands of ordinary women had turned into confident citizens working together to protect the environment.

Reading about Wangari Mathai, Felix thought to himself, "If she could do so much, why can't we children do something?"

Felix made an excellent speech on the environment in his class. It was greatly appreciated by his teachers and the school headmaster. He was asked to deliver the speech in other classes too.

But he was not satisfied with that. In March 2007, just two months after he gave his speech in class, he decided to start a children's movement to plant a million trees in every country of the world. The effort started with him planting just one tree near his house.

News of Felix's campaign reached other schools in Germany, and many children wanted to join it. Some offered to help him create a website so that information about the campaign could spread around the world.

With a website called 'Plant for the Planet', Felix's campaign grew bigger. By 2008, around 50,000 trees had been planted in Germany. Only 10 years old then, Felix announced the news to newspapers and TV channels. It spread like wildfire. People joined the campaign by planting as many trees as they could. A record of every tree planted was put up on the 'Plant for the Planet' website.

Then, a large car-making company offered a donation and Felix turned his campaign into a global movement, with an office and full-time staff. Branches of the campaign were started in many countries.

Felix himself spoke at numerous gatherings around the world, encouraging people to join his movement. Anyone could join by either promising to plant a tree or by offering a donation towards the cost of planting at least one tree (the cost is estimated to be around Rs. 80 per tree).

By 2011, the 'Plant for the Planet' movement had led to the planting of one million trees in Felix's country, Germany. But the target of planting a million trees in every country of the world is still some way off.

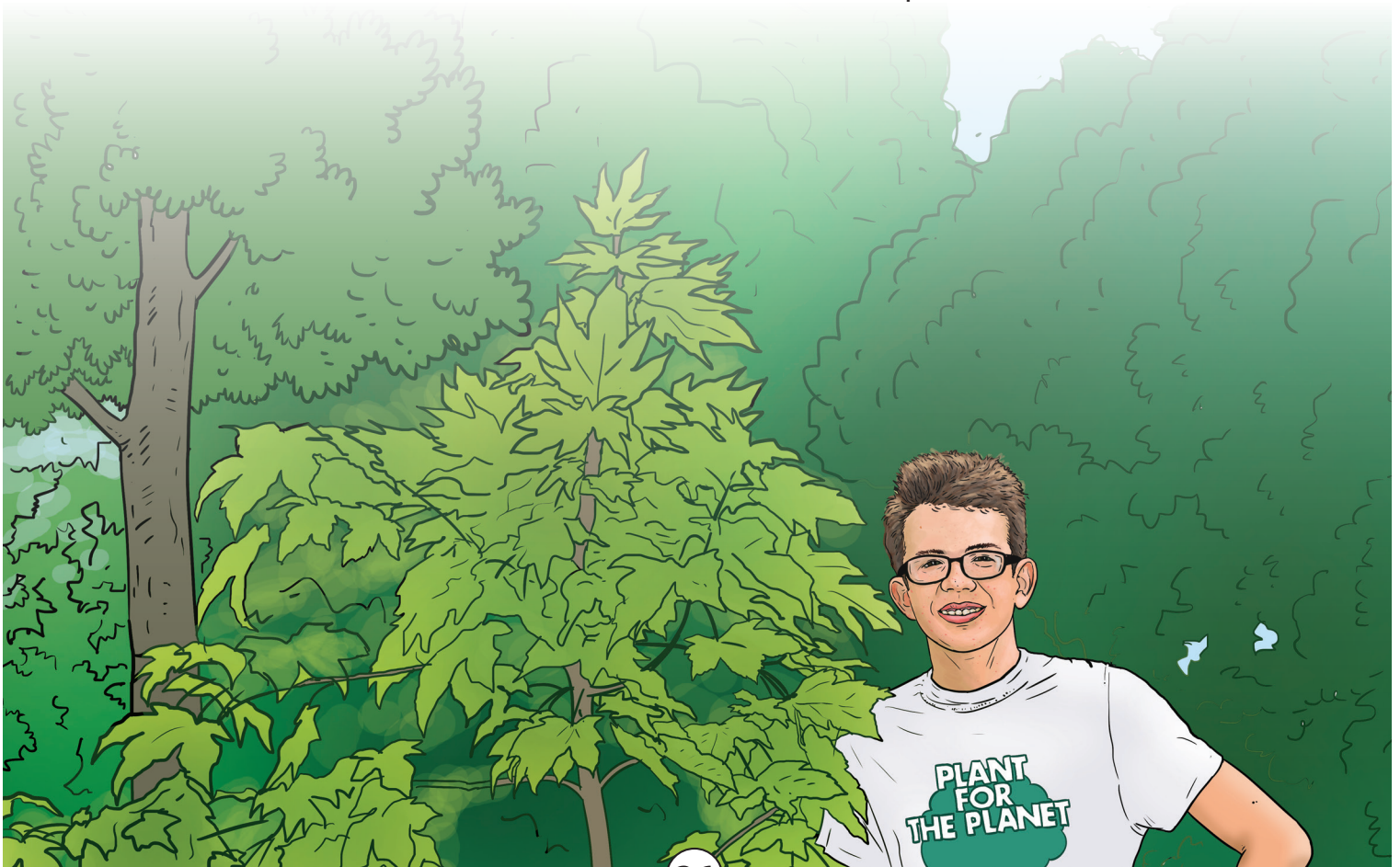
Are you willing to help meet the target that will ensure a bright future for all the children of the world?

Till January 15, 2018, the total number of trees planted across the world under the 'Plant for the Planet' movement was 15205315282. Go to the 'Plant for the Planet' website and see how many more trees have been planted since then!

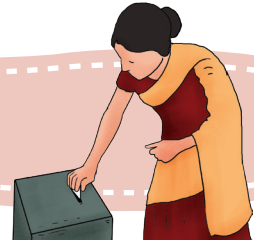
Why should we plant or protect trees?

- Trees absorb carbon dioxide and other unhealthy gases in the air, and produce oxygen which is essential for all forms of life. One large tree produces enough oxygen to keep two human beings alive.
- By removing carbon dioxide and other gases from the air, trees keep the earth cool. An area with trees is cooler than an area without trees.
- Trees hold down the top layer of soil, which is most important for growing crops.

- Trees hold water and reduce the speed of flowing water when it rains heavily. In this way, trees increase the volume of water below the surface of the earth, and prevent floods.
- Trees absorb dust and other substances in the air which could be harmful to human beings.
- Trees provide shade from the sun and reduce the effects of powerful winds.
- Trees provide wood, which is used to make buildings, furniture, paper and many other everyday items.
- Trees provide food (fruits, leaves, flowers) for human beings.
- Parts of trees are used to make medicines.
- Trees provide food and shelter to numerous birds, animals, insects and other living things.
- When we are in an area full of trees, we feel relaxed and peaceful.



Women leaders



Around 10 lakh (10,00,000) Indian women have been elected gram panchayat members to date. Many have even become village sarpanchs. Some women sarpanchs are well known for their work. Read about four such sarpanchs.



Chhavi Rajawat is the sarpanch of Soda village in Rajasthan. Born in the city of Jaipur, she studied in some well-known schools and colleges. Subsequently, she worked for several large companies. After a few years, Chhavi decided to leave her job and work for the village of Soda, near Jaipur, where her family has a house. As sarpanch, she has ensured that the village has clean water, paved roads, toilets, and solar power.

Sushma Bhadu is the sarpanch of the village of Dhani Miyan Khan, in Fatehabad district of Haryana. Born into a community which has a tradition of women not stepping out of the house, she dared to be different. She set up a training centre in the village for women to learn tailoring, and worked to make the village so clean that it got a national award. While she herself was unable to complete her school education, she has seen to it that all the children of the village go to school. She has also worked hard to convince people in the village that girls should be given as many opportunities as boys.





Meena Behen is the first woman to become the sarpanch of her village in Tapi district of Gujarat. Under her leadership, all the members elected to the panchayat are women. These women knew that pregnant women in the village had great difficulty going to hospital, as the village did not have a proper road. Meena Behen and the women panchayat members made sure that a good road was built. They also ensured that government schemes were properly implemented for the benefit of the poor.

Vandana Maida is the first woman sarpanch of the gram panchayat of Khankhandvi, in Jhabua district of Madhya Pradesh. Under her leadership, wells and ponds have been dug to increase availability of water, and toilets have been constructed in houses. Vandana saw to it that a primary school was built in the gram panchayat, so that children did not have to walk long distances to receive education. Women have started taking part in gram sabha meetings.



Student assessment



Follow your teacher's instructions to assess yourself or one of your classmates. For every quality, give scores as follows:

- If you think a quality is rarely shown, give a score of 1.
- If you think it is shown often, give a score of 2.
- If you think it is shown very often, give a score of 3.
- If you are not sure about a quality, leave the space in that row blank.

No.	Qualities	Own assessment	Classmate's assessment	Teacher's assessment
1.	States own views and opinions clearly			
2.	Controls anger well			
3.	Remains calm in difficult situations			
4.	Creates stories or drawings with own ideas			
5.	Completes work correctly, and on time			
6.	Takes good care of belongings			
7.	Uses things at school properly			
8.	Follows class and school rules			
9.	Follows healthy habits			
10.	Tries to be truthful			
11.	Shows respect for others			
12.	Tries to understand how others feel			
13.	Works well with others in groups			
14.	Helps others			
15.	Considers friendships important			

Teacher's note

Teacher's note

Teacher's note

**Aim:**

Providing systematic and regular opportunities to children at school to help them develop Constitutional values and related competencies, so that they can become responsible, caring and productive citizens

Scope and features:

- Effort to develop Constitutional values in children from Std I in age-appropriate ways
- Use of joyful, child-friendly pedagogy based on constructivist principles
- Aligned to National Curriculum Framework 2005, Right to Education Act 2009 and primary school curriculum, 2012
- Values not 'taught' but learnt joyfully through planned activities
- Aligned to school curriculum and goal of overall development of children
- Complementary to ongoing value-education efforts of schools
- Based on 'whole-school approach' to value education
- Provides flexibility for modifications according to schools' needs, priorities, and available resources



**Maharashtra State Council of Educational Research and Training
(Academic Authority), Pune**

708, Sadashiv Peth, Kumthekar Road, Pune-411 030