BE GOOD
SEE GOOD
DO GOOD

STUDENTS' WORKBOOK

PRIMARY FOUR



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Karnataka State, India

The **Be Good See Good Do Good** series is a global initiative by the International Institute for Human Values Education to build a better world for all by value-educating the younger generation.

The **International Institute For Human Values Education** is an initiative of the Sri Sathya Sai University for Human Excellence, Karnataka, India.

The **Sri Sathya Sai University for Human Excellence**, Karnataka, India, imparts values-based integral education through teachers, students and workers who are trained, dedicated and committed to serve their fellow beings without the barriers of caste, creed, race, religion, gender or geography, to those in need. The university has at its helm Founder-Chancellor Sri Madhusudan Sai, a visionary and global humanitarian, who has established free-of-charge service initiatives across 100 countries through the One World One Family Mission.

Value Educate Singapore, the country-specific chapter of Value Educate the World, plays a vital role in the One World One Family Mission. It is dedicated to rekindling awareness of foundational value systems among children, educators, and parents, nurturing a culture of character and compassion across generations.

VALUE EDUCATE SINGAPORE

VALUE EDUCATE THE WORLD

INTERNATIONAL INSTITUTE FOR HUMAN VALUES EDUCATION

SRI SATHYA SAI UNIVERSITY FOR HUMAN EXCELLENCE

Acknowledgement of the country

We acknowledge the land on which we live and learn, and the rich history of **Singapore**, a multicultural society made up of people from diverse ethnic backgrounds. We honour the many generations who have strived hard for the betterment of this island, from its earliest inhabitants to the people who continue to shape Singapore today. We extend our gratitude to different communities that contribute to Singapore's unique identity. As we come together in learning, we recognise the importance of respecting one another's cultures, values, and heritage. Let us continue to embrace our shared responsibility for creating a harmonious, inclusive, and sustainable future for all.



We dedicate this book,

To, all the Children of **Singapore**

To, all the Students who will benefit and embody these values,

To, all the Teachers who will inspire, shape and mould the lives of young impressionable minds,

To, all the Parents/Family members/Guardians, who understand that they are the first teachers of every child, and who will mindfully nurture them,

…our deep love, respect, and immense gratitude.

International Institute for Human Values Education
Sri Sathya Sai University for Human Excellence

Why This Book?

'Be Good, See Good, Do Good', has been written to equip children with a proper understanding of human values so that they can integrate it into their lives easily. Through stories that bring to light the importance of values such as love, honesty, discipline, caring, the spirit of oneness, patriotism, etc. and through tailor-made activities that enable the right understanding, this book presents itself as a fun and interactive way to remind every child about goodness.

UNIQUE FEATURES

Values cannot be taught. They can only be caught. This forms the sum and substance of our approach to values-based education. The book has 13 chapters, each centred on a human value that the student can understand and relate to. We hope that, through the discovery and learning exercises, children will develop a support system of human values that they can fall back on to navigate life.

SILENT SITTING

All the classes will begin with a one-minute silent sitting. Doing this will help the children relax, clear the mind from the previous class or activity, and absorb the need to spread goodness in a conducive environment.

STORIES AND ACTIVITIES

All the chapters are embellished with stories, illustrations and activities that will give children many opportunities to learn and apply their understanding of values too. Diverse activities across chapters which involve group work, colouring and other creative activities will also help keep their interest alive.

FUN WITH FAMILY

Every chapter ends with a '**Fun with Family'** activity that requires the children to work with their parents, family members, or guardians. Active involvement of parents, family members or guardians in their children's value education curriculum is an effective way to make learning create a positive impression in the young minds. It also ensures and reiterates a proper understanding of human values in children

TEACHER ASSESSMENT AND PARENT ASSESSMENT FORMS

The book also has a teacher-assessment and parent-assessment form, which has been designed to help children in their learning process from the book.

TEACHERS' HANDBOOK

Teachers are provided a Teachers' Handbook that has detailed instructions and ideas a teacher can lean on to make the class interactive and effective. It also has the assessment grid that will help teachers assess the understanding and application of human values by students

Dear parents and family members

This book is designed to help your child live the ten core human values each day - **Truth, Righteous Conduct, Peace, Love, Non-violence, Patriotism, Spirit of Oneness, Spirit of Service, Environmental Responsibility, and Awareness of body, mind, and heart.**

At the **International Institute for Human Values Education** and the **Sri Sathya Sai University for Human Excellence,** we call this holistic approach 'educare', nurturing the child's full potential through values-based learning.

Carefully curated across grade levels, this series integrates values into everyday life to help build a better society. Its success rests on a strong partnership between teachers, students, and you - the family. Each lesson includes activities designed to involve all three, ensuring that moral education flows seamlessly from school to home.

A unique and joyful feature of this book is the '**Fun with Family**' activity at the end of each chapter. These moments invite you to participate directly in your child's learning—offering a window into what they're being taught and a chance to bond through shared reflection and play. Children learn most from what we do—not just what we say—and your involvement makes all the difference.

We warmly encourage you to take an active role in this journey.

Happy parenting, and happy learning together!

Our Gratitude

Writing a book on values for children was a pleasant albeit arduous task. It also requires keeping at the core how children think, feel, and act.

We would like to thank,

Ms Sudha Kudva, a practising child counsellor and certified Play Therapist and accredited Clinical Supervisor for Play and Creative Art Therapies (Play Therapy International) from Malaysia, for giving us the much-needed peek into a child's mind and universe. While writing this book, we have leaned heavily on her expertise in working with children.

We would also like to acknowledge the help of the values education trainers and youth volunteers of Singapore involved in this project, the authors and reviewers who took part in this noble task, which will help many generations of students, teachers and parents/family members/guardians.

Bookworks.in, the illustrations team for illustrations.

Gurukulam Online Programmes a division of Sri Sathya Sai Information Technology Centre, Prashanthi Balamandira Trust who edited and assisted with apt illustrations and proofreading of this book.

Advertflair Studio Pvt Ltd, our designer, for providing a visually appealing layout

Many of the illustrations have been created using AI platforms such as Gemini, ChatGPT, Freepik, Canva, GenArt Ai, Gencraft and Midjourney and curated using Adobe tools, Powerpoint and Paintbrush. Special acknowledgement for the illustrations from Wilipedia Creative Commons.

Lastly, our deep love and gratitude to Sadguru Sri Madhusudan Sai, the Founder-Chancellor of the Sri Sathya Sai University for Human Excellence and the International Institute for Human Values Education, for his grand vision of creating this series of books, and his direction, provided at every step.

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1

UMBRELLA THAT OPENS FOR ALL

Warm Up

1. Can you think of a time when someone was kind to you? How did it make you feel?
2. What is one small thing you can do today to make someone feel happy or cared for?



Compassion is love and concern that translates into an act of helping

It was a rainy Monday morning. The sky was grey, and puddles formed all along the path outside Greenwood Primary School.

Students hurried in with umbrellas open and shoes splashing through the water.

Among them was Aiden, a quiet Primary 4 boy. He always carried an old blue umbrella — one that had belonged to his late grandmother. The handle was scratched, and one side of the fabric was torn, but it still worked fine.

As Aiden reached the school gate, he saw an elderly cleaner, Uncle Lim, trying to sweep the wet leaves that were blocking the drain. His shirt was soaked through, and his small umbrella lay broken beside the broom.

Without thinking twice, Aiden ran up to him.

"Uncle Lim, you're getting wet! Here, use my umbrella," said Aiden, holding it over the old man's head.

Uncle Lim smiled weakly.

"Ah boy, thank you, but then you'll get wet," he said, still sweeping.



“It’s okay, Uncle. I can run to the porch — it’s not far!” Aiden replied cheerfully.

Uncle Lim hesitated, but Aiden stood firm, holding the umbrella above him.

“Please, Uncle. My grandmother used to say, ‘An umbrella is meant to cover others first.’”

Hearing that, Uncle Lim stopped sweeping. His eyes softened.

“Your grandma must have been a kind lady,” he said quietly.

Aiden grinned. “She said kindness is like rain — it falls on everyone.”

The bell rang, and Aiden dashed off through the rain. His hair and uniform were dripping wet, but he didn’t mind. He smiled all the way to class.

Later that day, during recess, the Principal made an announcement:

“Students, let’s thank Uncle Lim and others who keep our school clean every day. And a special thank you to one student who showed great kindness this morning.”

Everyone looked around curiously.

Aiden sank into his chair, a little embarrassed.

The next morning, when Aiden reached school, he found a surprise — a brand-new blue umbrella hanging on his desk. There was a note attached:

“Thank you, young man.

Your kindness kept me dry — and warmed my heart.

— Uncle Lim”

Aiden smiled. It wasn't just an umbrella anymore — it was a circle of kindness, passed from one heart to another.

Kindness is love in action.

When we care for others without expecting rewards, we spread warmth — just like the umbrella that didn't close.

Think and Answer

1. What made Aiden decide to help Uncle Lim even though it was raining heavily?
2. How did Aiden's small act of kindness make a big difference?
3. What does Aiden's grandmother's saying mean: "An umbrella is meant to cover others first"?
4. Can you think of a time you helped someone without expecting anything in return?

Activity A:
Begin at home



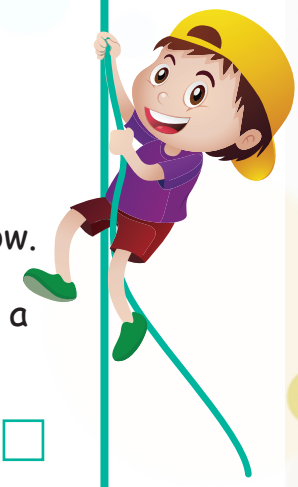
Explain how you can behave compassionately with your family members in the following situations.

1. Your mother or guardian has a fever and finds it difficult to do the housework.
2. Your elderly grandmother or grandfather is unable to walk properly.
3. Your brother or sister has fractured a hand and cannot write or eat by themselves.
4. Your father or guardian works very late every day and comes home tired.

Expand the circle of compassion to include the people in our lives — our friends and classmates, teachers, schoolmates, relatives, and others. Let us also show compassion towards animals, birds, and all living creatures.

When extending compassion to strangers, we must be careful. It is important to follow safety rules and consult your parents or a trusted adult before deciding to help someone you do not know.

Activity B:
Expand the circle of compassion



How can you show compassion in the following situation? Tick the right answer for each of the questions given below.

1. You scored highest in the class but your friend failed in a subject.

   a) Celebrate your success and ignore your friend. ☐

   b) Break your friendship with your friend because he/she scored fewer marks. ☐

   c) Cheer up your friend and offer to help him/her with studies ☐

2. One of your classmates forgot to do his/her homework and asks for help from you.

   a) Allow your friend to copy your work ☐

   b) Explain to him/her how to do the homework. ☐

   c) Just ignore him/her and do nothing ☐

3. You are walking on the road and see a man lying on the side of the road. He is badly wounded and needs medical attention. No one else is trying to help the injured person.

   a) You continue walking ☐

   b) You go to the wounded man and try carrying him ☐

   c) You request a shopkeeper in a nearby shop to call for an ambulance ☐

4. A new teacher comes to your class. Your classmates are running around, shouting. The new teacher tries to settle the class, but no one is listening to her.

a) You ask your classmates to settle down ☐

b) You sit quietly, but your classmates continue running around and shouting. ☐

c) You ignore the new teacher and continue to run and shout ☐



5. You see an injured kitten in front of your house. It is alone.

a) You shoo the kitten away ☐

b) You ask your parents if you can help the kitten in any way ☐

c) You leave the kitten where it is and continue with your work ☐

Extended Activity: Research and find inspiring stories of compassion. You can ask your family members or search the internet. Share your story with your class.

Let's Remember

Compassion is feeling love and concern for someone in trouble, and helping them in whatever way you can. Having compassion makes us better human beings.

My Space

What I liked most about this lesson :

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I learnt that

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Fun with Family



Discuss with your parents/family members/guardians and decide on three acts of compassion that you have done or can do as a family. Write them below.

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2

JACOB BECOMES A TEAM PLAYER

Warm Up

1. Do you like the game of basketball?
2. Which is your favourite team?
3. Who is your favourite player?
4. Who is an all-rounder?



Become an All-Rounder Team Player at Home and in life.

Let's now see how Jacob became a team player.

Jacob and his sister Ellie lived with their mother, Anna in a small town. Jacob was in fifth grade, and Ellie was in eighth grade. Anna was a tailor. As Anna did not have any other family to help look after the children, Jacob and Ellie helped their mother with the daily household chores.

Every day, Anna made a list of tasks for both children. Although Jacob was a very helpful child, he refused to do some of the chores on his list.

"I don't want to fold the clothes," said Jacob one day.

"Why?" asked Ellie, surprised.

"It's not something a boy should do. I don't want to do it," replied Jacob.

When Anna heard this, she called Jacob to her side and asked him, "What chores do you think boys should do?"

Jacob thought for a moment and then said, "Buying things from the shop, washing the bike, and mowing the lawn."

Anna said, "Jacob, boys and girls need to learn the same skills to manage their day-to-day lives. One day, you will have to take care of yourself. We all have a part to play in learning these skills to help our family run smoothly."

Jacob listened to her quietly.

"Jacob, you like basketball, don't you?"

"Yes, Mum," said Jacob, wondering why his mother had suddenly changed the topic.

Anna questioned him, "Who is a team player in basketball?"

Jacob replied, “A team player is someone who plays their position and supports the other players. He passes the ball to his teammates so the ball can be scored.”

Anna said, “That’s right. So, we are just like the basketball team. We are all team players, doing our part, no matter what is assigned to us. We do our part the best we can, and the game will go smoothly.”

“I understand now, Mum. I need to learn how to do my tasks well if I want to be a team player,” said Jacob.

“That’s right!” said Anna. “All these day-to-day tasks will help you become self-reliant and independent. This will help you be a team player in all you do—at school, at home, and with your friends.”

From then on, Jacob started helping with all the chores. Soon, both children became excellent team players



WORD WALL

Chore: Household task or duty

Refused: Said no to doing something

Self-reliant: Able to do things independently without depending on others.

Think and Answer

Tick the correct answer.

1. Jacob refused to do some chores because
   a) he was tired ☐
   b) he felt they had to be done by girls ☐
   c) he was sick ☐

2. Jacob's mother told him that boys and girls
   a) look the same ☐
   b) have different abilities ☐
   c) need to have same the skills ☐

3. Jacob's mother also told Jacob that boys and girls
   a) should do different chores ☐
   b) should do all chores ☐
   c) should not do any chores ☐

4. Jacob's mother said that those who are team players become

a) more self-reliant ☐

b) less self-reliant ☐

c) less helpful ☐

Extended Activity

List all the chores you do at home.

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Activity A:
Chores of the Arjun Family



Look at the picture of the Arjun family below. What is each family member doing? Write your answers on the lines provided



1. Father .....

2. Mother .....

3. Grandfather.....

4. Grandmother .....

5. Older brother .....

6. Younger brother .....

7. Younger sister.....

How similar or different is your family to the Arjun family in the chores you all do? Discuss this with your class.

Activity B:
Who Does What?



Who does the following chores at your home?

I. Write the name of the person next to each chore.

You can add any chores that have been missed out in the space below the list.

After you finish, answer the questions that follow.

	Chores	Family Member
1.	Cooking	
2.	Folding clothes	
3.	Clearing the table	
4.	Buying vegetables and groceries	
5.	Sorting and putting away vegetables and groceries	
6.	Tidying the rooms	
7.	Keeping clothes in the cupboard	
8.	Putting away your toys	
9.	Setting the table	
10.	Ironing clothes	
11.	Keeping your uniform and shoes ready	
12.	Cleaning the bike or car	
13.	Watering plants	
14.		
15.		
16.		

1.Who does the most work at home? Do you help that person with the household chores?

.....

2. Which chores do you enjoy doing, and which ones do you prefer not to do?

.....

.....

Activity C:
Agree or Disagree?



Answer whether you agree or disagree with the following and write your response beside each sentence.

1. Both boys and girls should help at home.
2. Girls should do housework, while boys should do grocery shopping.
3. Girls need to know how to change a light bulb.
4. Boys should help parents, family members, or guardians with meal preparation.
5. Boys and girls are completely different from each other.

Let's Remember

Let's remember, it's important for both boys and girls to have the same life skills and be able to do chores equally well so that they become self-reliant.

My Space

What I liked most about this lesson :

.....

.....

I learnt that

.....

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Fun with Family



Would you like to become an all-rounder at home? Discuss with your parents, family members, or guardians and fill out the All-Rounder List below. Write down all the chores you will do at home to become an all-rounder. You can use the list from Activity B: The All-Rounder List.

The All Rounder List

3

MAKING HEALTHY FOOD CHOICES

Warm Up

1. Make a list of all the food items that you usually eat for breakfast, lunch and dinner.

Breakfast	Lunch	Dinner

Zip, Zap, Zoom—Healthy Food Makes You Boom!

Have you ever wondered why we eat food every day? Food contains nutrients that provide energy for daily activities, support growth and body repair, prevent diseases, and help build immunity.

There are five main nutrients in our food: carbohydrates, proteins, vitamins, minerals, and fats. Other important components of food include roughage and water.

Balanced Diet

A balanced diet consists of different foods that together provide the right amounts of nutrients our bodies need.

Besides eating a variety of foods, we also need to eat the right amount. Eating too little can make us weak, and eating too much can cause health problems.



What happens when we eat less food?

- We feel tired both mentally and physically all the time.
- We often have an uncomfortable feeling in our stomach.
- Our hair may start to fall out.
- We might sleep too much or struggle to sleep at all.
- We feel irritated or restless frequently.
- We could experience digestive problems, like gastritis.
- We feel unusually cold, even when the weather is normal.
- Our moods can change quickly, feeling happy one moment and sad the next.

What happens when we eat too much food?

- Our body weight increases.
- Our muscles may become stiff.
- We feel lazy and sluggish.
- We experience heartburn or gastritis.
- We feel hot and uncomfortable all the time.
- We often feel sleepy.
- We may feel nauseous.
- Our immunity may weaken.
- Our organs have to work harder to maintain proper body functions.

Eating more or less once in a while will not affect our body much. However, if we do it regularly, our body can be negatively affected.

Who needs to eat how much?

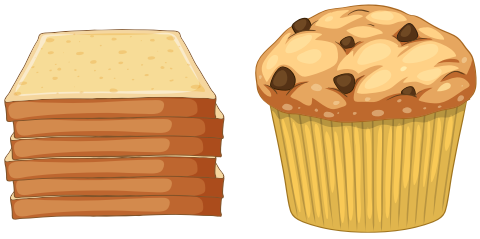
The amount of food a person needs depends on factors like age, activity level, and overall health. Adults who have sedentary jobs—those that involve sitting for long periods and involve less

physical activity—will require less food to meet their energy needs compared to more active individuals.

We are what we eat.

The amount of food we eat is important, but what we eat is just as crucial. Some foods can do more harm than good to our bodies. We may eat certain foods because we enjoy their taste, but they may not be the healthiest when eaten in large amounts. It's okay to have these foods occasionally, but eating them regularly can be unhealthy. These are known as "Sometimes Foods." Examples of Sometimes Foods: 1. Bakery Items like Bread and Cakes, 2. Junk Food, such as Burgers, Pizzas, and Doughnuts, 3. Cereals with High Sugar Content, 4. Oily and Fried Foods, 5. Preserved or Frozen Foods, 6: Ice Creams and Desserts, 7. Carbonated/Fizzy Drinks, 8. Diet Sodas

Examples of Sometimes Foods



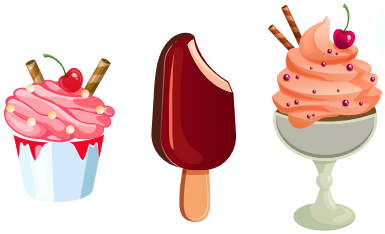
Bakery products like breads and cakes



Preserved or frozen foods



Junk food like burgers, pizzas and doughnuts



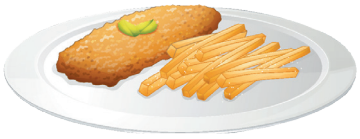
Ice creams and desserts



High sugar cereals



carbonated/fizzy



Oily or fried food



Diet sodas

All the foods mentioned above are quite tasty. However, if consumed frequently, they can lead to various health issues. It is important to eat a balanced diet that includes a proper mix of different nutrients.

WORD WALL

Sluggish: Lacking energy; slow and inactive.

Ideal: Perfect or most suitable.

Activity A:
What You Eat



1. Write about five food items you enjoy the most. Also, mention whether each food item is healthy or unhealthy.

1.....

2.....

3.....

4.....

5.....

2. Write about five food items you don't like. Also, mention whether each food item is healthy or unhealthy.

1.....

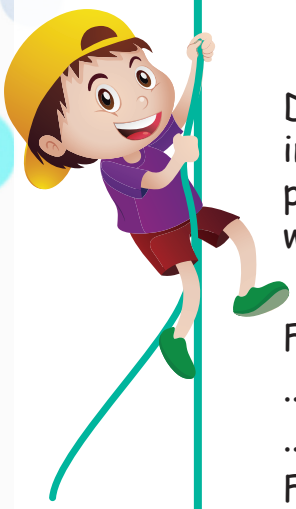
2.....

3.....

4.....

5.....

Activity B:
More and Less



Do this activity with a partner. Look at the food items in the lists you made in Activity A. Discuss with your partner which food items you should eat more of and which ones you should eat less of.

Food items I need to eat more of:

.....

.....

Food items I need to eat less of:

.....

.....

Let's Remember

To maintain a healthy body, we need to regulate both the quantity and type of food we consume based on our needs.

My Space

What I liked most about this lesson :

.....

.....

I learnt that

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Fun with Family



Healthy Eating Activity

1. *Discuss what you have learned about a balanced diet and healthy eating with your family.*
2. *Decide with your parents, family members, or guardians how often you can eat your favorite junk food.*

Example:

Chocolate - once a week

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3. *With the help of your family members, make a list of dishes you would like to eat based on both your preferences and their health benefits.*

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4

A TIMELY WARNING

Warm Up

1. Why do we refer to Earth as "Mother Earth"?
2. Explain why you think this is so.

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Mother Earth needs you help—Reduce, Reuse, Recycle!

Let us now read the poem.

Mother Earth Calling

Dear children, this is Mother Earth calling,
To give you all a timely warning!
Forests, animals, land, water and air,
Use my gifts with love and care.

Don't waste water, for there is now less,
Human actions made this mess.
Rivers polluted and lakes all filled,
Groundwater depleted; no fields can be tilled.

So don't waste food, for less
is being grown,
Land used for factories,
cities, shops and homes,
Don't waste paper for that
destroys trees,
Trees are your lifeline, so
save them please!



My gifts are enough for
everyone's need,
But there isn't enough for
human greed.
Use for sure, please don't
misuse and abuse,
You can be more careful, if
you so choose.

In Singapore, we use
different recycle bins to
help keep our city clean
and green! The blue recycling bin is for clean and dry items like



paper, plastic bottles, metal cans, and glass jars. The yellow food waste bin (found in some places) is for leftover food that can be turned into compost or energy. The e-waste bins in malls or community centers are for old phones, batteries, and cables — these have special materials that can be reused.

The general waste bin (usually black or green) is for things that cannot be recycled, like dirty tissue or food-stained packaging. By using the right bin, we all help to save resources, protect nature, and keep Singapore beautiful!



WORD WALL

Groundwater: Water found underground in the soil and between rocks.

Depleted: Used-up supplies or resources.

Tilled: Land that has been prepared and cultivated for growing crops.

Lifeline: Something a person depends on to live.

Abuse: To misuse or use something badly.

Think and Answer

Tick the correct answer.

1. Why is Mother Earth calling?

   a. to say thank you ☐ b. to give a warning ☐
   c. to say goodnight ☐

2. What are humans filling the lakes with?

   a. water ☐ b. air ☐ c. soil ☐

3. Mother Earth's gifts are enough for everyone's needs, but not for human.....

   a. greed ☐ b. need ☐ c. activities ☐

II. Answer in a sentence or two.

1. What are Mother Earth's gifts?

.....

.....

2. What human activities have reduced water supply?

.....

.....

3. What human activities have reduced the amount of food being grown?

.....

.....

4. Why are trees our lifeline?

.....

.....

5. What advice did Mother Earth give in the end?

.....

.....

Human beings use Earth's natural resources, such as air, water, land, forests, rivers, lakes, oceans, and animals. However, when they misuse or overuse these resources, it leads to environmental problems such as pollution, the extinction of animals, and the depletion of resources. These issues are harmful to all creatures on Earth, including humans.

It is our duty to use Earth's resources responsibly so that they last for a long time.

There are many things you and your family can do at home to conserve Earth's resources:

- Don't leave the tap running while brushing your teeth.
- Fix dripping taps.
- Take bucket baths instead of showers.
- Stop wasting food.
- Turn off lights and fans when not in use.
- Do not waste paper.
- Segregate kitchen waste from plastic waste.
- Take care of your belongings so they last longer.
- Use cloth bags instead of plastic bags for shopping.
- Avoid using plastic straws.
- Choose wooden toys instead of plastic toys.
- Avoid cutting down trees as much as possible.

Which of these measures do you already follow?

Activity A:
More Ways to Save



Do you know of any other ways to protect and save our environment?

Discuss with your teacher and write them here.

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Activity B:
Make a Poster



You now know how to save the environment. It's time to share what you've learned with others. Form groups of four with the help of your teacher and create a poster that shows ways to save the environment. Present it to the class.

Let's Remember

Earth's resources will not last long if we don't use them responsibly. There are many ways in which we can take care of the resources. Let's practise them at home.

My Space

What I liked most about this lesson :

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I learnt that

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Fun with Family



1. *Share with parents/family members/guardians the steps you would take to save the environment and what you would do as a family. Write the measures here.*

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2. *Take a video, a photo or draw of any one measure you already follow at home. Share the video, photo, or drawing with your teacher. You can also show it to your classmates*

5

KOALA LEARNS TO DO THE RIGHT THING

Warm Up

Narrate an incident from your life where you did something wrong and had to face the consequences.

Answer the following questions:Answer the following questions.

1. How did you know your action was wrong?
2. Was the consequence pleasant or unpleasant?

The right action today keeps irritation away!

Koala didn't always make the best choices.

One day, she forgot to put her bike away when it started raining and didn't check her tires as often as she should have. Over time, the bike became rusty, and the tires ripped.

"What would have been the right choice here?" Mum asked.

Koala thought for a moment, then replied, "I should have put my bike away when it started raining and checked the tires regularly to keep them in good condition." One night, Koala didn't feel like going to bed. "I'm not tired," she said.

Mum explained that Koala needed rest for the next day so she would have enough energy. But Koala didn't listen. Koala threw a tantrum and didn't get to bed until late. The next day, she was very



tired and said she was too exhausted to go to school.

"Koala, what do you think would have been the right choice here?" Mum asked. Koala stayed silent.

That morning, Miss Bird, Koala's teacher, read a story to the class and asked everyone to sit quietly and listen. But Koala didn't sit still, and she didn't listen. Worse still, she kept yawning loudly. The teacher wasn't happy.

At playtime, Koala didn't make the right choices either.

Koala didn't think about others at all. She knocked Little Lion over and didn't check if he was all right.

Everyone got upset with Koala. They told her she couldn't play with them unless she played kindly.

Koala went home feeling sad. That afternoon, she talked to her dad about all the bad choices she had made over the past few days.



Her dad told her that whenever he had to make a choice, he always remembered to stop and think first.

Koala promised she would try to do that too.

That night, when it was time for bed, Koala remembered to stop, think, and then make the right choice. She went to bed on time.

The next day, Koala didn't feel tired. She sat up properly and listened to Miss Bird.

At playtime, Koala found a toy car in the playground. She really wanted to play with it, but it wasn't hers. Koala remembered to stop, think, and make the right choice. She took the car to Miss Bird.

Miss Bird told her the car belonged to Tiger.

Tiger was so happy to get his car back. He asked Koala if she wanted to play with him and the car.

Koala was happy too. Miss Bird said that Koala had made the right choice.

Koala realized that making the right choices made her feel much happier.

Acknowledgement: Story adapted from Koala Makes the Right Choice by Sue Graves.

Think and Answer

I. Answer in a sentence or two.

1. What did Koala forget to do?

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2. Why did the Koala throw a tantrum?

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3. Who did Koala talk to about her choices after school?

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4. What advice did they give?

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5. What happened when Koala had a good night's sleep?

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6. How did the teacher respond when koala made a good choice?

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7. What happened when koala started to make right choices?

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8. Why is using discretion, (making the right choice) important?

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Our speech and actions define who we are.

So, before we act, it is important to judge whether our actions and their consequences are true or false, right or wrong, good or bad, and appropriate or inappropriate. The ability to differentiate helps us evaluate and sort our thoughts and actions based on our value systems. The next step is to choose to do what is true, right, good, or appropriate.

Sometimes, it is very difficult for us to decide what is right, good, or appropriate. In such cases, what can we do? Leave the choice to an elder wiser person. It could be your parents, grand parents or your mentor or your favourite guru or god.

Making Right Choices.

When I was a little child, I was quite selfish. I always wanted the best things for myself. Because of that, my friends slowly stopped playing with me. I felt lonely, but I didn't think it was my fault.

One day, my father decided to teach me a lesson that I would never forget.

He cooked two bowls of noodles and placed them on the table.

One bowl had an egg on top, and the other bowl had no egg.

He smiled and said, "Choose one, my child."

Since eggs were very special in those days, I quickly chose the bowl with the egg. I was proud of my smart choice!

But when I started eating, I was shocked — my father's bowl had two eggs hidden under the noodles!

My father smiled and said gently, "What your eyes see may not



always be true. If you always try to take advantage of others, you may end up losing."

The next day, he did the same thing again — two bowls, one with an egg on top, one without.

This time, I thought I was clever! I chose the bowl without the egg, thinking there might be two eggs hidden.

But when I looked inside — no eggs at all!

My father smiled and said, "Don't always rely on your past experiences. Life can surprise you. Take every experience as a lesson — not everything can be learned from books."

On the third day, he cooked two bowls again. One with an egg on top, one without.

This time, I said, "Dad, you choose first. You are the head of the family, and you work the hardest."

My father smiled proudly and took the bowl with the egg on top.

When I began eating mine, I found two eggs hidden below the noodles!

My father looked at me lovingly and said, "My child, when you leave the choice to God — or to your parents — they will always choose the best for you. When you think of others first, good things will always come to you."

Moral of the story:

Be kind, patient, and trust that when you do good for others, life will bring good back to you.

Activity A:
Making the Right Decision:



Here are a few situations. Use your discretion and write down what you would do in each case. Provide reasons for your answers.

1. Your best friend asks you to give them your homework so they can copy it.

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2. You find a hundred-dollar note on the road.

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3. A stranger approaches you and gives you a gift.

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4. You accidentally break your classroom window.

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Activity B:
Guess the Truth:



Let's play a fun game! Form pairs. Each person must tell their partner three things about themselves—one of which should be true, while the other two should be lies. The partner must use their discretion to guess the truth.

Your teacher will provide an example to guide you.

After the game, discuss with your partner why you won or lost.

Let's Remember

Discretion helps us determine whether our own actions and words, as well as those of others, are true or false, right or wrong, good or bad, or appropriate or inappropriate.

My Space

What I liked most about this lesson :

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I learnt that

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Fun with Family



Discuss with parents/family members/guardians how to use your discretion in the following situations and act accordingly. Write your answers in the space given.

1. *An electrical fire breaks out in your house. You are alone at home.*

.....

2. *You are at school. A stranger comes and tells you that parents/family members/guardians have asked him/her to take you home.*

.....

6

HELP FROM THE HEART

Warm Up

Think about the time you helped someone recently. It could be a simple act like lifting a heavy bag for your mother or giving some money to a poor person. Write down how you felt when you helped people.

1.Were you happy to help? Or were you doing something you didn't want to do?

.....

2.Was it easy for you to do the act of service? Or did you do it with difficulty?

.....

3.Did you do it out of your own wish? Or did you do it because someone told you to do so?

.....

Serve with Love, Care, Humility, and a Spirit of Sacrifice.

Doing something for someone should come from our heart as an expression of care and love. If it is done for any other reason, and we do not feel love for the other person, then it is not true service.

Now Read the story below.

Strong but Humble — The Story of Mr. Soni

This is an incident that happened when Ria was much younger. Her father came back home from work one afternoon for his lunch break. His shirt and face were covered in soot, but he said nothing about it. Quietly, he changed his clothes, ate his meal, and went back to work as if nothing unusual had happened.

The next day, the family found out what had really taken place. On his way home for lunch, Mr. Soni had passed a house down the street that was on fire. There was no one around at first, so he stopped his car and ran towards the burning house to see if anyone needed help. Inside, an elderly woman with a walker was struggling to escape the smoke. Without thinking twice, Mr. Soni rushed in, lifted her in his arms, and carried her safely out of the burning house.



Once outside, the frightened woman gasped, “Please, my dog! He’s still inside!”



Without a moment’s hesitation, Mr. Soni went back into the burning home. The air was thick with smoke, and the flames had spread, but he managed to find the little dog hiding under a table. The dog barked and struggled, terrified of the heat and of being grabbed by a stranger, but Mr. Soni held on and carried it safely out to its owner.

By the time he returned with the dog, the fire trucks had arrived, and the woman was being cared for by the rescue team.

Mr. Soni, soot-stained and tired, quietly left the scene, went home to change, and returned to work as usual.

On his way back, he noticed a news crew at the site, interviewing a man standing near the burnt house. Mr. Soni thought nothing of it and continued on his way.



The next morning, when the newspaper was delivered to their doorstep, Ananya and her family were stunned. The front page carried a story about a "brave man who had rushed into a burning house to save an elderly woman and her dog."

There was even a photograph — but the man in the picture wasn't Mr. Soni. It was the same man who had been interviewed by the news crew, taking full credit for the rescue that Mr. Soni had actually done. When the family showed him the article, Mr. Soni just laughed softly and said,

"It doesn't matter who gets the credit. What matters is that the woman and her dog are safe."

He hadn't even told his family about the fire until they noticed the soot on his clothes and pieced the story together themselves. He didn't need praise, recognition, or applause.

For Riya, that moment revealed who her father truly was — strong yet humble.

She would often think to herself, "That's what real heroes are made of — strength guided by humility."

Think and Answer

I. Answer in a sentence or two.

1. Why do some people want recognition for their actions?

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2. Which line in the story do you think shows Mr. Soni's true character?

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3. If you were Ria, how would you feel after learning what your father did?

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Spirit of Service

Love is the invisible bond that connects all of creation to one another and to the Creator. It is also the source of all beautiful human emotions, such as kindness, compassion, empathy, affection, care, and devotion.

Love is expressed in many ways, and service is the highest and noblest expression of love. What is service? When we do something for someone or help them in some way out of a feeling of pure love, it is called service.

More than that, it is the spirit with which we serve that matters most. No matter how small our action is, the spirit with which we help the other person makes it true service. In fact, only those actions that have the spirit of service can be called true service. Otherwise, they are just acts of help.

'Spirit of Service' means the feeling and intention with which we serve others. If we show off to others about it, it cannot be called service. The spirit of service has two ingredients that arise out of love—sacrifice and humility.

Sacrifice in Service

Helping another person only when it is easy or convenient for us is not service. When we sacrifice something of ours—it could be money, time, or effort—to help another person, then that act is true service. When we give up something that is important to us, it means that we value the other person more than the thing we sacrificed.

If we sacrifice nothing but only help the person according to our convenience, it is not an expression of our love and care for them.

Let us understand this with the help of some examples:

1. *Trisha donated her old, torn clothes to a charity.*

2. *A builder who was working in the heat on Mrs. Evan's house requested Mrs. Evan for some water. Mrs. Evan asked him to wait until she finished watching her favorite TV episode and then gave him water.*

3. *A homeless youth was asking for food. Fara gave the youth overripe bananas that she didn't want.*

Although the people in these examples may have felt that they helped someone, these are not acts of true service.

Activity A:
Who Made the Real Sacrifice?



Imagine you helped someone in a big way but someone else took the credit.

How would you react? Would you be upset, or stay calm like Mr. Soni? Why?

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Activity B:
Sacrifice or Not?



Look at the acts of help given below.

Tick the ones that show sacrifice and can be called service. Also write what was sacrificed in each case.

Put a cross for the acts that do not show sacrifice and cannot be called service. Explain why.

1. Mrs Sen gave stale leftover food to her food bank.
   .....

2. When Richard was sick, his mother stayed awake all night to watch over him. .....

3. Every afternoon, Simran gave free math and English tuition to the children of her domestic help.
   Reason: .....

4. Shehnaz donated her old and broken toys for her school's Donation Week.
   Reason: .....

5. Sarah donated her piggy bank savings to help buy clothes for the needy.
   Reason: .....

6. When their parents had extra office work, Kirra and Kieran helped their parents with the housework instead of going out to play.
   Reason: .....



So, we can see that sacrifice is the key ingredient that transforms our actions into acts of service. Now, let us explore another essential element of the spirit of service—humility.

Service Without Humility

Let us look at some acts of help that lack humility:

1. *Anita volunteered one hour each week at an aged care home, but she did it only so she could tell all her friends about it.*

2. *George used to drop groceries at his elderly aunt's house because his parents asked him to. However, he found it troublesome and expected his aunt to show gratitude in some way.*

3. *The Lim family donated a few benches to the community park but insisted that their name be painted on them in large letters so that everyone would know.*

Service With Humility

Real service from the heart comes with humility. Let us look at some examples of service with humility:

1. *Dr. Goh politely refused a cash award from the state government for the free consultations he provided to poor people, saying that it was simply his duty.*

2. *Mrs. Douglas gifted beautiful bridesmaid dresses to her babysitter for her wedding, saying that she deserved the best and that there was no need to thank her.*

3. *Selina gave her pocket money to help her friend Rita attend the school picnic, as Rita's parents could not afford it. However, she did not let anyone in her class know about it, ensuring that Rita would not feel embarrassed.*

In these examples, the acts of service were done purely out of love for others, with no expectation of recognition or reward. These are examples of true service.

Activity C:
Serve With the Right Spirit



Form groups of four. Your teacher will give your group an example of an act of service. Your group has to enact the act of service. The act should be presented in two ways: without sacrifice and humility and with sacrifice and humility.

Activity D:
Humility or Not?



Look at the acts of help given below.

✅ Tick the ones that show humility and can be called true service.

❌ Put a cross for the acts that do not show humility and cannot be called service.

Explain why.

1. Sam helped an elderly lady with her shopping bag but felt offended when she did not thank him. (..... /.....)
2. Monica knew that her sister liked her new earrings, so she gave them to her without waiting for her to ask. (..... /.....)
3. Riyaz took time every week to visit his elderly uncle who lived alone. He told his uncle that he loved to listen to his old wartime stories and came specially to hear them. (..... /.....)
4. Mrs. Krishnan always tells her guests how she helped her widowed neighbor find a job at the school where she works. (..... /.....)
5. Alisha helps her mother when she is tired but complains about missing her playtime. (..... /.....)
6. Emily donates anonymously to the food bank from her pocket money. (..... /.....)
7. Mr. Johnson gave some money to a homeless person at his shop entrance but told him to step away from the shop door because he was dirty. (..... /.....)

Let's Remember

True service is helping others with humility and the spirit of sacrifice. Without these two qualities, the help cannot be considered true service.

My Space

What I liked most about this lesson :

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I learnt that

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Fun with Family



What acts of service does your family do together? Discuss with your family whether sacrifice and humility are included in these acts.

7

THE FOOTBALL MATCH

Warm Up

Write what you would do in the following situations.

1. Your friend does not want to play the game you want to play.

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2. Both you and your sibling want to use the mobile phone at the same time.

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3. You heard that a classmate said something bad about you.

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Conflicts are normal
We must resolve them peacefully

Let's now read the story below.

The boys of Primary 4 at Newport Primary School were playing a game of football after class. They had split themselves into two teams. Shaun and Hasan were the captains of the two teams. Shaun's team was attacking, while Hasan's team was defending. Suddenly, a player from Shaun's team took a powerful shot toward the goal. The goalkeeper from Hasan's team dived and grabbed the ball right at the goal line. Hasan's team started cheering, saying it was a great save and that the ball had not crossed the line. But Shaun's team began shouting that it was clearly a goal.



Shaun insisted that the whole ball had gone over the line before the goalkeeper caught it. Hasan, who was standing close to the goal, was sure it hadn't.

The game came to a halt. Both teams stood face to face on the field, arguing and glaring at each other. It looked like a fight might break out.



What do you think Shaun and Hasan's teams should do next?

Activity A:
Help the Teams



Form pairs with the help of your teacher. Discuss with your partner the best way for Shaun and Hasan to move forward in this situation. You can use the cues given below to help you decide the best course of action.

Cues: fight, discuss, stop the game, take the sports teacher's help, compromise, walk away

Based on your discussion, complete the story in your own words. Then share it with your class. Explain why you chose to complete the story the way you did.

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Each of us is unique. We are all different from one another because our personalities, interests, and ideas are different. This means that when we interact with others, there are bound to be differences in ideas and opinions. It is natural to disagree with others about certain things. However, what truly matters is how we resolve those differences.

There are different ways to resolve disagreements and conflicts. Some ways lead to fights, while others lead to mutual satisfaction and happiness. Which approach would you prefer?

Activity B:
Choose Your Ways



Here are some ways to resolve conflicts. Circle the ones you think would lead to peace, and the ones you do not circle will likely lead to more fights.

Shout at the other person

Say sorry

Move to another activity that does not create conflict

Talk about the problem

No name-calling, using hurtful words, or hitting.

Threaten the other person

Put yourself in the other person's shoes

Discuss a solution

Refuse to listen to the other person

Speak calmly and kindly

Listen to the other's view

Hit the other person

Consult an adult

Calm down

Come up with different ways to solve the problem

Ignore the other person

Based on the options you have selected, write about a personal experience where you peacefully resolved a conflict. Use the space below to describe how you handled the situation.



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Activity C:
Act It Out



Situation 1: The Eraser Argument :Two classmates both want to use the same eraser. One student says they brought it from home, while the other insists it belongs to them.

Situation 2: The Football Fight :During recess, one student says it was their turn to play football, but another student says they had already been waiting in line.

Activity D:
Practice Peace



Perform the following activities in a peaceful manner.

1. Your class has to form groups of 4-5 students each, without the help of your teacher.
2. your group must decide on one game to play together. Everyone in the group wants to play something different. Discuss and agree on one game peacefully.

Let's Remember

Having differences in ideas and opinions is normal. Choose the most peaceful ways to resolve conflicts and differences as they will lead to happiness.

My Space

What I liked most about this lesson :

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I learnt that

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Fun with Family



Discuss with your family peaceful ways of resolving conflicts at home. Write down all the ways you decide on. One point has been given as an example. Create a similar chart on a larger sheet of paper and hang it on the wall in your house.

Rules for a peaceful home

1. Speak in a normal tone. No shouting or screaming.

2. .....

3. .....

4. .....

5. .....

6. .....

7. .....

8. .....

8

THE TWINS HAVE AN UNUSUAL HOLIDAY

Warm Up

Who does the following chores in your house?

1. Keeps your plate for wash after eating:.....
2. Makes your bed: .....
3. Washes your clothes:.....
4. Buys vegetables:.....
5. Keeps your uniform ready:.....

We don't wait to be told – we rise and we fold!

Let's read the story.



Chris and Siera were 11-year-old twins. Their father, Mr. Thomas, was an IT consultant, and he traveled a lot. Their mother, Mrs. Thomas, worked from home, looked after the twins, and attended to their needs.

Mrs. Thomas did all the housework and cooking. She washed clothes and watered the garden, too. Mrs. Thomas tried to get Siera and Chris to do small chores around the house, but they did not help her. They would say they had to do homework, go play with friends, or watch television. Most of the time, Mrs. Thomas was too busy or too tired to argue with them. So, she quietly made their beds and tidied up their mess, as this was easier than asking them to do the work.

One day, Mrs. Thomas got a call from her brother. Her mother, the children's grandmother, had fallen seriously ill and was admitted to a hospital. Mrs. Thomas discussed the issue with her husband and decided to go and take care of her mother. But, as her mother lived in another city, she had to leave Siera and Chris behind.

Mrs. Thomas was worried.

Will they be able to take care of themselves?" she asked her husband.

Mr. Thomas replied, "Don't worry. It's summer vacation now, and the children are at home. It will be a good chance for them to become independent and self-reliant. This will hopefully teach them a few responsibilities."

Mrs. Thomas felt her husband was right. Before leaving, she hugged and kissed Siera and Chris and said,

"Kids, please take care of your father and the house. I know you will rise to the occasion." Then, she gave them a list of tasks that needed to be done. "Call me if you have any questions," said Mrs. Thomas, and she left.

Chris and Siera felt lost.

THINGS TO DO

Make the beds
Tidy the rooms
Wash clothes and hang them out to dry
Fold dried clothes
Set the table for meals
Clear the table after eating
Put extra food in the fridge
Give the garbage to the garbage collector
Water the garden
Cook breakfast, lunch, and dinner

How do we take care of the house without Mum?" asked Siera.

Chris said, "It is a challenge, but Mum said we must rise to it!"

Siera said, "Okay then, let's do it!"

"So much work! How will we be able to do all this?" Siera and Chris cried together.

"I will show you, and we shall do the tasks together," said their father, smiling.

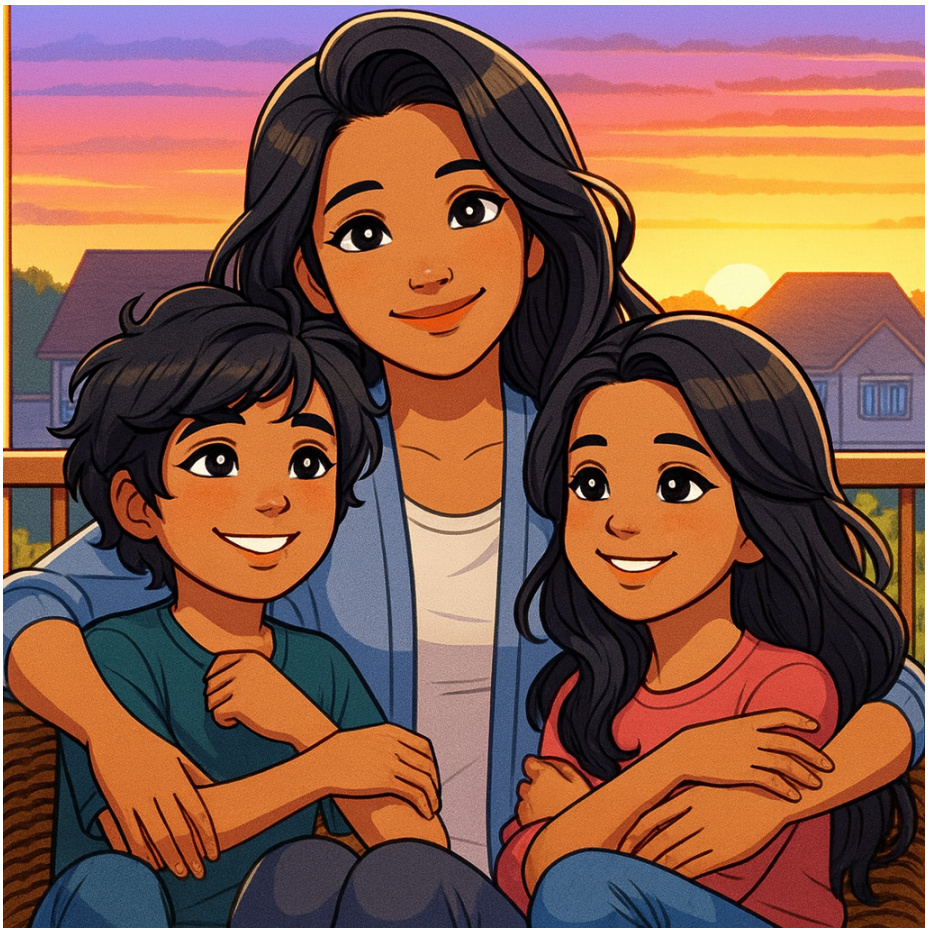


They began doing the tasks on the list, one by one. Mr. Thomas taught the children whatever they did not know. They learned how to wash clothes, set and clear the dining table, and buy vegetables and groceries. Mr. Thomas even taught them how to cook simple meals. "It is important to learn these life skills, as they will help you take care of yourselves when you are alone," he said.

Siera and Chris were very tired the first few days. "How does Mum work and do all this every day? She must get very tired," Chris told Siera.

The children both felt sad that they had never helped their mother. They worked hard and soon became quite skilled at their tasks.

Mrs. Thomas finally returned after twenty days. Siera and Chris came running to her and hugged her tightly. “Mum! We missed you! But during these holidays, we rose to the challenge! We have become self-reliant and independent.



We will help you take care of the house from now on!”
Mr Thomas felt proud and happy.

WORD WALL

Chores: Household tasks

Self-reliant: Able to support oneself

Independent: Able to do things on one's own without depending on others

Set the table: Arrange all the dishes, plates, and utensils required for a meal

Adept: Skilled at something

Think and Answer

I. Say true or false.

1. Siera and Chris usually helped their mother with the household chores.
2. Mrs Thomas had to go to another city for some days to take care of her mother.
3. Mr Thomas taught Siera and Chris how to be self-reliant.
4. Siera and Chris were not able to do the household chores.
5. They understood how hard their mother worked to manage the house.

II. Answer in a sentence or two.

1. Write any three household chores that Siera and Chris did in their mother's absence.

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2. What chores did Mr. Thomas teach his children to make them self-reliant?

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3. What is the meaning of 'self-reliant'?

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4. Why is it important to be self-reliant? Discuss with your teacher and provide as many reasons as possible, apart from those mentioned in the story.

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Life skills are essential for living comfortably. It is important to acquire life skills as early as possible, as they boost our confidence and help us become independent, self-reliant, and resourceful. When we become self-reliant, we can support ourselves as well as the people in our lives.

The first step toward self-reliance is learning to do household chores and other duties assigned by your parents. Remember to perform these chores and duties with the right attitude—do them with love and enthusiasm. When work is done with joy, it becomes fun, making both you and your parents happy.

Life skills are important for everyone, regardless of gender. There are no chores or skills meant exclusively for boys or girls.

Activity A:
List Your Chores



What life skills would you like to learn, and how do you think they would be useful to you?

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Here are some other life skills that make us independent and self-reliant. Tick the skills you already know and practise.

1. Basic first aid
2. Self defence
3. Road safety rules
4. Using money
5. Personal safety rules
6. Problem solving
7. Making decisions

Activity B:
Teach A Skill



Do you know any of the life skills listed above? If so, talk about it or teach the rest of your class that particular life skill.

Activity C:
Human Knot



The ability to solve problems is an extremely important life skill that helps us become self-reliant. Let's do a fun activity to test our problem-solving skills.

The Order Challenge:

With your teacher's help, form groups of 4 to 6 children. Without talking, your group must line up in order of:

Height (shortest to tallest)

Birthdays (January to December)

You cannot speak or write—you must use gestures, signs, and teamwork to figure it out!

Let's Remember

Self-reliance makes us independent and confident to face all situations in life. We become self-reliant when we do our chores and duties with the right spirit and learn essential life skills.

My Space

What I liked most about this lesson :

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I learnt that

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Fun with Family



1. *Discuss with parents, family members, or guardians and write a list of chores you can do at home.*

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2. *Here is a checklist of skills and activities that can make us self-reliant. Discuss with parents, family members, or guardians which of these skills/activities you need to pick up. Tick the skills/activities as you learn them from parents, family members, or guardians.*

- *Cooking basic, easy recipes*
- *Learning phone numbers to contact in case of emergencies*
- *Basic safety knowledge during fires, electrical hazards, earthquakes, and when there are intruders*
- *Basic self-defense*
- *Basic first aid*
- *Basic knowledge of money transactions*
- *Making decisions*
- *Problem-solving skills*

9

THE BIGGEST AND THE BEST PINEAPPLE

Warm Up

1. Can you think of a time when you felt really happy with what you had, even if it wasn't something big or new?
2. Do you always need more things to feel happy, or can you be happy with what you already have? Why?

Contentment leads to happiness

Does our happiness come from what we have? Or does it come from how we feel about what we have?



Let us read the following story to find out.

Cohen and Rami were best friends. They lived on the northern coast of Queensland, near a pineapple plantation owned by a family friend. They loved visiting the plantation and seeing all the pineapples growing at different stages. Most of all, they loved eating fresh pineapple!

One day, while they were visiting, the farmer who owned the plantation gave them a special challenge.

"Hi, boys! As a treat today, you can each have the biggest and best pineapple that you can find in the field. Let me know, and one of the guys will help cut it down for you! Then they can slice it up for you to enjoy!" said the farmer.

The boys were excited and went into the field to look for the best pineapple.

Cohen soon found a pineapple that he liked and brought it back with him. He waited for Rami to come back with his find so that they could enjoy their treats together. He waited for a long time and wondered what was taking Rami so long. Then Cohen decided to go and look for Rami.

After walking in the field for some time, Cohen found Rami standing empty-handed and tearful.

"What happened, Rami? Why haven't you picked a pineapple yet?" asked Cohen.

"There are so many big and juicy ones around. What if I pick one and there is a better one ahead?" cried Rami. "How can I be sure that the one I picked is the best one?"



Cohen held his friend's arm and told him, "You will never know if there is a better pineapple than the one you have found in the field, and it doesn't even matter. What matters is that you are happy with the one you picked." He smiled and added, "Your contentment with your pineapple is what will make it the best in the field."

Then Cohen helped Rami pick out a nice juicy-looking pineapple. Then they both went home and enjoyed eating their 'best' pineapple in the field, with plenty left over to share with their families!

Think and Answer

I. Answer in a sentence or two.

1. Did Cohen find the best pineapple in the field?

.....

2. Why was Rami not able to choose a pineapple for himself?

.....

.....

3. What advice did Cohen give Rami?

.....

.....

4. What do you think contentment is?

.....

The True Value of Things

From this story, we learn that the true value of a thing lies in how we feel about it. It does not matter if it is big or small, costly or cheap, beautiful or ugly. Contentment is being happy and satisfied with your possession or your situation. When you have contentment in your heart, you have peace in your life. In order to feel content with your life, always follow these golden rules.

Avoid Comparisons.

- Do not compare what you have with what others have
- Do not compare what you have with what you could possibly have
- Do not compare what you have today with what you had in the past

Practise Gratitude.

- Be thankful for what you have. Many people can only dream of having what you are blessed with
- Value what you have today. Many people make the mistake of not cherishing what they have now till it is lost

Let us look at the following examples of contentment.

1. Penny's family is not very rich. Whenever there is a school function, her mother stitches a simple dress for Penny at home. Penny likes her dresses and thanks her mother. She does not envy her classmates who are dressed in expensive and beautiful clothes. Instead, she feels proud and happy to wear something made with love.
2. Dr Faiz had a small nursing home in his native village. He treated people for a standard fee and lived in a small house with his family. He was a very good doctor and his reputation spread far and wide. Soon he got a job offer from a larger hospital in the city for a higher salary. But he chose to remain in the regional town where he was happy to serve the poor people and be regional community where it was hard to access doctors and to be able to look after his aging parents.

Activity A:
I Am Content



Form pairs. Individually, make a list of at least ten things in your life that you are content with. Then read out your list to your partner.

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Language of Contentment

Let us learn what 'attitude of gratitude' and 'language of contentment' sound like. Read these examples of thoughts and words that create a feeling of contentment in our hearts.

1. "Our parents give us the best they can afford. It does not matter if others have more expensive things. I value my parents' efforts and cherish what they give us. I am content."

2. "I am happy with my looks. My physical form is a gift from nature and I respect it. I am content."

3. "If I had been selected for the sports team, I would have gone on the national tour. But I know that I played the best that I could, and not everyone gets selected. I will try again next time. I am content."

4. "My father's job transfer has brought us to a new city. Here, our house is smaller, and I miss my old friends. But I know that as long as the family is together, the size of the house does not matter. And I will make great friends here too. I am content".

Activity B:
Attitude of Gratitude

Do this activity with your partner from Activity A. Individually, make a list of at least three things in your life that you are not content with.

Read out your list to your partner.

Now your partner will help you change your attitude of discontent to an attitude of gratitude for the three things you wrote. You can also take the help of your teacher. Similarly, help your partner change their attitude and express gratitude for the things they wrote.



Example:

In the case of Rami and the biggest pineapple,

Rami says, "I am not content with the pineapple I got because it may not be the biggest and the best."

Cohen helps Rami change his attitude towards the pineapple.

Rami says, "I am grateful that I got a fresh, juicy pineapple to eat today."

I am not content with

1.....

.....

2.....

.....

3.....

.....

My attitude of gratitude

1.....

.....

2.....

.....

3.....

.....

Let's Remember

When we are content with our possessions and our situations, we have happiness in life.

My Space

What I liked most about this lesson :

.....

.....

I learnt that

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Fun with Family



Explain to parents/family members/guardians what you learnt about contentment.

Discuss with parents/family members/guardians and write a list of things you are content with and grateful about as a family.

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10

WHAT'S IN YOUR HEART?

Warm Up

How would you feel in these situations? Write your response and also enact it.

1. Your pet animal has died.
2. Your best friend is not talking to you.
3. Your parents give you a surprise gift.
4. You are going on a picnic today.
5. You have to give a speech in front of everyone during school assembly.

"Strong kids feel their feelings, not hide them.

Emotions

An emotion is an inner feeling like anger, fear, happiness and excitement. It is caused because of the behaviour of people around you or the situation you are in.

Example

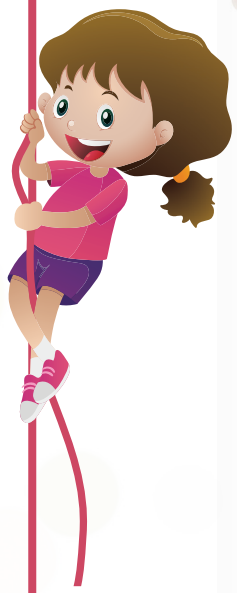
- When you win a game, you feel happy
- When someone scolds you, you feel sad

There are positive emotions and negative emotions. Positive emotions are those that come out of happiness. Negative emotions are those that come from sadness or anger. You have learnt eight feelings in lower classes. Do you remember them?

Now let us learn the names of some more emotions.

Activity A:
Know the Feelings

Your teacher will explain to you the feelings given in the chart. Give examples of situations when you feel them.



Negative emotions	Positive emotions
Grief	Joy
Fear	Interest
Hatred	Enthusiasm
Shame	Laughter
Blame	Empathy
Regret	Curiosity
Resentment	Anticipation
Anger	Pride
Guilt	Euphoria
Despair	Hope

Activity B:
How Do You Feel?



Tick what you would feel in each situation.

1. How would you feel when your favourite toy, doll or thing breaks?

a. disgusted
b. angry
c. sad

2. How does your mother/guardian feel when you don't complete your homework?

a. happy
b. bored
c. angry

3. How would you feel when your best friend comes first in class?

a. happy
b. excited
c. jealous

4. How would you feel when your father/guardian plans a family outing or a picnic?

a. worried
b. happy
c. excited

5. How would you feel before a performance on stage during your school annual day function?

a. afraid
b. nervous
c. confused

6. How would your father/guardian feel when you break something valuable at home by mistake?

a. angry
b. sad
c. frustrated

All human beings feel emotions that are both good and bad. It is normal and fine to feel all emotions. In fact, it is also important to express emotions, even the negative ones. If we are unable to express an emotion during a particular situation, then the emotion is stored in us and it comes out in a different situation or with a different person, even if they are not directly related to the issue. This is especially true for negative emotions.

Let us understand this with two examples.

Example 1



Sahil was a student studying in Primary 4. He was not very good at games like football or cricket. He wanted to play with his friends, but they never allowed him to play because he wasn't good enough. They always teased him. Sahil felt angry and hurt. But he never expressed this to his friends.
On the other hand, Sahil was a different person at home. He would get angry for small issues. He would throw things around, shout and fight with his family members. He never realised that the anger he felt towards his friends was what he expressed at home.

Example 2

Jenny studied in Sahil's class. She was a friendly girl and a good student. Her best friend was Sania. Jenny felt jealous when Sania spoke to other girls in the class. She would not eat properly or talk to anyone at home.

It is natural for Sahil and Jenny to feel like this. We all experience different types of emotions in various situations and with various people.

Do you think Sahil and Jenny expressed their emotions in the correct manner? Why?

While it is normal to feel both positive and negative emotions, we must know how to express them in the right manner. We have to make sure our feeling is not harmful to others or ourselves.

Handling an Emotion

When we experience any emotion, we need to follow these four steps.

1. Feel the emotion and give it a name.
2. Acknowledge that we have that emotion.
3. Find the reason behind that emotion.
4. Express the emotion appropriately.

For example, let's take the emotion of fear of speaking on stage.

1. Feel the fear completely.
2. Recognise whether fear is the emotion you are feeling or is it some other emotion.
3. Identify why you have the fear of speaking on stage.
4. Express the feeling by speaking to an elder about it, breathe deeply before going on stage or practise on stage before the actual performance.

How to Express Emotions in the Correct Manner

Expressing positive emotions

If you have positive emotions like happiness, joy and excitement, express them freely. However, be conscious of the emotions of those around you when expressing your positive emotions.

For example, let us say you got the first rank in class. You are very happy and want to immediately share the news with others in class. But you notice that your best friend is very sad because she didn't get very good marks. So, out of respect for her feelings, you don't express your joy in front of her. Instead you console your friend.

Expressing negative emotions

Anger

If you are angry or have any other strong negative emotion, you can express it in different ways.

1. Accept that you are angry.
2. Breathe deeply for a few minutes. The anger will go away.
3. Go into the bathroom or your bedroom and shout out your anger and frustration.
4. Punch a pillow for a few minutes till the anger is gone.
5. Draw or write about it on a piece of paper and tear it up after you are done.
6. Do some physical activity like running, exercising or playing a game.

Sadness

If you are experiencing sadness or if you are feeling unhappy, what can you do?

1. Accept that you are sad or unhappy.
2. Listen to music.
3. Play with your friends.
4. Play with your pet.
5. Cry if you need to. (There is nothing wrong in crying. You need to let out the emotion.)
6. Talk about it with your parents/family members/guardians, your siblings or your friends.
7. Write about it on a piece of paper and tear it up.

Activity C:
Express Your Emotions



How would you like to express anger and sadness? Look at the lists for expressing anger and sadness given earlier and write the ways in which you would like to express anger and sadness.

Anger

.....

.....

Sadness

.....

.....

WORD WALL

Extract: To take something out, especially with difficulty

Express: State, say or show

Conscious: Aware; mindful

Console: Comfort or cheer up

Frustration: A feeling of irritation or helplessness

Let's Remember

It is normal to feel positive and negative emotions. Negative emotions have to be expressed and not kept inside. They have to be expressed in a way that is not harmful or hurtful to others or ourselves.

My Space

What I liked most about this lesson :

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I learnt that

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Fun with Family



1. *Tell your family about the appropriate ways to express emotions.*

2. *Discuss how your family can express emotions appropriately in the following situations. Your family can choose what they would like to do from the list of ways to manage anger and sadness.*

1. *You feel irritated that your family members or guardians are asking you to sit and study when you want to go out and play.*

2. *Your father/family members/guardians is tired after coming home from work and gets angry at something you have done.*

3. *Your mother/guardian feels sad after fighting with a loved one.*

4. *You are very happy because you won medals in a sports competition. But your sibling did not win anything. How would you express your happiness?*

11

LEST WE FORGET

Warm Up

1. Do you know why Remembrance day is observed?
2. When is Remembrance Day observed?



We observe Remembrance Day to honour the sacrifices made by those who defended Singapore and to express our gratitude and commitment to our nation's peace and unity.

Why Do We Observe Remembrance Day?

A long time ago, before most of us were born, the world faced terrible wars. Many brave soldiers fought to protect their countries, their families, and their future. Remembrance Day, observed on November 11, honors these men and women who sacrificed their lives, especially during World War I and World War II.

But what does this have to do with Singapore?

During World War II, Singapore was attacked by the Japanese army in 1942. Many people thought Singapore was safe, but the war reached our shores quickly. The fighting was fierce, and Singapore fell under Japanese rule for more than three years. This was known as the Japanese Occupation.

During this time, life was very difficult. Food was scarce, people were afraid, and many innocent lives were lost, including both soldiers and civilians. The war left a deep scar on Singapore's history, but it also taught us the importance of peace, resilience, and remembrance.

Today, we remember not only the soldiers from other countries who fought in the world wars but also the brave men and women in Singapore who suffered and fought for our country's freedom. In Singapore, we have several places that remind us of the sacrifices made during those dark times:

Kranji War Cemetery – A resting place for thousands of soldiers who died protecting Singapore and Malaya during WWII.

Civilian War Memorial – Located in the city, this memorial honors the many civilians who lost their lives during the Japanese Occupation.



Changi Chapel and Museum – A place that tells the stories of prisoners of war who were held at Changi Prison during the war.

Fort Siloso – A coastal fort where British and Allied soldiers fought against the Japanese invasion. Today, it is a war museum.

Reflections at Bukit Chandu – A museum dedicated to the Malay Regiment soldiers who bravely defended Singapore at the Battle of Pasir Panjang.

The Old Ford Factory – The historic site where the British officially surrendered Singapore to the Japanese in 1942.

The poppy flower - is a symbol of Remembrance Day. It reminds us that even in difficult times, courage and kindness can bloom. Every year, people around the world wear a red poppy to show their respect for those who have passed on.



So, why do we observe Remembrance Day?

Because remembering the past helps us build a better future. By learning about history, we can understand the importance of peace



and work towards a world without war. Today, as we reflect on those who came before us, let us be thankful for the peace we have and strive to be kind, strong, and united as a nation.



Think and Answer

Lets reflect

1. Why is it important to remember the sacrifices made during World War II?
2. How do war memorials, like the Kranji War Cemetery and the Civilian War Memorial, help us remember the past?
3. What lessons can we learn from Singapore's wartime history?
4. How can we show gratitude to those who fought for peace and freedom?
5. How can we contribute to peace in our daily lives?

Activity A:
The Last Post



War Memorial Poster Project

In groups, design a poster about one of Singapore's war memorials, explaining its significance and history.

Display the posters around the classroom.

Activity B:
Being a Responsible Singaporean



Poppy Craft & Thank-You Notes

Students create their own red poppies using paper.

On the back of the poppy, they write a short thank-you note to honor the soldiers and civilians who lived through WWII.

Display their work on a "Wall of Remembrance" in the classroom.

Let's Remember

We celebrate Remembrance Day to show love and pride for our nation.

My Space

What I liked most about this lesson :

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I learnt that

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Fun with Family



Ask your parents/family members/guardians to show you the Remembrance Day Ceremony on television.
Once you have watched it, write three things you like the most about the ceremony.

I watched the Remembrance day Ceremony on television.
I really liked:

1. .....

2......

3......

12

FINDING GOODNESS

Warm Up

1. Name some things about your friends which are good?
2. So far in your day today, can you list 4 objects, people, places around you that you found beautiful?



Seeing the good in everyone and everything

Seeing the Diamond in Everyone

One day, a young girl named Ivy was helping her grandfather in his garden. He was tending to the flower bed and removing old, dried-up weeds.

Ivy loved helping her grandfather. She was all prepared with her own gardening gloves and spade. It had rained the day before, so everything was a bit muddy.

She admired all the flowers and slowly began looking through the muddy garden bed. As she searched, she found a small, stunted flower slightly sinking into the mud, looking dried and wilted. It almost resembled a weed. She stopped what she was doing and examined it closely. Gently, she cleared the mud from around its leaves, allowing the flower to stand up straighter.

"What a beautiful flower!" she exclaimed.

Her grandfather came over to see what she was so excited about.

"Oh, Ivy! That flower is all wilted, and its color is so dull. You may as well pull it out too."

"No, Grandpa!" Ivy replied. "This flower is so beautiful. Can't you see? Its color is a pale violet—so unique! I love the green patterns on its leaves. To me, this small flower is just as lovely as the rest. There is always something good in everything. It's like a diamond among the mud!"

Ivy's grandfather paused and looked at his little granddaughter. He was quietly humbled by her ability to see goodness in even the tiniest of things.

"What a wonderful way to view people and the world," he marveled.

Think and Answer

I. Answer in a sentence or two.

What did Ivy see in the garden bed?

.....

.....

Why did Ivy's grandfather tell her to pull the little flower out?

.....

.....

How does Ivy see the world?

.....

.....

Ivy's words show that she saw goodness in everyone. She viewed all life as an expression of goodness—equal and beautiful. We are all good, and we are all one. We are just different colors of the same light.

Faiths: A way to see Goodness in all

Faiths are simply different paths to knowing the same one God. Let us explore the main teachings of the major faiths in the world.

Aboriginal Indigenous Faith

Teaches Kanyini means "everyone is responsible for one another." We are connected to the land, people, plants, and animals. All people and living things connected to the land are treated as family members.

Hinduism

The basic tenets

sathya (truth): One must recognise the truth and follow the truth, the greatest truth being the omnipresence of God—God is everywhere and in everyone.

ahiṃsā (non-violence): Practise non-violence towards all creatures, hurt no one and love everyone.

dharmā (righteousness): Practise right conduct in all walks of life.

Islam

The basic tenets

tawheed (belief): The first pillar is the belief that God is one.

salah (prayer): The second pillar is prayer to the one and only God.

zakat (charity): The third pillar is sharing of wealth with the poor.

ramadan (fasting): The fourth pillar is fasting during the month of *ramadan.*

hajj (pilgrimage): The fifth pillar is pilgrimage to the holy city of Mecca.

Christianity

The basic tenets

Love God.

Love thy neighbour as you love yourself.

Forgive others who have wronged you.

Love your enemies.

Ask God for forgiveness of your sins.

Buddhism
The basic tenets

Do not take life.
Do not take what is not yours.
Do not commit moral misconduct.
Do not tell lies.
Concentrate on the truth through sama-dhi.

Different faiths follow different customs, rituals, and parts of their teachings. But the basic, common message of all faiths is peace, love, and humanity. Depending on the time and place where a faith may have originated, the way it conveys this message may differ, yet the essence remains the same.

For example, consider the following teachings from religious scriptures from around the world.



"Treat Everyone with Kindness and Fairness"
Why? Because God is in everyone.
In Sikhism, it is believed that God lives in every person, no matter what they look like, where they come from, or what they believe .

- *guru granth sahib* (Sikh holy book)

Whoever claims to love God, yet hates a brother or sister is a liar. For, whoever does not love their brother and sister, whom they have seen, cannot love God, whom they have not seen.

- Holy Bible (Christian holy book)

The truly learned, with the eyes of divine knowledge, see with equal vision a Brahmin, a cow, an elephant, a dog and an outcast.

- *bhagavadgītā* (Hindu Holy Book)

Humanity is but a single brotherhood. So make peace with your brethren.

-*quran* (Islamic holy book)

Activity A:
Different faiths, Same message



What is the common message given in the teachings you read earlier? Discuss with your teacher and write the answer below.

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Singapore: A Spectrum of Love and Unity of Faith

Singapore is a shining example of how people from different races, cultures, and religions can live together in harmony. Just like a rainbow, where every color is unique yet blends beautifully, Singapore's people come from different backgrounds but stand as one nation.

Temples, mosques, churches, and gurdwaras stand side by side, showing respect for all beliefs. Festivals like Hari Raya, Chinese New Year, Deepavali, and Christmas are celebrated with joy, bringing people together as friends and neighbors. Schools, workplaces, and communities are filled with diversity, yet everyone works together with kindness and respect.

With the pledge of "One People, One Nation, One Singapore," love and unity keep the country strong. In Singapore, differences do not divide—it is the spirit of understanding and acceptance that makes this nation truly special.

Finding Unity - Put on the Glasses of Love

A society that respects each individual equally is a peaceful and harmonious one. To achieve this, we must

learn to look beyond superficial differences and recognize the one light present in every being. Every saint and every faith has shared the same message with the world—love and goodness are one and the same, and they exist in everyone.

Let us practice seeing with a vision of love in order to find unity. Whenever you notice differences in people, put on your glasses of love and look beyond them to discover the unity that connects us all.



Examples

1. When you hear people speaking different languages, put on your glasses of love and realize that words spoken with love sound just as sweet in any language.

2. When you encounter people sharing different opinions and views, put on your glasses of love and understand that each person speaks from their own knowledge and life experiences. After all, we are all students on the journey of life.

Activity B:
Finding Similarities and Oneness

Work with a partner to explore the unity in diversity. For each situation below, discuss and write down the similarities that connect people despite their differences.



1. People go to different places of worship.

Eg: All places of worship encourage kindness, peace, and faith in a higher power.

.....

.....

.....

2. People wear different traditional clothes.

Eg: Traditional clothing reflects cultural heritage, but all styles represent pride, identity, and self-expression.

.....

.....

.....

3. People celebrate different festivals and traditions.

Eg: Festivals may differ, but they all bring people together in joy, gratitude, and togetherness.

.....

.....

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Activity C:
LOVE → HUMANITY → UNITY



Form groups with the help of your teacher. Each group has to make a poster on any one of the following.

1. Draw a flower. In the centre of the flower write the word '**HUMANITY**' in bold letters. On the petals write the names of different Faiths of our country, such as Indigenous faith 'Islam', 'Hinduism', 'Christianity', 'Jainism', 'Sikhism' and 'Buddhism'. Colour the drawing and write this below the drawing: "Humanity is the core of all religions."
2. Draw a flower. Write '**UNITY**' in bold letters in the centre. On the petals write the following words: 'Region', 'Language', 'Culture', 'Beliefs', 'Faith', 'Traditions'. Colour the drawing and write this below the drawing: "Unity is the core of Society."
3. Draw a flower with '**LOVE**' written in the centre. Write these words on the petals: 'Acceptance', 'Tolerance', 'Understanding', 'Respect', 'Service'. Colour the drawing and write this below the drawing: "Love is the core of humanity."

WORD WALL

Spectrum: Used to classify something in terms of its position on a scalebetween two extreme points

Harmonious: Friendly, peaceful and without any arguments

Humanity: Human beings collectively

Let's Remember

Let's recognize goodness not only in human beings but also in animals, plants, and Mother Earth. When we do, we will treat everyone with respect, love, and acceptance. As a result, feelings of anger, distrust, and hatred will fade away. This will allow peace and happiness to spread—from our country to nature and, eventually, to the entire world.

My Space

What I liked most about this lesson :

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I learnt that

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Fun with Family



Sit with your family and together find out two other common teachings shared by the religions practiced in Singapore.

13

FINDING THE RIGHT BALANCE

Warm Up

Tell your teacher the thoughts you would have in the following situations. Make a note of all the thoughts that run through your head.

1. You participate in a competition, but you don't win.
2. Your best friend forgets to wish you on your birthday.
3. Your mother makes your sibling's favourite dish but not yours.
4. You get less marks in a subject because you don't like it.
5. You parents force you to eat something that you don't like.
6. You are not as good at a game as your friends are.

Thoughts are like seesaw —
Maintain right balance play and enjoy!

In each of the above situations, you might have had some thoughts. What is a thought, and what are the different kinds of thoughts we have?

What is a thought?

A thought is an idea, opinion, or image that forms in your mind when you think of, hear, or see something.

For example, when you see a flower, your first thought might be, "It is beautiful." When you hear a song, your thought could be, "It is melodious," and so on.

Thoughts can be of two types: positive or negative.

What are positive thoughts?

When we have a positive thought, we focus on the good in any given situation.

What are negative thoughts?

When we have a negative thought, we focus on all the bad things in a given situation.

Let us look at some examples.

1. When you fall and hurt yourself.

Positive thought: "Thankfully, I only got a few scratches."

Negative thought: "This is just my luck. I always fall down."

2. When your friends forget to invite you to a birthday party.

Positive thought: "It was a mistake, and they may have forgotten to invite me."

Negative thought: "I'm not popular enough, and that's why they didn't invite me."

3. When you score less marks in a test.

Positive thought: I studied well and I will surely get more marks

next time.

Negative thought: I am useless and not smart enough and may fail next time.

These are examples of positive and negative thoughts that we have when we undergo some problem or when we are in a certain situation.

Activity A:
Positive or Negative



Write whether the thoughts given below are positive or negative.

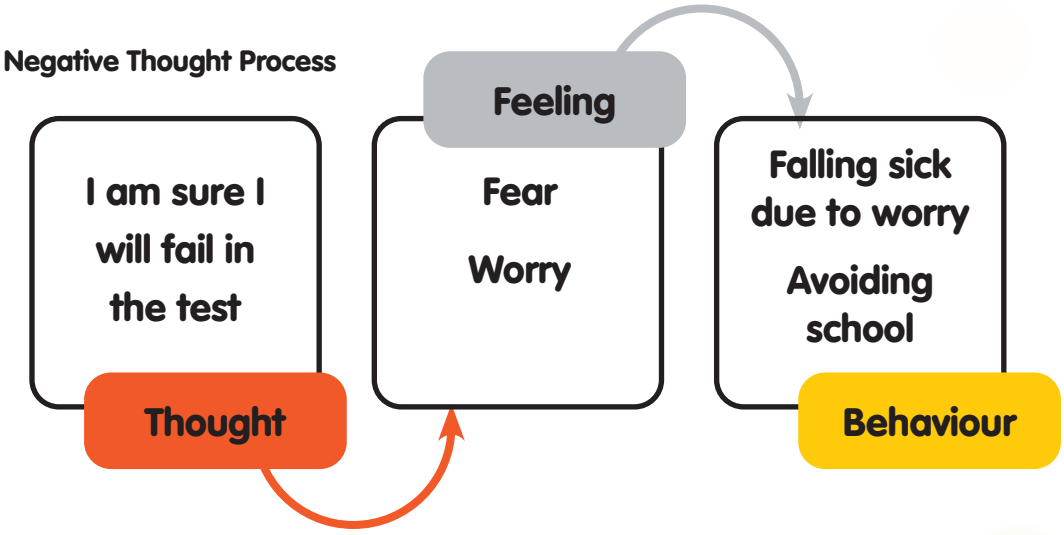
Sl. No.	Statement	Positive or Negative
1.	I am beautiful/handsome.	
2.	I am good at studies.	
3.	I will get better soon.	
4.	Nobody likes me.	
5.	I will do better next time.	
6.	I break everything.	
7.	I can't remember anything.	
8.	I am sure I can learn with enough practice.	
9.	I will never be as good as my friend/ sibling.	
10.	I have wonderful friends who love me.	

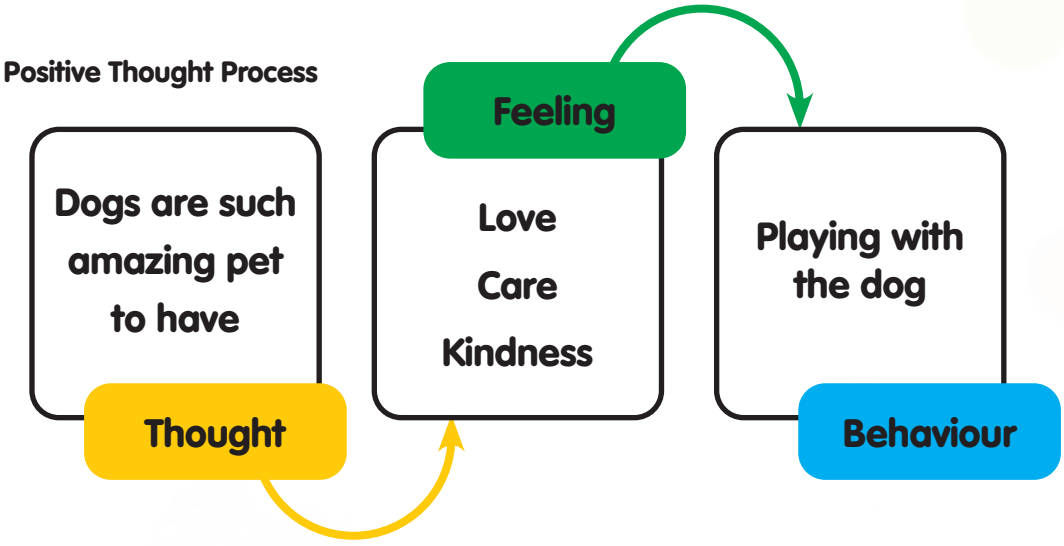
Were you able to differentiate between the positive and negative thoughts? Good.

Now, let us see why it is important to have good, positive thoughts and how negative thoughts might affect us.

Our thoughts determine how we feel, which determines how we behave. When we think good thoughts, we have good feelings like happiness, joy and excitement, and we eventually do good things. However, when we think negatively, we have negative feelings like fear, jealousy and sadness, which make us behave negatively.

Here are a couple of examples.





From these diagrams, you can see how our thoughts lead to our feelings and how our feelings shape our behavior.

We may come across many situations in life, but we need to look at the positive side of things and stop focusing only on the negatives.

In the above examples, we saw how our situations give rise to our thoughts.

Balanced Thinking

What is balanced thinking? Suppose you see a snake on the road while you are walking.

Positive thought: The snake will not do anything to me.

Negative thought: The snake will bite me, and I will die.

Balanced thought: I need to be careful when I walk so that I don't disturb the snake, or I will wait until the snake moves away.

In the above example, you may notice that a positive thought may not always be useful. However, a negative thought is equally unhelpful. We need to have a balanced thought.

A balanced thought is based on facts. It also uses common sense and is more realistic.

Here are some examples.

Sl. No.	Negative Thought	Balanced Thought
1.	I will come last in the race.	It is important that I participated. It is okay if I don't win.
2	I am not good at studies.	I may not be good in one subject, but I score well in others.
3.	Nobody cares about me.	People care about me, but they may be busy or they may not express it.
4.	My mother scolded me. She doesn't love me.	My mother loves me. She only scolded me because I didn't do my homework.
5.	All dogs bite.	Some dogs may bite, but most dogs are quite friendly.

The table gives examples of negative thoughts and balanced thoughts. We need to have balanced thoughts, not only about our situations but also when we interact with others and when we judge people or situations.

Activity B:
Balanced Thoughts



Discuss with your teacher and write the balanced thought for each of the negative thoughts given in the table.

Sl. No.	Negative Thought	Balanced Thought
1.	All girls get scared easily.	
2.	I can't dance at all.	
3.	I am useless because I did not get good marks in my test.	
4.	All boys are naughty.	
5.	My father doesn't care for me. That's why he forgot to buy me what I wanted.	

Remember that negative thoughts are not good for us. We need to think positively or have balanced thoughts in all situations. That will help us have the right feelings and demonstrate the right behaviour.

Activity C:
Needs or Wants



Classify the things given below as a 'need' or a 'want'. Write 'N' next to what you think is a need and 'W' next to what you think is a want.



We are happy and content when we have balanced thoughts. At the same time, it is also important to balance our wants or desires.

Balancing our wants/desires

We use many things in our day-to-day life. Some of them are things that we need. Others are things that we may not need but like to possess.

Needs are things that we need for day-to-day survival, like food, clothing and shelter. You need books and pens for school. You need milk to drink.

Wants or **desires** are everything that we would like to have. You may like to have expensive designer clothes. You may want to have a trendy watch. However, can you live if you didn't have them? The answer is 'yes'.

Examples:

- You might want a fancy watch which costs a lot of money, but you only need a simple watch that shows you the time
- You may want fancy footwear, but you need normal footwear for day-to-day use
- You may want burgers and pizzas, but you can't eat them every day. You need fruits and vegetables for daily consumption

So, is it bad or unnecessary to want things that do not come under 'needs'? No, it is not bad, as long as there is a balance in what we desire. The disadvantage of having too many wants or desires is that we are not happy till we get what we desire. We may waste money trying to get what we desire because of which we may not have enough money to afford our needs.

How do we decide if there is a balance or not? Before we decide to buy something we desire, we can ask ourselves the following questions.

- Do I need it?
- Can I or my family afford it?
- Will it be worth the money I pay for it?
- Would it be good for me?

For example, let's say you buy a very expensive outfit for your birthday or a wedding. You feel very happy when you wear it. But how many times can you actually wear it? If it is too expensive and you can only wear it two or three times, it may not be a good idea to spend so much money on it.

Activity D:
Should I fulfil my desire or not?



Do this activity with a partner. For each of the items given below, you and your partner should ask each other the four questions that decide whether a desire is worth fulfilling or not. If you and your partner are able to give satisfactory answers, tick the item. If the answers are not satisfactory, then the item should be crossed off.

1. Mobile phone
2. School textbooks
3. A remote-controlled aeroplane
4. A costly Parker pen
5. Nike shoes
6. Pencil box

Apart from material things, desire can be for 'praise from teacher', 'parents/guardian always listening to you', 'having many friends', 'coming first in class always', 'having a big house or a big car', 'watching TV all the time', and many more. Needing some amount of these is not wrong, but it is not healthy to keep thinking about

them. It is not right to expect that everyone will praise you, everyone will be friends with you, or you will always come first in class.

Your desires may get fulfilled, but if they don't, you should not feel bad. It's okay not to have everything you want, it's okay not to succeed all the time, and it's okay if your parents don't always listen to your demands.

We need to understand that all desires have limits. Some may come true, and some may not. We should not be unhappy if some of our desires are not fulfilled.

Let's Remember

Having desires is normal but we should limit our desires, be it for material things or other things. Balance in desires will lead to happiness and contentment.

My Space

What I liked most about this lesson :

.....

.....

I learnt that

.....

.....

Fun with Family



1. *Look at all the things in your house. With the help of your parents/family members/guardians or other elders, categorise the things into needs and wants.*

Needs	Wants

2. *Make a list of things that you want to buy or get for yourself. With the help of your family members or guardians, categorise them into wants and needs. Discuss with your parents/family members/guardians which of your wants can be fulfilled and which wants cannot be fulfilled.*

Notes

Notes

Notes

Page 10 Answers :- Q 1 - B, Q 2 - B, Q 3 - B

VALUE EDUCATE THE WORLD

VALUE EDUCATE SINGAPORE

Value Educate the World is a global initiative of the International Institute For Human Values Education to build a better world for all by value educating the younger generation. Its mission is to integrate human values teaching into schools worldwide through a structured programme based on ten universal values, adapted to national cultures.

Central to this effort is this series of 15 curriculum books designed for students from age 3 to grade 13, available in multiple global languages.

The strategy includes training teachers, engaging policymakers, parents, and students, embedding the curriculum formally or informally into school systems, and periodically assessing the programme's impact to ensure continuous improvement.

INTERNATIONAL INSTITUTE FOR HUMAN VALUES EDUCATION

The International Institute For Human Values Education is an initiative of the Sri Sathya Sai University for Human Excellence, Karnataka, India. The Institute has been envisioned as a pioneering global centre dedicated to nurturing human values through education, cultural immersion, and experiential learning. In addition to pedagogical training, the institute will serve as a cultural bridge, especially for youth and students from abroad.



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