



# Theme 4: Values and Responsible Citizenship

# What is Values? Is decision making dependent on values?

- Values are inner standards that provides the motivation to act, signifying what is important and worthwhile
- Values also serve as a basis for moral codes and ethical reflection
- Each individual has their own set of values that they have learnt as children basis their family values, the values they learnt in school, in their community, through their peers, because of their gender or religion
- BEHAVIOR IS GUIDED BY VALUES
- VALUES NEED TO BE CHOSEN FREELY AND THOUGHTFULLY

*Eg One chooses not to cheat someone based on rules*

*OR*

*based on values of honesty & integrity*

# Objectives

- To help learners to reflect on what constitutes their values
- Align them with Constitutional values for responsible decision-making
- To recognize that values influence their decisions and learn to prioritize them.
- The learners here also initiate action on the values that align to the constitutional values
- Implement active citizenship objects to internalize some constitutional values
- To balance and negotiate between their personal and civic values.



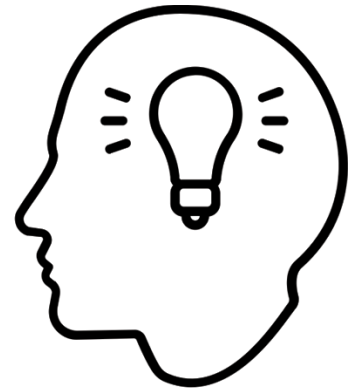
# Description of Activities

S. No.	Activities	Methods
1	Real-Life Value Dilemma	Case study
2	Active Citizenship Project: My Pledge for better society	Brainstorming
3	Values-Based Decision Making	Decision making Wheel
4	My Values, My Behaviour, My Decision	Case study
5	Active Citizenship Project: Waste Audit	Waste audit
6	Active citizenship Project: Developing Sensitivity towards Disability	Game

# Activity I: Real-life Value Dilemmas

## Learning Outcomes

The learner recognizes how values influence decision-making



# Method

- There are 4 case studies in this activity
- Make 4 to 5 sub groups and request children to sit in small circles for each sub group
- Share different case studies with each group
- Ask them to read the case study in their groups
- Give 10 minutes to discuss the case study and the related questions
- Invite each group to present their views on their case to the whole class and also share the decision, and the reason and value behind each decision
- Note down on the board

# Situations

**Case 1:** Sonu, Kashish, Nikita and Parvez are good friends since childhood. They are now in Class X and have to pick a stream of choice from Science, Commerce, and Arts. Values and Responsible Citizenship 61 Kashish and Parvez will take up Science while Nikita wants to take up Commerce. Sonu wants to become an artist. Sonu knows choosing different streams may mean going to different schools and separating.

What should Sonu do?  
How did you arrive at this decision in your group?

**Case 2:** Razaa from Class VIII went to drink some water. When he got to the water tank, he heard voices. They seemed to be coming from behind the tank. Suddenly, he realised that it was Rajesh's voice. Rajesh was also in Class VIII but he was taller and stronger than Razaa. He heard Rajesh's booming voice, "Hey, who do you think you are?" Razaa stood still. He knew that Rajesh was troubling some younger students and perhaps even physically bullying him.

**Video**

What should Razaa do?  
How did you arrive at this decision in your group?

# Situations

## Video

What should Tehseen do?  
How did you arrive at this decision in your group?

**Case 3:** During the final exams, Tehseen notices that his best friend, Dalsie, is attempting to cheat from notes she sneaked into the exam hall. Tehseen is worried that she will get caught by the facilitator. He is also unhappy that she is cheating as what Dalsie is doing, that's not right. Tehseen also does not want to complain, as it would get Dalsie into trouble.

## Video

**Case 4:** Kabir and Anna are very good family friends. One day, Anna shares a personal issue about her family with Kabir, and asks him not to share it with anyone. Kabir promises. However, during a conversation with his mother, he shares it with her. Kabir's mother happens to meet Anna's mother and mentions what Kabir had told her. When Anna finds out, she is disturbed. She doesn't want to be friends with Kabir anymore.

What should Anna do?  
How did you arrive at this decision in your group?



# Method- Reflective Questions

- Ask Reflective Questions during case study discussions
- Points for whole class discussion
- What factors did you keep in mind while taking a decision?
- What were the values guiding the decision?
- For different decisions the value may be same – and it may be different for different people. There is no right answer

# Summary of discussions

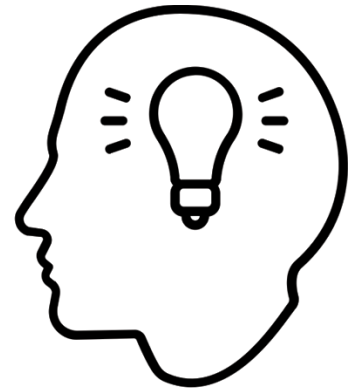
- Values guide our decision-making process
- Sometimes, even when common values operate in two people, their substance on an issue may differ
- We prioritise our values while making behavior choices



# Activity-2: Active Citizenship Project: My Pledge for a Better Society

## Learning Outcomes

The learner analyses own behaviour in the light of constitutional values



# Method

- Invite them to take their notebooks or provide colored charts
- Invite them to identify at least five of their own personal habits that are harmful to environment/society, write them down
- Now invite to identify three of the habits that can be immediately changed
- Learners should also write how they will make that change and how quickly
- Invite them to also decide how they will change the rest of the 2 habits in the next month
- Invite to share learning experience

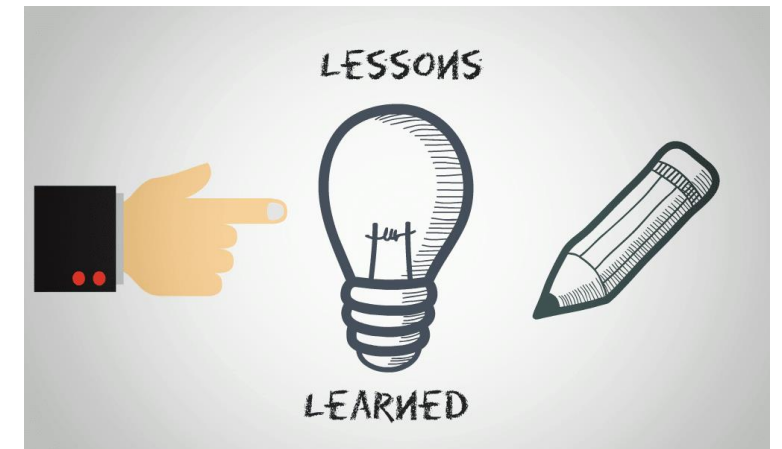
# Method – Reflective Questions

Ask Reflective Questions like

- How do you think you are influenced by the environment around you?
- How can you influence the environment around you?
- How can you contribute towards creating a better society?

# Summary of discussions

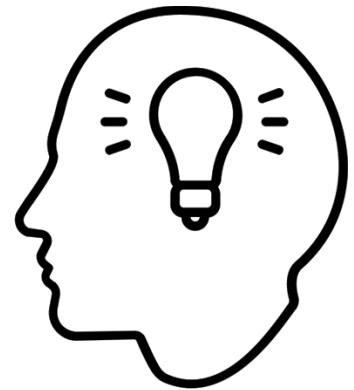
- Our values and decisions get reflected in our actions. Acting responsibly for oneself and society can have impactful consequences.
- Your actions impact your environment. The environment needs us and it is our responsibility as responsible citizens to keep our surroundings clean.



# Activity-3: Value-based Decision Making

## Learning Outcomes

- The learner, develops a better understanding of oneself
- The learner thinks about options and the consequences of each of those options while taking decisions



# Method

- Using the decision-making wheel as a guide, discuss the following questions
- Problem: What is the problem here?
- Choices: What are the choices you have?
- Consequence: What do you think the consequences will be for yourself and others who are involved?
- Values: What values do you need to consider?
- Feelings: How do you feel about the choices you have made?
- Decision: What is your decision?
- Assess Decision: Do you think you made the right decision? Why or why not?
- After writing answers on the board the emphasis is to be made on the fact that even though situation is the same, decisions may be different for different people
- Invite to think about situations from their own personal life and follow the wheel method
- Invite to reflect



# Decision-making wheel

## Case cloud



It is the sports period and all Class IX students are supposed to be out in the playing field. You have to go to the toilet. On the way, you pass your classroom and notice that there is someone in the room. You stop and deep in, and see one of your best friends reach into another person's bag and take something out of it. You quickly move past the door. During the next period, the learner whose bag you saw your reach into, walks up to the class teacher. A moment later the teacher announces that this student's new book has been stolen. What do you do?

# Method – Reflective Questions

- How are choices and decisions linked with values and belief?
- Do all choices and decisions have consequences – positive or negative?
- What is the best way of making choices that have positive consequences?

# Summary of discussions

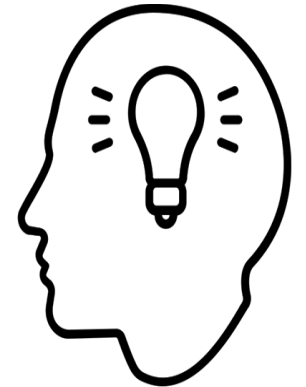
- Decision-making and values go hand in hand
- Thinking about the problem, options available and consequences of different actions before taking a decision is important
- It is important to identify the values behind our decision to strengthen the decision-making



# Activity-4: My Values, My Behaviour, My Decision

## Learning Outcomes

- The learner, reflects and becomes aware of one's own behaviour
- The learner takes responsible decisions based on certain constitutional values



# Method

- This activity is based on constitutional values. Constitutional values also guarantee your rights as a citizen and a human being
- Invite to name constitutional values – equality, freedom, justice, fraternity and human dignity
- This activity helps reflect on own values in light of constitutional values. For example, the constitutional value ‘Freedom’.
- In the cases here the freedom of one person seems to be compromised due to a friend’s values. This causes conflict and requires for the person’s behaviour to be altered and aligned to the constitutional value
- Each situation has been deliberately kept open-ended so that debate and deliberation happens
- In both cases it will require for us to put ourselves in the shoes of the person and understand their struggles and think of suggestions for them
- Divide class into two groups, give both case studies to the whole class, let them discuss in their groups and debate with each others groups

# Case study

Video

- Do we identify a value clash in these cases? What is it?
- What do you think of the ending for the case?
- Can you suggest an alternative end to this case?

**Case 1:** Deepak and Dilshad are best friends. One evening, after ensuring no one's watching, Dilshad draws out a cigarette/ beedi and lights it. He then gives the cigarette/ beedi to Deepak and invites him to do the same. Deepak is uncomfortable. What do you think Deepak should do?

**Case 2:** Firoza and Ruheen go to the village mela. Ruheen likes a poster of her favorite actor but doesn't have the money to buy. Firoza uses her parent's mobile phone and secretly clicks a picture of the poster. Ruheen thanks Firoza! Soon, they identify a senior boy, Shogun, whom they both find very attractive. Firoza uses her mobile phone and secretly clicks Shogun's picture but Ruheen feels uncomfortable about this.

Video

- Was it okay for Firoza to click a picture secretly? Why or why not?
- Do we identify a value clash in these cases? What is it?
- What do you think of the ending for the case?
- Can you suggest an alternative end to this case?

# Method – Reflective Questions

Ask Reflective Questions like

- Do you think a person has their own right to freedom?
- Do you think a person has their own right to safety?
- Do you think right to freedom, safety are equal to all?
- Do you think right to freedom is inclusive for all and not exclusive for some?

# Summary of discussions

- Responsible behaviour is about respecting others' rights
- Different people prioritize different values while taking a decision, which may result in conflicts
- It is important to align one's own values with constitutional values

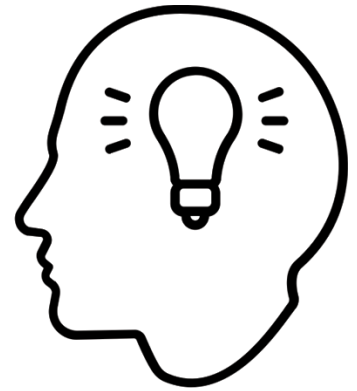




# Activity-5: Active Citizenship Project: Waste Audit

## Learning Outcomes

The learner practices responsible citizenship behaviour to establish harmony between personal behaviour and civic values



# Method

- To conduct an audit means to examine in detail
- Wastage of resource refers to an action of destroying something by using it carelessly or extravagantly, example natural resources (water)
- This is a practical and action-oriented project to initiate action based on civic values that have been learnt in books, and to practice the values in daily life
- Focus is on sensitizing to the role as a citizen in the society
- Divide class in 3 groups per one topic – water wastage, power wastage, food wastage
- Each group does a quick round of school premise to identify forms of wastage related to their topic in 10 min
- Each group then classify the wastage and discuss and think of reduction of wastage
- Each group then invited to share findings with rest of the class

# Method – Reflective Questions

- Is wastage related to water, food and power, a problem? Why do you think so?
- Who creates this wastage and why
- Is there a role we can play to reduce the wastage
- What do you think is the underlying value here
- Who benefits if there is a minimal wastage? An individual or a society at large
- Why do you think precious resources are wasted?
- What role can each of you play in minimizing wastage?
- If you were to change one habit of yours to avoid wastage would you do it? How? Give an example

# Summary of discussions

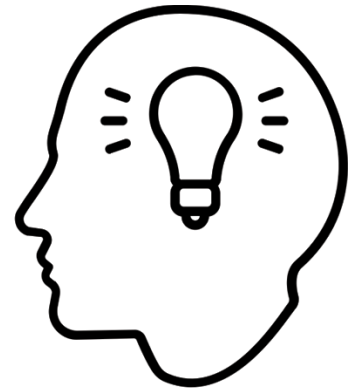
- It is important to harmonize our behavior with civic values
- We can all act as responsible, concerned and capable citizens



# Activity-6: Active Citizenship Project: Developing Sensitivity towards Disability

## Learning Outcomes

- The learner develops sensitivity through simulation of experience, as a person with physical disability



# Method

- The focus here is to sensitize about the role one needs to play to make life easier for people with disability
- If the class has a student with disability, one needs to be more sensitive. Appreciate that person's efforts before beginning this class
- Invite that person to share experiences around the hardships and invite others to listen respectfully
- Invite them to carry a piece of cloth from home or use their handkerchief
- Tie one leg with the other so that each of the people in the class can walk only with one leg
- For others tie one hand to the waist and keep only one hand available

# Method

- Give situations to be done – walk around the classroom, drink water, eat food, wear your sweater, comb hair, write on blackboard, sit down, wash your face, take part in a race, help in the kitchen, climb into a bus, buy vegetables in the market
- Continue this for about 15 min
- Untie body parts
- Generate discussion by asking reflective questions
- Invite to share

# Method – Reflective Questions

- What did you experience
- What was most difficult? Why
- Did you need help at any time? In which situations
- Did you receive help from anyone? How did it feel
- What would it be like to live life this way
- If you had a friend with a disability, how would you help
- Who else do you think can play a role in making life less difficult for such persons
- Are people with disability inferior to others
- Do they have equal rights as yours and equal dignity as yours
- Is their right to equality and dignity compromised because of disability? If so, how and why?
- How can you play a role in supporting such persons? How does this enrich your own life?



# Summary of discussions

- It is important to be sensitive to those around us and the different realities they face
- We can play a role in supporting friends with physical disabilities. Those with a disability have any other abilities and qualities
- Our constitution guarantees the right to equality to each one of us, including persons with disability



**Thank You**