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ENTREPRENEURSHIP DEVELOPMENT
INSTITUTE OF INDIA - E D I I
For the states of
Tamil Nadu, Kerala, Andhra & Pondicherry



**CHARACTER
FOR NATION**

*Character Makes a Man...
Men of Character Make the Nation...*



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M E R I T

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CHARACTER FOR NATION

*Character Makes a Man...
Men of Character Make the Nation...*

Knowledge Partner



CHARACTER FOR NATION

**CHARACTER MAKES A MAN...
...MEN OF CHARACTER MAKE THE NATION!**

1

Habits, Values,
Discipline, Manners,
Morality, Ethics
& Spirituality

10

COMMANDMENTS OF CHARACTER EDUCATION

2

Home School
Partnership
and
Parenting
Leadership

3

Public Speaking
and
Communication
in English and
Native Language

4

Study Skills and
Mind Management
for Academic
Achievement

5

Individual -
Academic -
Family -
Social Responsibility

6

Physical &
Mental fitness
- Personality
Enrichment

7

Human Resource
Management for
Social and Human
Capital
Development

8

Enterprising
Behaviour,
Attitude and Skills
for Innovation &
Entrepreneurship

9

Skills Training
for Career
Development
and Success
in Life

10

Leadership for
Nation Building
Activities and
Community
Development

Achievement

Benevolence

Cleanliness

Cheerfulness

Commitment

Competence

Co-operation

Courage

Compassion

Consciousness

Discipline

Endurance

Equality

Faith

Forgiveness

Friendship

Gratitude

Health

Honesty

Honour

**Home and Parenting
Management**

Humility

Insight

Integrity

**Individual
Responsibility**

**Innovation and
Enterprise Behaviour**

**Interpersonal
Relationship**

Justice

**Leadership for
Nation Building and
Citizenship**

Patience

Patriotism

Peace

**Physical and Mental
Enrichment**

**Positive Habits and
Manners**

**Positive Mental
Attitude**

Perseverance

Resourcefulness

Respect for others

Self-Control

Social Responsibility

**Study Skills for
Academic Management**

**Social and Human
Capital
Management**

Self-Esteem

Sportmanship

Trustworthiness

Spirituality

**Vision and Mission
Management**

Wisdom

Thinking Skills

Truth

MERIT

Movement for
Educational
Reformation
In Tamilnadu



CHARACTER FOR NATION

*Character Makes a Man...
Men of Character Make the Nation...*



CHARACTER EDUCATION WHAT - WHY - HOW

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The present and future well being of a society requires and involved, caring, citizenry with good moral character. People do not automatically develop good moral character; therefore conscientious efforts must be made to help your people develop the values and abilities necessary for moral decision-making and conduct. Educators the world over believe that appropriately implemented discipline policies are vital to establish a positive school climate. Updating a school wide disciplinary process to match the goals of moral-discipline policies requires a meaningful commitment of time and effort.

Education isn't only about learning subjects such as math, English, and science. A more comprehensive definition of education addresses the emotions, personality, and character as well. Parents today are looking for schools that help their kids become healthy, balanced, and civic-minded adults. This is why character education is so important. It provides a holistic approach to learning and development. Let's explore how character education helps kids learn and develop crucial values.

WHAT IS CHARACTER EDUCATION?

The most basic definition of character education is an approach to education that incorporates values, ethics, emotional maturity and a sense of civics. To many, this sounds simple, straightforward and even self-evident. However, modern education has mostly developed in another direction, one that focuses entirely on students' academic and, to a lesser extent, physical development (e.g. physical education, sports). In the modern world, however, parents and educators increasingly recognize the need for a new yet traditional approach to education, one that emphasizes character as well as intellectual development.

Character Education is nourishment for the healthy development of child. Character Education is the process of learning behaviours that help you throughout your life. These behaviours - good and bad are taught to you consciously and unconsciously by our family, friends and teachers and the community at large. We are our own creation of character from all our experiences, it will either be acceptable by others or not. Students participating in an effective, integrated character education program should increase their achievement level, as well as become socially responsible persons with greater co-operation in the classroom, good decision making skills, and a more caring, thoughtful attitude towards others.

There is a long list of character traits that can be taught in schools. Following are some of the values that can be taught. Each character trait can be the focus for each month. Classroom activities are focused around the character traits. The character trait is integrated into each subject for the each month.

Responsibility is a willingness to complete assigned task, use self-control and to be accountable for your behaviour.

Trustworthiness is being honest with words and actions and keeping your promises.

Respect it to treat others in a polite and courteous manner. Show concern for all things; people, property and authority.

Caring is to show love, kindness, and understanding towards others.

Compassion is to be sympathetic towards others, and reach out to those in need.

Justice is to speak out for what is fair, right and true.

Tolerance is to recognize and respect opinions and beliefs of others without judgement.

Co-operation is the ability to work and play with others in a fair and responsible way to complete a task.

WHAT WE WANT FROM OUR STUDENTS

- **Listen to parents and respect authority:** Show respect for authority, beginning with parents and extending to elders, teachers and in time employers. It is also important for students to respect each other.
- **Value the good for its benefit:** Understand that strong character contributes to personal and social well being. Demonstrate the ability to utilize met cognitive skills as means of understanding the role of ethical behaviour and good citizenship.
- **Be aware, even sceptical of persons, places or things that might cause a lapse in character:** Know personal strengths and weaknesses. Acknowledge that actions have consequences to self and others. Realize that not all people have your best interest in mind and identify which people or situations can be trusted.

- Provide for modelling and practising of social skills that demonstrate core values (e.g perspective taking, critical thinking, problem solving, ethical decision making).
- Using reading, writing and higher order thinking skills to enhance an understanding of the understanding of character education tenets.
- A comprehensive definition of character, which includes thoughts, emotions, and actions.

WHAT WE WANT FROM OUR TEACHERS

- Teachers should communicate to parents through a classroom newsletter, which will be sent at least once a month.
- Teachers will incorporate character education into the curriculum.
- Students will be provided with opportunities across the curriculum to apply problem-solving skills.
- Reading stories about character building concepts. Activities for students to learn about character building.
- Student's work on character education (writing and artwork) should be displayed.
- Don't allow unkindness of any kind in your classroom no "put downs."
- Write, call or visit parents to praise their child.
- Have students write their own sayings or significance or create a personal motto; display on wall.
- Encourage students to bring articles about moral issues.
- Facilitating discussions and role-play activities
- Encouraging students to explore a variety of problem solving techniques as alternatives to anti-social behaviour.
- Educators promote core ethical and performance values to instill good character in students.
- Educators use an intentional, proactive, and comprehensive approach to character development.
- Educators encourage students to develop morally and provide opportunities to grow morally.
- Educators foster self-motivation in students.
- Educators and all school staff are part of an ethical learning community and adhere to the same values that they teach.

WHAT WE WANT FROM SCHOOL MANAGEMENT

- An atmosphere of mutual respect, fairness and co-operation that pervades all relationships- those among the Teacher in the school, as well as those between the Teacher and the students.
- There should be sense of pride and recognition that character is important, improvement in overall school behaviour.
- An increased power to change student's moral behaviour, create an environment for learning positive character traits and increase parental support. Improved communication with families also.
- Use morning announcements, school/classroom bulletin boards or the school newsletter to highlight various accomplishments- particularly character-oriented ones- of students and faculty members.
- Be a good role model and ensure whatever expectations they have for their students they also follow with their colleagues, parents, staff and students.
- Serve as ethical mentor- providing direct moral instruction and guidance through explanation, storytelling, classroom discussion, encouragement of positive behaviour, and corrective moral feedback.
- A strong middle school advisory system provides both adult mentoring and positive peer partnerships. The advisory program group should meet and discuss school issues, share what is happening in their lives, plan group activities and discuss current events.
- To support Character Education, schools create caring and supportive communities.
- Schools create a challenging academic environment to help students develop character.
- Schools foster leadership values.
- Schools engage parents and other members of the community as partners in character building efforts.
- Schools regularly assess their culture, their staff and their overall success at fostering character development.

WHAT WE WANT FROM PARENTS

- Parents can visit school and learn what their children are studying and what interests them. Model the behaviour you want the children to follow.
- Visit school to share about a personal hero.

- Take an active role in childcare’s lives. Spend time with them, volunteer at a school, lead a club, or coach a team.
- As parents are crucial component of the learning process, schools design activities for parents and children to do together. For example instead of science fair the school may sponsor a family science night and invite parents to participate not just observe.

TEACHING STRATEGIES IN CHARACTER EDUCATION PROGRAM:

- Summarize exemplary behaviours from the story
- How gossip can distort information and make it untrue.
- Appeals to student interest
- Read stories to the students that how families, friends and neighbours in the community help each other.
- Provide opportunities for student reflection on character related issues e.g. journal writing, essays, class meetings, class discussions, artistic expression.
- Read stories about character building concepts. Develop activities for students to learn and practice what they read.
- Work with colleagues at grade level to share ideas and resources.
- With students brainstorm ways to improve the school. Put some into action as a class project.
- Stories enlighten and inspire; they attract the listener to goodness. In their journals, the students assess books characters positive and negative decisions.

We want to see students who are actively engaged in meaningful work, who know important things and can use them and who can tell us what they are doing and why. Teachers should tape record all children twice a year to document how they handle written text and how they talk about books and language. A group of teachers should meet and setup the monthly character education themes, words of the week and character education lessons. Lessons should include introducing virtue of the month and words of the week. Students will learn to avoid risk- taking behaviour through responsible decision making and thoughtful future planning as well as through the observation of caring and responsible behaviour modelled by parents, teachers, and school personnel.

CHARACTER EDUCATION: THE FUTURE OF EDUCATION?

The principles of character education are certainly not new. In many ways, they are consistent with more traditional ideas about education. At the same time, modern educators who embrace this model

aren't trying to recapture the past. They are, rather, seeking to create an environment that helps students face the challenges of living in a complex and fast-changing world.

Parents, as well as students, enjoy the benefits of character education. In a society where influences such as the media and internet constantly barrage children with messages, it's more important than ever to provide guidance and balance, both at home and in the classroom. It's unrealistic to expect parents on their own to watch and guide children all day long.

Many parents recognize the need to raise their children in a community that fosters important values. Traditional influences, such as neighbors, religious institutions, and local community organizations are harder to find today. People spend long hours working, move frequently, change jobs, and are increasingly fragmented in their own social circles. Schools provide one of the few stable influences on children's' lives. Character education is a model that provides students with core values along with academic instruction. This type of education is essential for raising the next generation.

40 WAYS TO PROMOTE CHARACTER EDUCATION IN SCHOOLS

- 1) Hang character education posters in halls and classrooms. Refer to traits throughout the day in different subjects as appropriate.
- 2) Promote a project for each class that contributes positively to the school or neighbourhood/community environment.
- 3) Consistently prohibit gossip and, when appropriate, address/discuss its damaging consequences. Enforce a zero-tolerance policy on swearing. Prohibit vulgar and obscene language in the classroom, on school grounds, and at school-sponsored activities.
- 4) Help students to see that the good" in others is more than academic success. When conflicts arise, teach about self-discipline, respect, integrity and the responsibility to discreetly inform appropriate adults.
- 5) Use morning announcements, school/classroom bulletin boards, and/or the school newsletter to highlight various accomplishments-particularly character oriented ones-of students and faculty members. Create a character education bulletin board or section in your classroom; post sayings on the wall that encourage good character.
- 6) Invite student volunteers to clean up the neighbourhood or community.
- 7) Create a code of behaviour for your classroom/school to which students and teachers agree. Add character traits to your parent/student/school compact.

- 8) Share a personal hero and tell the students why he/she is your hero. Include the study of “local heroes” or “heroes in the news” in your classes. Read and discuss biographies of accomplished individuals. In upper grades, encourage students to be discerning, seeing that an individual may have flaws but still be capable of much admirable action.
- 9) Treat ethical issues like other intellectual issues-get the facts, gather evidence, weigh consequences and options, make a decision and follow through.
- 10) Write, call or visit parents to praise their child.
- 11) Reinforce the moral authority of parents, urging students to take their problems to the parents. Discuss why this is sometimes difficult.
- 12) Share stories of ethical conflict from literature, current subjects, in the news or movies/TV shows. Encourage students to bring in articles about moral issues. Discuss campus “issue of character” on a regular basis (vandalism, good deeds etc.) Make classroom expectations clear and hold students accountable for them.
- 13) Require students to behave responsibly when respectfully when watching athletic competitions. Model and have students identify what such behaviour “looks like” and “sounds like”. In physical education and sports programs, place a premium on good sportsmanship. Again, what does good sportsmanship “look like” and “sound like”. Have athletes and coaches collaborate to develop a code of ethics for athletics.
- 14) Teach students about competition, helping them see when it is valuable and when it is not. Make them to understand the different between competition and collaboration.
- 15) Read aloud a “two minute story” everyday to begin or end the school day. Choose stories that are brief, yet value-centered. (epics and thirukkural stories). Explain the reasons for a particular school or classroom policy, action or decision. Help students understand the “why” not just “what”. Have students discuss the ethical and character developing elements of being a good student.
- 16) Talk with your students about why you’re a teacher. Explain how you understand the responsibility and integrity of your profession.
- 17) Teach students to analyze the media critically. To what extent do their messages encourage living a life of character.
- 18) Bring recent high school graduates back to talk about their successful transition to college, work or the military. Ask them how good moral habits have helped in their adjustment. Invite

successful local personalities to talk about how they have integrated character traits into their lives.

- 19) Overtly teach respect and courtesy. Model and ask students to identify what respect “looks like” and “sounds like”.
- 20) Assign older students to assist younger ones to show them the school.
- 21) Work together as a class or school to clean up classrooms or school grounds on a regular basis. Have the entire school identify campus beautification as an annual theme. Have each club contribute to the project.
- 22) Insist that quality matters. Homework that stimulates and challenges students should be handled in on time, neat and complete. Details do count.
- 23) Help students from friendships. When forming cooperative learning groups, keep in mind both the academic and emotional needs of the students. Use this as an opportunity to group students who might not otherwise interact.
- 24) In science, address when appropriate the ethical considerations of that field of study. In math classes, specifically address traits such as perseverance, hardwork, self discipline and responsibility required to be successful math students. In social studies, continuously examine the responsibilities of the citizen. Help students identify what they can do right now to build the habits of responsible citizenship.
- 25) Model integrity; let students observe that you live the expectations of hard work, responsibility, gratitude and perseverance that you place upon them.
- 26) Teach justice and compassion by helping students separate the doer from the deed.
- 27) Ensure students have a firm understanding of what constitutes plagiarism and of the school’s policy against it. More importantly, help them to understand why it is wrong and teach them how to use an author’s work as a reference, a direct quote or paraphrase. As a staff, agree school wide on format and criteria for research papers, footnotes and bibliography. Teach students how to use footless and bibliography as regular part of any research assignment in any subject area.
- 28) Start a pen pal exchange between your students and students from another school. Share ideas about what your class is doing to develop character.
- 29) Include discussions of the schools “moral climate” and the desired goals for the moral life of the school at staff meetings.

- 30) Create/revise school brochure to include a reference to “Building Good Citizenship through Character Education”.**
- 31) Publicly recognize the work and achievements of the school’s “unsung heroes”-custodians, maintenance workers, secretaries, cafeteria workers, bus drivers and volunteers-and connect to character traits.**
- 32) Seek ways to involve local businesses in the life of the school, perhaps through mentoring opportunities or partnerships with student groups.**
- 33) Communicate with parents appropriate ways they can help their children develop responsibility with their schoolwork.**
- 34) Encourage teachers to send out monthly newsletters to parents that include reference to outgoing character development in the classroom.**
- 35) Designate a section in the school library that contains book with stories depicting respect, responsibility, honesty, integrity, self-worth and self-discipline and other moral lessons. Add books on character and moral development to your parent resource centre.**
- 36) Have students create songs, acrostic poems or skits illustrating character traits. Let them perform at monthly assemblies.**
- 37) Make the discussion of moral development and current school projects a regular part of parent meetings.**
- 38) Include character traits on spelling lists.**
- 39) Use newspapers in Education as a resource to discuss issues of character.**
- 40) Remind students-and yourself that building good citizenship through character education is not an easy or one –time project. Fashioning our character is the work of a lifetime.**

GOALS

CHARACTER AND THE SELF PERSONAL **SOCIAL AND EMOTIONAL SKILLS DEVELOPMENT**

GOAL 1: To involve young adults in character activities; to create initial interest in and the feeling of relevance about the exploration of character

STEPS:

- To discuss what a better world would be like and do a reflective activity exploring personal character.
- To imagine a peaceful world and communicate ideas.

GOAL 2: To identify core universe character as their own through accessing their own creativity and ideas:

STEPS:

- To imagine peaceful world and communicate ideas regarding oneself, others and the world.
- To develop a voice for peace by generating advice as though from a peaceful world.
- To play a game choosing the character most importance to them.
- To imagine a loving world, communicate idea and discuss what the leader of such a world would want for the citizens.
- To find songs symbols or poems that represent widening a circle of compassion; or to interview one of the favorite people about this topic.
- To write a letter to oneself, saying what is appreciated and giving oneself advice; to write personal goals for oneself.
- To think of their heroes who have the balance of self-respect and humility.
- To identify the character of most important for cooperation.
- To find a symbol, poem or picture that represents inner freedom and to share it, and write a poem about freedom, or contrast freedom and share it, write about freedom, or contrast freedom and feeling burdened in prose.

GOAL 3: To think about and reflect on the meaning of each of the twelve characters

STEPS:

- To reflect on and discuss the reflection points during the character lessons.
- To create personal reflection points and add other reflection points from their reading or culture.

GOAL 4: To enjoy experiencing a character and develop methods to de-stress, nurture themselves and experience a value when they choose

STEPS:

- To enjoy songs about or related to different character.
- To enjoy being quiet and peaceful during physical and peaceful star relaxation/ focusing exercise after several trials.
- To discuss what peace and peacelessness feel like, and identify thoughts and activities that help the self feel more peaceful.
- To write a poem or a short personal essay about when they feel most peaceful.
- To experience the feeling of respect for self and others through the respect and the star of respect relaxation/ focusing exercise.
- To write about times in their lives when they experienced being full of love.
- To make a list of thoughts that promote the feelings of being loving and capable.
- To explore how humility can allow them to stay light, confident and full of power, when there are challenges.
- To discuss sadness and how to nurture the self.
- To generate ten principles of happiness in small groups.
- To spend ten minutes every day for one week with their 'simplicity-is-relaxing and simplicity-is-not-making-things-complicated' homework.
- To discuss simplicity and plain mind; to make up a relaxation exercise or a slogan on simplicity
- To discuss appreciation of the small things in life and the role of patience, friendship and encouragement; to write a short personal essay,
- Poem or song; to interview important people in their life about the simple things that are important; and to create a skit on 'how to make life simple'.
- To discuss inner freedom and freeing and constraining thoughts; to enjoy the freedom relaxation/ focusing exercise; to write about moments in which they feel free.

GOAL 5: To increase awareness of, enjoyment of and interest in character

STEPS:

- To think of a time when they appreciated someone else for their honesty and when they were appreciated for their honesty.
- To reflect and tell stories about times they wanted cooperation and received it; and other times when they did not receive it; to identify the feelings, consequences and qualities of each situation.
- To reflect on times of happiness in their life and identify the characters that are underneath those times.
- To do a trust walk in teams of four and discuss responsibility ; to make a definition of responsibility in terms and write it as the first entry in personal responsibility journal.
- To discuss simplicity and do a simple activity.
- To discuss general concepts of unity and share stories or study animals that have strong practices in unity; to discuss in small groups what lessons their animal has for human kind.

GOAL 6: To increase peaceful, loving, honest, cooperative behaviors through identification and implementation of character

STEPS:

- To think of and do one small thing to make their world more like the peaceful world they imagined.
- To participate and select new behaviors to make their classroom more peaceful.
- To make a list of actions that promote the feelings of being loving and capable.
- To carry through two actions towards achieving their personal goals.
- To understand the effects of dishonesty on relationships and the personal consequences of a lack of integrity.
- To increase the practice of and commitment to honesty by making use of honesty situation cards acting out honest and dishonest responses, and seeing the consequences as teams role-play different situations.
- To think about how to enjoy “humble” tasks while staying full of dignity; to think about evaluating tasks in terms of qualities experienced or values; to understand the importance of everyone.
- To make a list of ten ways they can be cooperative; to increase cooperation at home.
- To make up a rule of true cooperation.
- To identify ways they can give happiness to themselves, themselves and nature, or themselves and others and experiment with that for a week.
- To discuss creating happiness and sorrow at home, and generate ideas on giving happiness to their brothers and sisters.
- To do one or more actions in support of their “I believe in” statements
- To create a plan with the spirit of unity and help carry through a class project; to identify the qualities needed to improve the world.

GOAL 7: To increase self-respect and the belief that “ I make a difference”

STEPS:

- To identify qualities they admire in others and five of their own positive qualities.
- To discuss the reason why people show disrespect, and to generate advice about how people should treat each other.
- To identify qualities they like in others, receive a list of qualities others perceive in them, and identify thoughts, words and actions that help them stay in self-respect.
- To hear stories about making a difference and name little daily things that can make a positive difference in the lives of others.
- To explore respect through reading and writing poems and personal essays.
- To write ten qualities or values they have, circle the ones that are important to their self-respect, and making a personal symbol of the self-respect and humility.
- To give happiness through words for several days.

- To read and share stories about people who make positive difference through their personal commitments and responsibility.

GOAL 8: To increase making positive choices through detachments to negative behaviors and understanding of emotional functioning

STEPS:

- To demonstrate cognitive understand of how hurt and fear moves into anger by being able to write two examples.
- To identify a time when something small escalated into a quarrel, to discuss strategies of controlling anger, to discuss how peace affects relationships.
- To identify thoughts that keep conflict alive and thoughts that allow peace to grow; use those in making a group story.
- To discuss why some people are greedy and corrupt.
- To discuss why people brag, and practice saying something they are proud of in a bragging tone and in a tone with confidence yet with humility.
- To discuss why some people want fame, and the advantages and disadvantages; to discuss the effects on ones contentment when always looking for external validation; to discuss how one can keep content.
- To discuss how feeling “better than” creates problems, how they feel when treated this way, and reasons why people might act like this.
- To discuss feeling when others are insulting or take credit that is not due.
- To explore happiness, desires and how worth is often measured by possessions, wealth and status; to create a skit based on the discussion.
- To discuss different kinds of drug use, the emotions and values being sought, the effects, maladaptive behaviors, and healthier alternative methods of achieving the sought experience.

GOAL 9: To decrease susceptibility to inappropriate pressure from others through learning about personal rights, honouring their own perceptions, and thinking about their own message

STEPS:

- To understand that it is okay to set a limit or boundary in a relationship.
- To understand that honesty does not mean that I must tell everyone personal details whenever asked, and discuss methods to politely deny such request; to discuss the importance of the balance of honesty and love; that cruelty in the name of honesty and love is not honesty.
- To discuss when it is easy to be cooperative with others and when it is not; to relate cooperation with fun, love and respect.
- To discuss how we can cooperate by staying aware of values ; to discuss when it is unethical to cooperate; and to develop a criteria for determining that in a small group.

- To participate in class discussion about the message behind selected advertisements and be able to generate an alternate “simplicity is natural” message as response.
- To discuss how freedom to choose can be limited, how it feels to have freedoms violated, the possibility to making constructive changes safely, and how to increase the inner experience of freedom and contentment; to examine real problems in the present situation, if any, make situation or give advice to those who violate the freedom of others.

GOAL 10: To increase positive self- talk, goals-setting behaviors and responsibility

STEPS:

- To write personal goals, and behaviors and methods that help accomplish those goals.
- To discuss what gets in the way of accomplishing personal goals, to understand the operational definition of love, and make a skit about typical behaviors that cause failure in reaching goals and alternative behavior that can help.
- To become aware of another meaning of tolerance, meaning to tolerate difficulties, and discuss “self- talk that is helpful”.
- To discuss self-talk, identifying discouraging and encouraging statements and their effects on motivation; to generate challenging situation and write encouraging or empowering segments if the initial self-talk is discouraging; to get an empowerment log and discuss some of their most effective encouraging/empowering thoughts.
- To discuss happiness in relation to purpose, and doing your best.
- To discuss how responsibility is learned as a child, how they would teach responsibility to children, feeling when others are not responsible, contributions they make to the family and what contributions they feel proud of.
- To discuss feelings when responsibilities are fulfilled and when it is difficult to be responsible; to generate things to think or do to help the self-feel better in a healthy way in a small group, and present the finding in a skit or a song to the group.
- To discuss responsibility as a student, choose a subject to improve in, rate the self, set specific, practical and observable behaviors to progress towards the goal.
- To explore steps to deal with guilt constructively when a mistake has been made and write a personal essay applying these steps to a situation they would like to change.
- To make an image of what they most believe in and write two new ways in which they have become responsible, or create a skit to demonstrate irresponsibility and responsibility.
- To discuss the effect of a mistaken concept of freedom: permission to “ do what I like, when I like, to whomever I like”.
- To discuss freedoms and responsibility as a young adult, trusty, and make a progression of freedoms and responsibilities at different age levels in a small group.

GOAL 11: To creatively express and strengthen their ideas and feelings character through artistic expression

STEPS:

- To artistically express values through art, music, drama and dance.
- To participate in creating slogans and peace poster, write “contrast” poetry, draw or paint a picture of peaceful colors, and artistically express their message for the world.
- To make a mask, do a skit or make slogans about making a difference, and make a me tree.
- To make a drawing that symbolizes love, paint an abstract picture of love versus feeling inadequate or angry, help from a collage, and make cards of qualities and values to share.
- To make up a song or poem about the human world family as a rainbow, and to paint and draw or dance tolerance and another value.
- To paint greed and fairness.
- To make up a song or an appreciative ode to those who are cooperative, and to draw or paint a slogan.
- To write a poem or song paint, draw, or make a collage of the colors of happiness contrasting with the colors of rejection; and make a drawing of a medallion of values that give happiness.
- To decorate an “I believe” statement.
- To make an artistic representation of the kinds of freedom they want all people to have, later adding responsibilities to the display.

DEVELOPMENT OF INTERPERSONAL COMMUNICATION SKILLS

GOAL 12: To increase awareness of and sensitivity to the effect of negative behaviors in order to decrease negative social behaviors and build positive social behaviors.

STEPS:

- To discuss feelings when people fight and hurt each other.
- To identify how people show respect and disrespect, and participate in a discussion about feelings when this occurs.
- To discuss feelings that arise when a person is discriminated against; to write a personal essay contrasting being discriminated against versus being included or to paint those feelings.
- To make up skits portraying the themes of honesty and dishonesty, and discuss the lives of people.
- To discuss humility and love, and arrogance and lack of love; to discuss how arrogance can become a violation of other’s rights.
- To discuss the need to try and control others, different methods people use, feelings about this, and when such behaviors are inappropriate or intrusive.

- To discuss what people say to create happiness and unhappiness, including: what they like and don't like to hear; sentences that cause great harm; and how being genuine influences reception; to discuss what they would like to hear from their parents.
- To discuss feelings when people are excluded; to generate ways to be inclusive.

GOAL 13: To develop positive interpersonal social skills through understanding the importance of applying values and learning communication skills

STEPS:

- To practice listening to others with love.
- To participate in planning and creating an “accepting environment” at school: creating an atmosphere where everyone feels they belong.
- To discuss when it is not a violation of trust to tell responsible adults about a friend’s intentions; to discuss suicide as a cry for help.
- To discuss how we can show love in the family; to write a note of appreciation; to do loving actions at home.
- To discuss dishonesty and trust in relationship; to identify trust-building behaviors by making a “trust wall”.
- To discuss and practice communication skills when there is regret for an action.
- To discuss the effect of pressure and what helps to resist that pressure.
- To accept and appreciate others while not feeling bad about the self.
- To do something kind every day for one week- with the feeling of wanting to do it and not needing recognition.
- To discuss “benevolently assertive” methods to communicate when someone is being intrusive or inappropriate, and to practice those methods in class.
- To practice listening with humility and self-respect when others are getting all of the attention.
- To discuss what methods of communication facilitate or hinder cooperation at home.
- To cooperate in a class project, using and adapting the “guidelines for communication”
- To discuss feelings when others are irresponsible and how to communicate with an “I” message rather than blasting others with anger; to create situation cards and role-play, generating positive, appropriate solutions.
- To write guidelines on the rights and responsibilities of parents and the rights and responsibilities of children, after studying the convention on the rights of the child; to discuss the optimal age to become a parent, and what is important before a person chooses to become a parent.
- To discuss respect and communication skills that create unity and then do a group painting focusing on the feeling of unity.
- To discuss the different abilities needed to create unity and what help to deal with any obstacles.

GOAL 14: To build positive, peaceful methods of dealing with conflict, including conflict resolution skills

STEPS:

- To learn method of conflict resolution: learn the steps; be willing to listen; and participate in conflict resolution exercises.
- To learn about the importance of listening to others, identify blockers and stoppers, and take turns talking, listening and observing.
- To develop more awareness about the beginning of the conflict by looking for the original seed of a conflict.
- To develop alternative thinking strategies by generating solutions.
- To be introduced to the concept of not letting negative people define who we are, and to practice two problem solving communication methods when others are negative.
- To think about and discuss conflicts that begin due to poor communication or a difference in perception.
- To apply the values and communication skills of peace and respect of student's concerns through discussion and role-play using situation cards.
- To role-play communication limits or boundaries in a difficult situation while trying to stay in a place of peace and self-respect internally.
- To look at the starting points of conflicts and discuss how a loving attitude can change the outcome; to role-play this conflict-reducing social skill.
- To discuss the effect of a mistaken concept of freedom; permission to do what I like, when I like, to whomever I like; to generate advice for those who misuse freedom; to role play giving their advice in a specific situation; to analyze their communication to find a positive, clear method that is likely to be received emotionally as well as intellectually; to discuss when it is important to give the message and when it is better not to give the message.
- To resolve conflicts by creating solution; to look at what is beneficial for all.

GOAL 15: to increase tolerance and develop or increase appreciation of other cultures

STEPS:

- To discuss tolerance the relationship between war and extreme intolerance, world peace and tolerance and to question if there is a relationship between personal peace and tolerance.
- To appreciate how you are different, to do the walk in your moccasins exercise with another student.
- To become more aware of tolerance and intolerance by collecting current news stories; to make a class collage of acts of tolerance and to locate on a map acts of intolerance.
- To increase knowledge of and appreciation for different culture; to discuss which values are important to different cultures; to share what they appreciate about a culture different than their own.
- To discuss the possibility of the lack of tolerance existing when there is a lack of love within an individual; to discuss the many different ways people discriminate and why people might discriminate.

- To develop a message to the world on tolerance; to create a message for the self to increase tolerance of others
- To discuss intolerance attitude and learn about the possibility of communication positively but assertively when discriminatory remarks are being made; to generate benevolently assertive responses to discriminatory statements during a class exercise .
- To study native cultures and their wisdom.
- To discuss how unity against common enemies, such as poverty and war, requires individuals to see humanity as their family; to select world problems, identify anti-values that cause each, and make up an attitude. That embodies values and a positive direction to solve the problem; and to create a slogan of each.

CHARACTER, SOCIETY AND THE WORLD

To contribute to the large society with respect, confidence and purpose

Goal 16: To think about the practical implications of values in relationship to the community and the world

STEPS:

- To identify difference between a peaceful world and a world of conflict through discussions and making a mind map.
- To think about the reasons people start wars.
- To interview an adult about war and possible alternatives to fighting.
- To identify differences between the effects of respect and lack of respect through making a mind map and sharing.
- To understand that there is a relationship between societal and world problem and anti-values through identifying problem with which they are concerned and anti-values behind the factors to that problem .
- To understand the importance of character by determining which values would aid in resolving particular world problem .
- To contrast the law of love and its rules with another law existing within the present society and its rules, and then explore the effects of each through mind mapping.
- To analyze the effects noted on their mind maps, place them on a character continuum, and discuss universal love and compassion.
- To discuss world leaders known for their humility and events that helped shape their motivating drive.
- To pretend to be science and discuss purpose.
- To discuss what would happen in one community, state, country or the world if business people and government leaders approached needs and problem in a co-operative manner; to identify where the world needs more co-operations could resolve the challenge.
- To discuss which goals would be common to scientist of all nations

- To mind map co-operation and opposition in order to clearly see the effects on people, business, society and government.
- To discuss how scientists could use global communication to advance the cause of science.
- To discuss why, when all resources are focused on socioeconomic infrastructure at the expense of the development of character, priorities in life are misrepresented and there is a gradual erosion of happiness; to discuss how values help people assess priorities and allow for active and preventative measures to take place at opportune times; and to research or create a value based active measure to deal with an identified.
- To discuss whether the purpose of science is to make humankind happier; to discuss ways in which science could contribute to the happiness of humankind.
- To discuss preventable scientific mishaps and being responsible, to discuss what type of scientist they would like to be (Responsibility, science)
- To discuss general concepts of freedom; to select a period of their country's history and review it, discuss the rights people felt were denied to them, the kinds of freedom they wanted, how the group denying them those types of freedom was benefiting, and develop a skit on freedom.
- To discuss any conditions of constraint for those whose freedoms were violated and for the violators in the skits presented.
- To discuss if any of the "freedoms" on the list generated in small groups violates the "freedoms" of others.
- To make a list of responsibilities balanced with each of the "rights" or freedoms on their artistic presentation, and then add responsibilities.
- To select a goal and action as a group to make their school, community or world closer to the way they want it to be; to make an action plan and carry it out while building the feeling of belonging and unity.

GOAL 17: To develop an understanding of methods and reasons for promoting intolerance in order to increase the ability to perceive any discriminatory and deceptive messages

STEPS:

- To study several current and recent conflicts in the world where intolerance was a major factor: identify factors that lead to an explosion of intolerance; look at anti-values behind each; and develop alternative ways to deal with precipitating factors.
- To discuss how promotion of the fear of scarcity can relate to an increase of intolerance, and for what ends; to discuss the relationship between discriminatory working practices and monetary gain.

Goal 18: To build awareness of the effects of corruption in society and develop cognitive awareness of and motivation for social justice and social responsibility

STEPS:

- To share stories about honesty and corruption, and the effects of honesty and dishonesty.
- To create and then participate in a skit on the theme of honesty and fairness versus corruption and greed, placed within a period of history the students have been studying, and explore the effects on the people of that time economically and socially.
- To study the relationship between greed corruption and the denial of human rights in history using examples from the regular curricula.
- To make up a skit of honesty and dishonesty in a financial setting and discuss the effects on victims economically and socially.
- To discuss honesty and owning your own business; to discuss the questions: ‘Is honesty possible?’ and “would you like your partner to be honest?”
- To search for examples of countries that strive to meet the basic human rights and needs of their people; to contrast the incidences of civil war and social unrest in these countries to countries that provide for the needs of only a minority of their populace.
- To discuss changes that would benefit the world, societal responsibility, moral responsibility, and write “Responsibility Guidelines for the Global Citizen” in small groups.
- To write “Rights of the Global Citizen” and compare it with the “Responsibilities: to question if any of the responsibilities need to be changed so that each person could have the rights.
- To look for examples in the real world of people achieving rights, behaving responsibly, and working for a better world; to discuss that a responsible person carries out duties with integrity and a sense of purpose; to select one small achievable project as a class.
- To discuss that much of what has gone amiss in history is people having selfish aims based on greed or an arrogant desire for power and responsibility; to discuss if cheating is true to one’s moral, personal, family or societal aim.
- To design two types of governments, both where citizens are peaceful and responsible : one where ministers operate on the laws of accumulating power, and another where there is a balance of law and love and respect for the human rights of all; to discuss how the societies differ and the benefits of each to the citizens and the world at large.
- To discuss how the value of simplicity helps decrease the gap between “the haves” and “the have-nots”.
- To discuss freedom in reference to examples in the curricula, discussing rights and freedoms, oppression and its method.
- To discuss the common enemies of humanity, such as civil war, ethnic conflict, poverty, hunger and violation of human rights; to generate lists of the most important problems and needs of the world; to instruct each team of young adults to select one problem and propose solutions, including which groups of people could work together in unity in order to solve the problem and make a presentation.

GOAL 19: To develop or increase environmental awareness and ecological responsibility

STEPS:

- To think of ten ecological practices they can do to show respect for the environment.
- To learn about native cultures and the ways that they respect the earth from the local curricula; to discuss that simplicity is learning from the earth and how to use resources wisely keeping future generations in mind.
- To study simplicity as the precursor to sustainable development, explore the needs of our planet, discuss ecology, discuss ideas for conservation or restoration, and make an action plan for one or more actions at school, at home and in the community.
- To discuss how the value of simplicity helps us avoid waste; to discuss the consequences for the environment when waste is reduced, and how to use our love for the environment.
- To study solar power.
- To create a simple and effective environmental project and “cost it out”, comparing it with regular costs.



**CHARACTER
FOR NATION**
*Character Makes a Man...
Men of Character Make the Nation...*



M E R I T
Movement for
Educational
Reformation
In
Tamilnadu

International
Diploma in
Education and
Academic
Leadership

STUDENT SAMPLE ASSESSMENT PAPER

1. If you are the only rich person in your class and all others are poor. You would _____

- A. put on the best clothes every day, and be proud of your status
- B. buy a lot of things only for your poor friends who admire you.
- C. show yourself friendly to everyone and never do anything which will make them look inferior.
- D. have a separate seat in the front of class room.

2. You are the best looking person in your class admired by everyone. A good looking new comer has recently joined your class and is gaining everyone's attention. You would _____

- A. find out the bad things about that person and tell everyone
- B. be a good friend and appreciate sincerely his/her good qualities.
- C. put on better clothes and makeup to look better than that person.
- D. spend more money and try to look better than him/her.

3. You are invited for a party. Many rich people are coming for the party too.

- A. You will wear the best dress that you have.
- B. You will borrow your friend's dress to wear.
- C. You will not attend the party, if you don't have good dress.
- D. You will borrow money and buy a new dress.

4. Your best friend is waiting for you to join him in a foot ball game during the time of an important class but you know the teacher is very boring. You would _____

- A. enjoy the game and please my friend.
- B. convince other students that the class is boring and plan a mass boycott making way for your game
- C. ask permission from the teacher giving a false excuse
- D. attend the class with an open mind. See the good side of the teacher and explain your difficulties later.

5. Your room mate who is also your classmate disturbs you constantly while you are preparing for tomorrow's test. You would _____

- A. complain about him to the principal
- B. shout at him and show him that he is annoying you.
- C. explain politely. If he does not listen seek another quiet place and prepare for the test.
- D. close your book and enjoy with your friend.

6. Your close friend offers you something (e.g. tobacco, pan etc.) which is injurious to your health and will corrupt your mind.

- A. You will accept it, if he gives it to you secretly.
- B. If it will give you pleasure then you will take it.
- C. You will not accept it at any cost.
- D. You will accept it, enjoy life and then give up.

7. You avoid doing deeds like stealing, telling lies, smoking etc. because

- A. Your parents will punish you, if you do so.
- B. People may think badly about you.
- C. You know these are wrong and decide not to do so.
- D. You are afraid to do so.

8. Your school campus is very complicated to go about. A new comer to the junior class has lost his way, what would you do?

- A. Take him to your class and rag him.
- B. Scold him for not knowing school campus before joining
- C. Talk to him politely and guide to the class room, if possible escort personally.
- D. Be indifferent.

9. You have come to know for sure your exam question papers have leaked out. As an honest student what would you do?

- A. Read it yourself and aim for a high score in the exams
- B. Mind your work and don't bother about it.
- C. Report immediately to the concerned authorities in the school.
- D. Share it with you very close friend.

10. You have to submit a summary after a three hundred page reading assignment tomorrow. You would _____

- A. read the first and the last page only
- B. say there is no point in reading and wasting the time.
- C. ask your friend to summarise the content of the reading for you
- D. read as much as you can and do the best summary possible.

11. As the leader of your class, your responsibility is to see that the chairs of the class are arranged neatly for the inspection. Other students who are supposed to help you are not willing to help. What would you do?

- A. You would complain about the other students to the teacher.
- B. You would do it by yourself since it is your duty.
- C. You would say you are sick and go home for that day.
- D. You would study and not arrange chairs.

12. When your mother asks you to tidy up your room, you _____

- A. say, you would do it and keep your word.
- B. say, you would do it later, and forget about it.
- C. refuse to tidy up or pass on the job to the servant.
- D. ask your sibling to do it.

13. You own a set of binoculars and the news has come that the planets in the sky will align in a straight line tonight. You would _____

- A. go to bed as usual.
- B. give your binoculars to your friend and ask him to see and tell about it tomorrow
- C. not miss this rare phenomenon so keep awake and watch it happen.
- D. watch the event on TV the nex day.

14. The teacher in your class has left a very interesting question to be answered tomorrow. You would _____

- A. eagerly wait for tomorrow to listen to the teacher's answer
- B. search the library for the answer.
- C. suggest the teacher not to leave the lectures half done.
- D. contemplate the whole night what would be the answer.

15. There is a science exhibition going on. What would your responsible?

- A. I am not interested.
- B. If I have the time, I will go.
- C. I will not miss it.
- D. I need to study my lessons. I'll go next time.

16. There is an urgent request for blood donation and only your blood group matches the patient. You would _____

- A. donate blood to save life.
- B. search for others with the same group and ask them to donate.
- C. not donate because you are afraid
- D. leave the patient to his fate.

17. Outside your school there is a very poor beggar. He looks very sick; if given medicines he could get well. As a student what will you do?

- A. Chase him from the premises of the school.
- B. You will give some money and show the direction where free treatment is available.
- C. Complain to the school officials
- D. Neglect and leave him alone.

18. If you suddenly inherit money and become a millionaire, you would _____

- A. share a part of your wealth for free education, for hospital building and other charity works.
- B. buy a big house, a car and go touring.
- C. start new business and multiply the money.
- D. start an ashram and make more money.

19. There is a marathon organized to raise the awareness for lung cancer among smokers. what would you do?

- A. Not run
- B. You would run and convey that life is a gift and we should not waste it by smoking.
- C. Not run, because it is not your fault
- D. Help doctors to run this marathon.

20. During your school basketball team game only two more baskets would make your team win the game. Your friend is very good at scoring a basket. You would _____

- A. pass the ball to him at every opportunity so our team can win.
- B. not let him make basket
- C. try my best to make a basket.
- D. not care if your team wins

21. You are traveling in a very crowded bus, a very fat man has just come in and asks you to move in the front .What would you do?

- A. Tell him it is impossible and don't move
- B. Ignore his request
- C. Try to make some space for him because of his overweight.
- D. Try to act as if you did not hear.

22. Since your surrounding is very dirty, your neighbors are planning to clean it every Sunday. What would you do?

- A. You will be happy to join them.
- B. If you have time, you will join.
- C. I don't prefer to work with others. I prefer to clean whenever I like.
- D. If I am paid, I'll join.

23. It is science period; teacher is quite late. Everybody is making noise and some are moving out. What would you do?

- A. Though everyone makes noise and moves out, you will not do so.
- B. If your friends make noise and move out, you will join them.
- C. There is nothing wrong in making noise or moving out, if the teacher is late.
- D. You will not help the leader maintain order.

24. You have got your answer paper, there is a mistake in the totaling of your marks which makes you first in class, otherwise you would be third in class. What would you do?

- A. You will tell the teacher about it and accept your real position
- B. You won't reveal, and be happy you are first
- C. It is the mistake of the teacher, so you are not to be blamed.
- D. You will tell the teacher when the next term begins.

25. Your dearest friend is sitting next to you in the final exams. He is asking you for an answer which you know. You would _____

- A. tell him the correct answer
- B. tell him a wrong answer
- C. you will keep silence and finish your exams
- D. tell him you don't know the answer and ask him to copy from a friend on the other side.

26. You are appointed for a government job. Your boss always comes late to the office. What would you do?

- A. It is an advantage for you, because even you can go late to the office.
- B. Whether he comes late or on-time, you will go on time to the office.
- C. Sometimes you will go late to the office.
- D. Tell others about his late coming.

27. Your classmates are talking evil about your teacher which you know is not true, how you will react?

- A. Explain to them the good qualities of the teacher and that the accusation is wrong.
- B. Join the group although you don't believe it, otherwise you would be rejected
- C. Be indifferent to the conversation
- D. Bring to others, memory of all the bad things the teacher has done in the past.

28. Your close friend has been suspended for stealing, the whole school rejects him. What would you do

- A. You would cut yourself from him as he has proven to be bad
- B. Try to be with him and help him in this difficult time as he is your friend.
- C. Help him to find a solution in order to justify his act.
- D. Counsel him how to steal without getting caught.

29. You want to buy a new pair of shoes but don't have enough money. Fortunately you find a wallet with Rs.1000/- and an address card. What would you do?

- A. You will use the money and throw away the address card.
- B. You will return the money to the address.
- C. You will use half of the money and return the rest saying you found only that amount.
- D. You will share with your friend.

30. A teacher constantly picks on you and questions you in front of the class. You would _____

- A. learn better and be always ready to give an answer.
- B. complain about the teacher to the principal
- C. make fun of the teacher outside the classroom
- D. have an argument with the teacher in front of the class.

31. A girl / boy in your class constantly makes fun of you. You would _____

- A. talk to him/her, clear his/her doubts and try to win his/her friendship
- B. in return make fun of him/her
- C. abuse her/him in front of the class and embarrass him/her
- D. complain to his/her parents and your parents.

32. Imagine that there is a clash between your religious group and an other religious group. What would you do?

- A. If your religious group is attacked, you will not tolerate.
- B. You will try to show love and kindness to them.
- C. You cannot accept people talking or doing anything against your religion.
- D. You will try to safe guard only your family.

33. In spite of your hard work you scored only the second highest mark in your class. What would you do?

- A. You will not feel bad because you have done your best.
- B. You will give up on studies because you can never be the best.
- C. You will sit and cry thinking of your results.
- D. Accept politely because it is your fate.

34. You have failed your exams because you did not study well. Your father calls you to talk about it. You would

- A. Run away from the house and return after a week.
- B. Face your father, and accept your failure.
- C. Defend your failure with a false excuse
- D. Blame the teacher for not teaching well.

35. What do you think of a teacher who shows partiality to students belonging to his caste?

- A. He is right, because only then his caste / community will improve.
- B. He is wrong because student teacher relationship is universal.
- C. He is right because he has got the right to be nice to whom he likes
- D. To be fair he should show partiality to one other caste /community too.

36. You have been entrusted with a huge amount of money by a rich man to be given to the poor at your discretion. You would choose to give it to _____

- A. only those of your caste /community
- B. only for the poor of your religion
- C. my family because we are poor
- D. all the poor irrespective of their caste creed, religion or race.

37. When it comes to choosing my friends, _____

- A. I will choose only those who belong to my religion and social status.
- B. I will choose those who will help me.
- C. I will choose someone who is loving and genuine.
- D. I will choose a famous person.

38. You are invited for a buffet lunch in a party. Your favorite food is very little, you would _____

- A. take as much as possible in the first round
- B. take some in consideration for others.
- C. tell others that this dish is not good, so others won't take the dish.
- D. ignore the dish altogether.

39. You see a person lying down on the road bleeding after an accident. Your first reaction would be

- A. Run away from the site.
- B. Try to stop the bleeding with a cloth, and call others for help.
- C. Wait for someone else to take the initiative, and then follow them.
- D. Run to the nearest hospital and arrange for help

40. A beggar is shivering in cold outside your door. You would _____

- A. ask him to leave the place
- B. believe that it is his fate and leave him alone.
- C. give him some warm clothes and a hot drink or food.
- D. complain to the police for trespassing your property.

41. The servant in your house does not have good dress to wear for a function. You would _____

- A. give one of your best looking dresses
- B. ask her not to attend the function
- C. give one of your dresses which looks a little old
- D. tell her not to bother about her dress.

42. There are so many suffering without proper food and shelter. What is your opinion about them?

- A. We should try our best to help them.
- B. It is the duty of the government to help them.
- C. Suffering is part of life. They should accept it.
- D. Let them work and earn.

43. A person on the road abuses you for a road accident that is not your fault. You would _____

- A. abuse him back with more severe words
- B. keep silent; when he has finished politely explain the reality.
- C. try to get help from the public to support you.
- D. run away from that place.

44. Your skills in mathematics have not improved in spite of tuitions and hard work. You would _____

- A. ask God for help and try your best to excel.
- B. quit the idea to excel because you are dull.
- C. blame the teacher
- D. join another school.

45. You have lost your way while in the forest. There is no one to help you. You would _____

- A. pray that God would guide or send someone to help you.
- B. curse your luck and await your fate.
- C. curse everyone who sent you to the forest trip and try your luck finding a way out yourself.
- D. sit and do nothing till others come in search of you.

46. Imagine after 10 years you are caught up in great financial debt, which of the following you will do first?

- A. Seek the help of my friend.
- B. Approach any nearby bank for loan.
- C. Seek the help of God.
- D. Demand my parents to help.

47. The way I look at life is a _____

- A. burden, need to bear it.
- B. game you win and lose nothing great.
- C. sorrow by hook or crook overcome it.
- D. God's gift and achieve the most of it.

48. Your friend confesses and asks forgiveness for breaking a glass window for which you were punished last month. You would. _____

- A. forgive freely and leave the past behind.
- B. go to the principal and accuse him and vindicate yourself
- C. never be friends; instead treat as an enemy.
- D. wait for an opportunity to take revenge on him.

49. One of your classmates has by mistake taken your text book during the exam time. You would _____

- A. shout at your friend for being careless
- B. complain to the principal
- C. forgive you friend for the mistake.
- D. be indifferent to your friend.

50. Imagine few children are playing cricket near your house. Unintentionally the ball hit your face. What would you do?

- A. Shout and chase them.
- B. Pardon them and ask them not to play near again.
- C. Report to their parents.
- D. Take the ball and not return

NAME: _____

SCHOOL NAME: _____

STANDARD & SECTION: _____

RESIDENTIAL ADDRESS: _____

DATE: _____

SIGNATURE: _____

LIST OF VALUES

Sometimes you find it difficult to name and identify your values. Here is an alphabetical list of values for your reference. This is certainly not a comprehensive list of values.

It is up to you to add to the list and make it more complete.

A Achievement

B Being liked

Belonging
Beauty

C Cleanliness

Companionship
Compassion
Competence
Co-operation
Courage
Creativity

D Duty

E Education

Efficiency
Empathy
Equality

F Faith

Fate
Flexibility
Freedom
Friendship

G Generosity

Gratitude

H Happiness

Health
Honour

I Independence

Initiative
Insight
Intimacy

J Justice

K Knowledge

L Leisure

Love

M Maturity

Money

O Obedience

Obligation
Orderliness

P Patience

Patriotism
Peace
Perseverance
Pleasure
Prayer

R Relaxation

Religion
Respect for others
Risk-taking

S Salvation

Sanctity
Security
Self-confidence
Self-discipline
Self-worth
Service
Sexual pleasure
Solitude
Spontaneity
Status
Survival
Success

T Tradition

Trust

W Wonder/Curiosity

Wisdom
Worship

Z Zeal



TEACHER'S ATTITUDE AND ASSUMPTIONS



Your assumptions, attitudes and beliefs about young people and your role as a teacher, whether they are right or wrong, will influence your relationship with them. It is important to clarify your assumptions and beliefs, question them and maybe replace some of them, if they are found to be inaccurate.

Individual Work



The following statements will help you to clarify some of your assumption, attitudes and beliefs about young people, teachers and teachers-student relationship. Go through the statement carefully, and if you agree with a statement, tick (True), if you disagree with a statement, tick (False), and if you are undecided, tick (undecided).

1 Teaching is not merely a job but a vocation.

True False Undecided

2 To be an effective teacher one must be blessed with exceptional gifts and talents.

True False Undecided

3 What a teacher is, is more important than what he or she knows.

True False Undecided

4 "It is not enough to love the young, you've got to express it in ways meaningful to them"

True False Undecided

5 A good teacher will never show their emotions in class.

True False Undecided

6 Identify with the young means being like them in dress, behavior and speech.

True False Undecided

7 A good teacher will carefully cover up his or her ignorance and justify every mistake.

True False Undecided



Individual Work

- 8 To be an effective teacher it is not enough to know well the subject matter you teach, but you have to know well your students too.

True False Undecided

- 9 The old saying, “familiarity breeds contempt, is particularly true in teachers-student relationship.

True False Undecided

- 10 “spare the rod and spoil the child.”

True False Undecided

- 11 Physical punishments are always humiliating, even if administered with “love”.

True False Undecided

- 12 A helpful teacher will make all decisions for the students.

True False Undecided

- 13 You can change a student’s behavior more effectively through appreciation and affirmation of strengths that through correction and punishment.

True False Undecided

- 14 Inconsistency in discipline confuses young people.

True False Undecided

- 15 If we praise students often, they will get proud and “swollen headed”.

True False Undecided

- 16 The apparent arrogance of young people reflects their sense of security and confidence.

True False Undecided

- 17 “Modern youth ” is not interested in good prayer .

True False Undecided





Individual Work



- 18 Young people are often inconsistent because they experience frequent mood-swings.
True False Undecided
- 19 Rebellion in a youngsters is a cry.
True False Undecided
- 20 Youngsters are far more insecure than they look, so they need lots of appreciation and affirmation.
True False Undecided
- 21 Young people do not actually want all they ask for , they are only testing “boundaries” and “limits”.
True False Undecided
- 22 Most young people use only 10 to 15% of their potential.
True False Undecided
- 23 Now-a-day youngsters are not at all interested in doing service to others, they are only interested in fun and entertainment.
True False Undecided
- 24 The deepest need of a young person is understanding and love.
True False Undecided
- 25 Young people have a tendency to live the “labels” stuck on them.
True False Undecided
- 26 “Young people are a strange lot, you ask them for little, they give you nothing, you ask them for much, they give you everything.”
True False Undecided
- 27 Education to love and sexuality is within the domain of the family, and hence educational institutions need not interference with it.
True False Undecided



Individual Work

28 Values cannot be “thought” to youngsters they are only “caught”.

True False Undecided

29 Good education means academic excellence.

True False Undecided

30 Twenty years hence, what your students will remember will not be the subject matter you thought, but your example and relationship with them.

True False Undecided



WHAT WOULD YOU LIKE

I Go through each situation given below and mark a dot on the continuum above the number that best represents your response in each situation.

1 You are taking the entrance test for a professional course. You are very keen on scoring high marks. Suddenly you realize you have a chance to copy from the best student. You _____



resist the temptation to copy

copy the clever student’s answer as fast as you can.

2 Your parents disapprove of your friends. You _____



Listen and try to understand what they are feeling.

Say,

3 Your friends ask you to cut class and go for a movie with them You _____



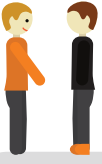
refuse to go and propose to go on a holiday.

Join the group and go for the movie,



WHAT WOULD YOU LIKE

4 Your parents ask you to do something you don't like to do. You _____



Obey them and do it

Refuse and say "certainly not!"

5 Your friends invite you to drink or take drugs with them. You _____



Say, "No"

Say, "Yes" and join the party.

6 You returned home late after going for a party without your parent's permission. You _____



Apologize and tell the truth about where you were

Lie about where you were.

7 Your friends crack smutty jokes in your presence. Everyone laughs. You _____



Express your disapproval and refuse to join the laughter.

Laugh with the crowd.

8 Your teacher asks you and your friends to keep quite. You _____



Settle down and listen.

Shout out a wisecrack and make everybody laugh.

9 Someone else has been falsely accused of a fault you have committed. He or she is going to be punished undeservedly. You _____



Keep quite and let the innocent person receive the punishment.

Own up your fault and accept the due punishment



WHAT WOULD YOU LIKE

10 You find a purse in the campus with lots of money in it. You _____



Hand it over to the authorities.

Take the money for yourself.

11 Some students unjustly accuse an unpopular student in your presence. you _____



Speak up in defense of the accused student.

Keep silent.

12 You look in the mirror after rising in the morning. You _____



Are glad you are you.

Wish you were some-body else.

13 Some of your classmates win school election, get high rank or win a prize. You _____



Congratulate them and are happy.

Resent their success and make nasty comments behind their back.

14 You are with friends. Parents are not at home. Your friends propose to screen an indecent video movie. You _____



Refuse to join in

Settle down and see the movie.

15 Your family is in prayer. You _____



Participate willingly

Avoid prayer by giving the excuse of studying for a test.



WHAT WOULD YOU LIKE

16 You haven't studied for a test. You _____



Take the test anyway and face the consequences.

Skip class pretending to be sick.

17 Some students tease you and make fun of you in a hurting manner. You _____



Keep cool and firmly tell them to stop it.

Insult them and threaten to get even.

18 You overhear a group gossiping about one of your teachers. You _____



Stand up for the teacher talked about.

Join the conversation and add your share to it.

19 You discover some people are spreading lies about you. You _____



Forgive them and go on.

Blow up and hold a grudge.

20 ? You are visiting a family and accidentally you broke a valuable vase. You _____



Own up and apologize.

Deny you broke it put the blame on someone else

II

Now connect all the dots and shade in the left side of the graph.

III

Small group interaction

In your small group discussion and share your response to the situations above. It is important you give your reasons to support your stand. Interrupt the meaning of the shaded area of your graph. Remember. The smaller your shaded portion, the stronger and better your values are. If the unshaded portion is small, it means you have to re-consider your values and value system.

IV

Conclusion

What I learnt from this exercise:

My decision for change and growth:

THE CHOICE IS YOURS

I

Go through carefully the statement below and rank the choices given in the order that best reflects your personal feelings. Make your ranking in the first column of spaces leaving the second column blank for now:

1 If someone gave me Rs.1000, I would

_____	_____
_____	_____
_____	_____

give it to charity

save it

buy something for myself





THE CHOICE IS YOURS

2 I want money

_____ to buy basic necessities
 _____ to visit new places
 _____ to feel independent



3 If I were the prime minister, I would give priority to

_____ defense
 _____ eradicating poverty
 _____ education



4 I would least like to be

_____ crippled
 _____ old
 _____ lonely



5 I think the most serious problem in the country is

_____ communal strife
 _____ injustice
 _____ pollution



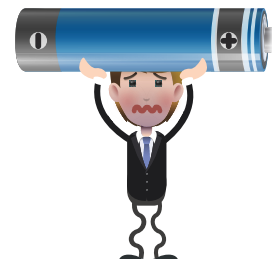
6 I would prefer to marry someone with

_____ personality
 _____ money
 _____ sex appeal



7 I would least like to be

_____ very sick
 _____ very poor
 _____ very ugly





THE CHOICE IS YOURS

8 I would most like to be

_____ intelligent
 _____ popular
 _____ looked up to



9 I would want my friend to be someone who is

_____ good looking
 _____ rich
 _____ sincere



10 If I had to give up something, I would choose

_____ political freedom
 _____ religious freedom
 _____ economic freedom



11 I despise most

_____ a boastfull person
 _____ a coward
 _____ a hypocrite



12 I would most dislike being

_____ lonely
 _____ ridiculed
 _____ hated



13 I enjoy having people around

_____ all the time
 _____ occasionally
 _____ rarely





THE CHOICE IS YOURS

14 When someone asks my opinion I

- _____ tell them the truth
- _____ tell them what they want to hear
- _____ avoid committing myself



15 I think men and women

- _____ are more alike than different
- _____ learn to be masculine and feminine
- _____ are born with different physical and emotional needs



16 When I'm in a situation that is frightening I prefer

- _____ to run away
- _____ to face it alone
- _____ to have others around



17 I find that another person's opinion of me

- _____ doesn't matter
- _____ affects my behavior
- _____ is important to me



18 When someone hurts me my first reaction is

- _____ to forgive
- _____ to strike back
- _____ to withdraw





THE CHOICE IS YOURS

19 The evil I want most to eradicate in India is

_____	_____	dowry system
_____	_____	caste system
_____	_____	inequality



20 Self-confidence is something I

_____	_____	possess
_____	_____	don't have
_____	_____	need to develop



As the Leader directs you, go back and retake the questionnaire substituting the words “most people” for “I”. enter your second ranking in the second column of spaces on your worksheet.

II

Small group interaction

In your small group, take turns to share and discuss the two sets of ranking you have done. It is important you give reasons for choices and ranking because they will reflect your values. Help one another to discern the values involved.

III

Conclusion

At the end of the session, after a few moments of quiet reflection, fill in the following:



Conclusion

What I learnt from this exercise:

My decision for change and growth:

Aspiration and Dreams

I

The following is a list of aspiration and dreams, some of which you may value very much while others may not be important to you. Study the list carefully and pick out three that are most important to you. Write out these three of your dreams and aspirations separately in the space provided and give your reason for them.

- 1 To be the richest person in the world.
- 2 To rid the world of violence and conflicts.
- 3 To serve the sick and the needy.
- 4 To become a famous figure (cricket hero, movie star, pop star or sports star; a great politician, scientist or philanthropist)
- 5 To experience perfect peace in life.
- 6 To have the world's finest food from the best chef for a year.
- 7 To be the president of our country.
- 8 To be the most attractive person in the world .



Aspiration and Dreams

- 9 To experience perfect love in life.
- 10 To know the meaning of life.
- 11 To own 50 of your favorite works of art.
- 12 To live in a beautiful house near the beach.
- 13 To live to be 101 years old with no discomfort.
- 14 To be totally competent in the profession of your choice.
- 15 To invent a vaccine to make all human beings incapable of lying or graft.
- 16 To have power to control the destinies of 100,000 people.
- 17 To enjoy the love and admiration of the whole world.
- 18 To create a just and equitable society.
- 19 To own a master computer programmed for all knowledge and all possible information.
- 20 To spend six months with the greatest religious figure of your faith.
- 21 To marry the most prettiest girl or the most handsome boy in the world.
- 22 Other.

OH! TO BE FREE

PART ONE

All of us want to be free. But , what does “freedom” really mean? Let us clarify some of our ideas about freedom. Here are a few statements on freedom. Study them carefully and indicate whether you agree or disagree with the statements by circling or ticking A for Agree, D for Disagree and if you are not sure, U for Undecided:

- 1 Freedom means “doing my thing” always.
Agree Disagree Undecided
- 2 The world would be a better place to live if there were no laws, rules or restrictions.
Agree Disagree Undecided



OH! TO BE FREE

- 3** Every human being is born free
Agree Disagree Undecided
- 4** Freedom means going wherever I want and doing whatever I want.
Agree Disagree Undecided
- 5** Freedom of speech means saying whatever I feel like saying.
Agree Disagree Undecided
- 6** Freedom means being independent always.
Agree Disagree Undecided
- 7** Freedom means not having to obey anyone.
Agree Disagree Undecided
- 8** Freedom means getting all I want.
Agree Disagree Undecided
- 9** Freedom and responsibility are inseparable.
Agree Disagree Undecided
- 10** Freedom means doing only the things I feel like doing.
Agree Disagree Undecided
- 11** Freedom means not doing whatever I like but doing whatever I ought to do.
Agree Disagree Undecided
- 12** When my action or behaviour infringes on the rights of other, it is no more freedom.
Agree Disagree Undecided

OH! TO BE FREE

- 13 Religion is an obstacle to freedom.
 Agree Disagree Undecided
- 14 Freedom means striving to become all I am capable of becoming.
 Agree Disagree Undecided
- 15 Freedom means not feeling guilty, no matter what I do.
 Agree Disagree Undecided
- 16 Freedom means being free to make all decisions of life by myself.
 Agree Disagree Undecided

PART TWO

Go through the following statements and tick “Yes” or “No” indicating your agreement or disagreement with the statement:

I feel UNFREE when:

Yes

No



I am faced with a problem

.....

.....



I go out with my parents

.....

.....



I am swamped with homework

.....

.....



My best friend is angry with me

.....

.....



I have done something wrong

.....

.....



I can't do what I want to do

.....

.....



I am so busy, I can't think straight

.....

.....



I am with strangers

.....

.....



I am in a new place

.....

.....

OH! TO BE FREE



When I am with people who put
on the mask

.....



I cannot express my feelings

.....



I can't be myself

.....



Pressured to do things that I
know are wrong

.....



I am scolded or punished for
no reason at all

.....



I am afraid of what people are
saying or thinking about me

.....



I have to do something
I don't like to do

.....



I am angry with someone

.....



I have to do everything
by the rules

.....

Other:

.....

PART THREE

All of us have experienced the feeling of freedom but it is hard to express it

in words. This is because freedom means different things for different people. Sometimes a song or a poem can capture what we feel most deeply about freedom.

Here is a popular song for you:

Born free, as free as the wind blows,

As free as the grass grows,

Born free to follow your heart.

Live free, and beauty surrounds you.

The world still astounds you each time you look at a star.



OH! TO BE FREE

Stay free, where no walls divide you,
 You are free as a roaring tide so there's no need to hide.
 Born free, and life is worth living,
 But only worth living 'cause you're born free.



WHAT DO YOU SAY LOVE IS?

In the first column below, different aspects of love are listed. Read through the list carefully and tick 10 aspects of love you consider most important. Rank order these 10 chosen aspects of love by numbering them 1 to 10, where 1=most important, 2=second most important and so on down to 10 where 10=least important among the aspects of love chosen. Remember you should have a sound basis for your choices and ranking. Enter these 10 aspects of love in order, in the second column, under the heading "individual".

LOVE IS	INDIVIDUAL	GROUP
Affirmative		
Availability		
Caring		
Family		
Faith		
Forgiveness		
Freedom		
Friendship		
Generosity		
Giving		
GOD		
Joy		
Kindness		
Laughing		



WHAT DO YOU SAY LOVE IS?

LOVE IS	INDIVIDUAL	GROUP
Listening		
Loyalty		
Presence		
Receiving		
Respecting		
Risk		
Sacrifice		
Sensitivity		
Service		
Sharing		
Togetherness		
Trust		
Truthfulness		
Understanding		

WHO IS A TRUE FRIEND?

I Below are a set of statements on friendship. They reflect ideals and values in friendship. Go through them critically and decide which statements are true and which are false by ticking T for True and F for False. If you are not sure, tick U for Undecided. Remember, you should have valid reasons to support your stand.

1 One can be perfectly happy without any friends.

True False Undecided

2 A true friendship does not happen all of a sudden, nor does it happen by chance.

True False Undecided

3 Sacrifice is the ultimate proof of true friendship.

True False Undecided



WHO IS A TRUE FRIEND?

- 4 Friendship has to be carefully nurtured and cultivated.
True False Undecided
- 5 A true friend never causes pain.
True False Undecided
- 6 It is easier to forgive my close friend than a stranger.
True False Undecided
- 7 Without open and honest communication, friendships cannot thrive.
True False Undecided
- 8 I must share all my secrets with my friend.
True False Undecided
- 9 Friendship is a choice and a decision.
True False Undecided
- 10 True friendship, means “never having to say you are sorry”.
True False Undecided
- 11 Loneliness is the fear of love.
True False Undecided
- 12 Without honest self-disclosure, friendship is not possible.
True False Undecided
- 13 Conflicts and quarrels are unavoidable in a true friendship.
True False Undecided
- 14 Loyalty in friendship means never to make new friends.
True False Undecided
- 15 True friendship cannot survive with deception or dishonesty.
True False Undecided
- 16 All real love is unconditional. Conditional love is not “love” but manipulation.
True False Undecided



WHO IS A TRUE FRIEND?

- 17 True friends will always be in perfect agreement on all matters.
True False Undecided
- 18 Friendship demands having common goals, interests and values.
True False Undecided
- 19 The chief demand of a true friend is that I be true to the best in myself.
True False Undecided
- 20 One true friendship opens the door to many other friendships.
True False Undecided
- 21 A strong and talented person does not need a friend.
True False Undecided
- 22 Even the best of friendships can come to an end.
True False Undecided
- 23 Friendships are necessary for our emotional maturity.
True False Undecided
- 24 A true friendship can lead me to GOD.
True False Undecided
- 25 If I don't confront my friend when he or she is wrong, I am not helping him or her to grow.
True False Undecided
- 26 The saying, "Birds of the same feather flock together," is true in the case of friendship.
True False Undecided
- 27 True friendship is rare.
True False Undecided
- 28 A friend is like a mirror that reflects my goodness.
True False Undecided
- 29 A true friend should be ready to do whatever I ask off him or her.
True False Undecided



WHO IS A TRUE FRIEND?

30 A friend is one who walks in when others walk out.
(walter wincheel)

True False Undecided

II

Small group interaction

Share with your group members your responses to each of the statements above And give valid reason for your point of view. Try to arrive at a group consensus on the responses. However, agreement on an opinion should not be arrived at through taking a vote but through discussion and persuasion.

III

Conclusion

At the conclusion of the exercise, take a few moments for quiet reflection and then fill in the following:

What I learnt from this exercise:

My decision for change and growth:

YOUR CAREER AND YOUR VALUES

I You have many expectations when you choose a particular career. Which of the following are most important to you? Indicate 4 to 6 of them with a “+” sign. Which are of least important to you? Indicate 4 to 6 of them with a “-” sign.

MOST	LEAST	
-----	-----	An opportunity to work with people and get involved with them.
-----	-----	An opportunity to make use of and develop my talents and gifts.
-----	-----	A job that demands dynamism and energy.
-----	-----	An opportunity to use and develop my creativity and originality.
-----	-----	A job that offers challenges and risks.
-----	-----	An opportunity where one works in a world of ideas.
-----	-----	A job that allows a great deal of freedom and independence.
-----	-----	An opportunity that demands leadership and power.
-----	-----	An opportunity which has the potential for rapid and great success as well as the possibility of immediate and serious failure.
-----	-----	A job that permits me to work quietly, at my own pace, with minimum contact with people
-----	-----	A career that has wide and varied tasks to be accomplished.
-----	-----	A career that demands great responsibility and reliability.
-----	-----	An opportunity to serve mankind, especially the poor and the needy.
-----	-----	A career that requires travelling to many places.
-----	-----	An opportunity where the emphasis is on ethical behavior.
-----	-----	A career that allows plenty of leisure time.



YOUR CAREER AND YOUR VALUES

MOST

LEAST

- | | | |
|-------|-------|---|
| ----- | ----- | A job where I can be proud of immediate result. |
| ----- | ----- | A profession that will give me prestige, status and recognition. |
| ----- | ----- | An opportunity to earn a comfortable income and dependable employment. |
| ----- | ----- | A career that emphasizes long term goal rather than immediate results. |
| ----- | ----- | A career that provides an opportunity to make a significant and original contribution to mankind. |
| ----- | ----- | An opportunity for moderate but steady progress. |
| ----- | ----- | A career that provides opportunity for success and achievement. |
| ----- | ----- | A career that requires a great deal of intelligence. |

II

Go through carefully the items you have marked, those with the “+” sign and those with the “-” sign identify the values reflected in your choices and list them below and then rank them in the order of importance to you by numbering them.

III

Small Group Interaction

In your small group share with your partners the following:

- ★ The items you have marked with the “+” and the “-” sign, giving reason for your choices.
- ★ The values you have listed.
- ★ The ranking of your values giving reason for your preferences and priorities.

IV

List all the careers and professions you think of that will meet your expectations and values.

V

At the end of the session, reflect quietly for a few moments and fill in the following:

What I learnt from this exercise:

My decision for change and growth:

VALUE SCRAMBLE SHEET

YTQALEUI	➔	EQUALITY
EEODRFM	➔	FREEDOM
SHAPIPENAQ	➔	HAPPINESS
PFREDSNIHI	➔	FRIENDSHIP
EEPCA	➔	PEACE
SOENENPS	➔	OPENNESS
VSECRIE	➔	SERVICE
YTNPIBLRSIESI	➔	RESPONSIBILITY
UEORCAG	➔	COURAGE
ELVO	➔	LOVE
SEGOVIRNSEE	➔	FORGIVENESS
TYPNCUTIALU	➔	PUNCTUALITY
ERAPYR	➔	PRAYER
SNHYTOE	➔	HONESTY
EMYON	➔	MONEY
UTBEYA	➔	BEAUTY
UOPRPYILAT	➔	POPULARITY
WREOP	➔	POWER
CNIFFECEYEI	➔	EFFICIENCY
EKWGLDOEN	➔	KNOWLEDGE
OSLAIANTV	➔	SALVATION
CCSUSES	➔	SUCCESS
UTYRPI	➔	PURITY
SESDROERLIN	➔	ORDERLINESS
OYLYILAT	➔	LOYALTY

N.B You can add as many scrambled values as you want to the list.

SCRAMBLED VALUE CARD (SAMPLE)

YTQALEUI



VALUE IN THE INDIAN CONSTITUTION

(Extracts from the Constitution)

ART. NO.	ARTICLES	VALUES	EXAMPLES
39	<p>THE State shall in particular direct its policy towards assuring</p> <p>A That the citizens, men and women equally have the right to an adequate means of livelihood;</p> <p>B That the operation and control of the material resources of community are so distributed as best to subserve the common good;</p> <p>C That the operation of the economic system does not result in the concentration of wealth and means of production to the common detriment;</p> <p>D That there is equal pay for equal work for both men and women;</p> <p>E That the health and strength of the workers, men and women, and the tender age of children are not abused, that citizens are not forced by economic necessity to enter avocations unsuited to their age or strength;</p> <p>F That childhood and youth are protected against exploitation and against moral and material abandonment.</p>		
24	No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment		
15	(I) The state shall not discriminate against any citizen on the ground of religion, race, caste, sex, place of birth or any of them.		
41	The State shall within the limits of its economic capacity and development, make effective provision for securing the right to work , to education and to public assistance in case of employment, old age, sickness and disablement and in other cases of undeserved want.		
45	The State shall endeavor to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years.		
46	The State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the scheduled tribes and shall protect them from social injustice and all forms of exploitation.		

VALUE IN THE INDIAN CONSTITUTION

(Extracts from the Constitution)

ART. NO.	ARTICLES	VALUES	EXAMPLES
17	“Untouchability is abolished and its practice in any form is forbidden”. The enforcement of any disability arising out of “untouchability” shall be an offence punishable in accordance with the Law.		
	We, the people of India, having solemnly resolved to constitute India into a Sovereign Secular Democratic Republic and to secure to all its citizens JUSTICE- social, economic and political, LIBERTY of thought , expression, belief, faith and worship, EQUALITY of status and opportunity, and to promote among all FRATERNITY, assuring the dignity of the individual and the unity and integrity of the Nation. In our Constituent assembly, this 26th day of November, 1949, we do here by adopt, enact and give to ourselves this Constitution		

II

Small Group Interaction

Get into your small groups and take turns to share the values you have identified in each of the articles as well as the examples of violations of these articles you have recorded.

III

Small Group Interaction

What I learnt from this exercise:

My decision for change and growth:

ARE MARRIAGES MADE IN HEAVEN?

People enter into marriage with predetermined ideas, attitudes, assumptions, expectations and values- about men , women, love and marriage. The purpose of this questionnaire is to help you to clarify and question some of these ideas and assumptions that may influence your marriage.

Go through the following statements carefully and tick A for Agree, D for Disagree and U for Undecided:

- 1 Marriage are made in heaven.
Agree Disagree Undecided
- 2 Happy marriages depend on your luck or your star.
Agree Disagree Undecided
- 3 The man is the head of the family and the woman is the heart in the family.
Agree Disagree Undecided
- 4 The primary goal of marriage is procreation.
Agree Disagree Undecided
- 5 Marriage is a big risk since it is a 50/50 proposition.
Agree Disagree Undecided
- 6 Marriage is for ever.
Agree Disagree Undecided
- 7 Love is decision and not just a feeling.
Agree Disagree Undecided
- 8 A woman's place is at home.
Agree Disagree Undecided
- 9 The woman should always be submissive and obedient to her husband.
Agree Disagree Undecided
- 10 In marriage each partner should be free to do his or her own thing.
Agree Disagree Undecided



ARE MARRIAGES MADE IN HEAVEN?

11 Arranged marriages are always better than love marriages.

Agree Disagree Undecided

12 Love is not only blind but also often deaf and dumb.

Agree Disagree Undecided

13 In a happy marriage, there should be no conflicts at all.

Agree Disagree Undecided

14 Men and women are equal- only functionally different.

Agree Disagree Undecided

15 Feelings are neither good nor bad, they just are.

Agree Disagree Undecided

16 Privacy is permitted in marriage but never secrecy.

Agree Disagree Undecided

17 True love never runs smooth.

Agree Disagree Undecided

18 The wife should have a job since it will enhance her dignity and independence.

Agree Disagree Undecided

19 Marriage is a necessity for a woman because that alone gives dignity and security to the women.

Agree Disagree Undecided

20 If men are physically strong, women are psychologically tougher.

Agree Disagree Undecided

21 Every human being is beautiful and lovable because GOD does not create junk.

Agree Disagree Undecided

22 Men should be in control of themselves at all times.

Agree Disagree Undecided



ARE MARRIAGES MADE IN HEAVEN?

- 23 Sacrifice is the language of love.
Agree Disagree Undecided
- 24 All love is unconditional.
Agree Disagree Undecided
- 25 The ideal wife will stick on to her husband no matter how her husband treats her.
Agree Disagree Undecided
- 26 Only a women can understand a women.
Agree Disagree Undecided
- 27 A women can never fully understand a man's needs.
Agree Disagree Undecided
- 28 Fidelity in marriage means never to feel attracted towards anyone else.
Agree Disagree Undecided
- 29 In the final analysis, faith is the basis of every marriage.
Agree Disagree Undecided
- 30 Happy marriage does not happen, you make it happen.
Agree Disagree Undecided

II

Small Group Interaction

In the group, share your responses to each statement. If there are differences of opinion, discuss, giving reason and try to arrive at a group consensus.

III

Conclusion

At the end of the exercise, reflect on the experience and fill in the following:



ARE MARRIAGES MADE IN HEAVEN?

What I learnt from this exercise:

My decision for change and growth:

WHAT DO I BELIEVE

What do you believe about GOD? Below is a set of statements about GOD. Read each - of the statements critically, evaluate it and tick A(=Agree), D(=Disagree), and U(=Undecided).

STATEMENT ABOUT GOD

- 1** GOD is dead. Even if he is alive, he is like a distant star, remote and insensitive to what happens in our lives. So it does not really matter whether he is dead or alive.

Agree Disagree Undecided
- 2** There is a GOD, and he does make a difference. He made all things and continues to care for them, including me.

Agree Disagree Undecided
- 3** GOD is just an idea that humans have dreamed up to cope with the nothingness beyond death. It would be nice if there were a loving GOD, but that is just wishful thinking.

Agree Disagree Undecided
- 4** GOD is a good father who loves us unconditionally, that is , without any ifs, buts, whens or units...

Agree Disagree Undecided



WHAT DO I BELIEVE

- 5 If there is a loving GOD, how could there be so much of suffering- poverty, famine, babies born handicapped, children still-born, innocent victims of war, senseless crimes and natural calamities. The best argument against GOD is the existence of evil in the world.

Agree Disagree Undecided

- 6 You cannot prove the existence of GOD as you can prove $2+2=4$. Until there is that kind of proof it is stupid to believe in GOD.

Agree Disagree Undecided

- 7 Even if I hate GOD and continue wantonly to commit sin, still GOD's relationship with me will not change. It is my relationship with GOD that changes.

Agree Disagree Undecided

- 8 It is foolish to believe that GOD will answer my prayers. In fact, GOD has not answered so many of my prayers.

Agree Disagree Undecided

- 9 GOD is an excellent excuse for things we cannot explain. As scientists and others explain more and more of the mysteries of life, then we will discover that we don't need a GOD, after all.

Agree Disagree Undecided

- 10 GOD is the sum of everything. He is the same as everything good in the Universe put together.

Agree Disagree Undecided

- 11 Even if there is a GOD, I cannot see how he could possibly be interested in me personally. I am like a tiny grain of sand in the immensity of the Universe, I am just one among billions of human beings.

Agree Disagree Undecided

- 12 There is only one true GOD, even though people call him by different names.

Agree Disagree Undecided

- 13 If i commit sin, he will certainly send me to hell to suffer eternally.

Agree Disagree Undecided



WHAT DO I BELIEVE

14 All sufferings are God's punishment for sin.

Agree Disagree Undecided

15 GOD loves us not necessarily because we are good but that we may be good and because GOD is love and his nature is to love

Agree Disagree Undecided

16 God is a mystery. If I were to understand God fully, he would not be God anymore

Agree Disagree Undecided

17 God loves everyone equally- both the sinner and the saints. The difference is that the saint experiences God's love while the sinner does not.

Agree Disagree Undecided

18 May be God exists, but we cannot be sure. In any case we do not know anything about God.

Agree Disagree Undecided

rid

My basic beliefs about God is:

A large, empty rectangular box for writing beliefs, with a cartoon illustration of a man in a blue shirt and glasses thinking, with a thought bubble containing the word "God?".

WHY SHOULD I PRAY?

I

Below are a few quotations on prayer. Read through them carefully and tick the quotation you like best. Underline whatever ideas strike you in the various quotations, and those that are in agreement with your own personal experience and conviction.

“Prayer has been the saying of my life. Without it I should have been a lunatic long ago. My autobiography will tell you that I have had my fair share of the bitterest public and private experiences. They threw me into temporary despair but if I was able to get rid of it, it was because of prayer.”

-Mahatma Gandhi

“You pray in your distress and in your need; would that you might pray also in the fullness of your joy and in your days of abundance. For what is prayer but the expansion of yourself..? And if it is for your comfort to pour out your darkness into space, it is also for your delight to pour forth the dawning of your heart.”

-Kahlil Gibran

“Prayer is not a stratagem for occasional use, a refuge to restore to now and then. It is rather like an established residence for the innermost self.”

All things have a home; the bird has a nest, the fox has a hole, the bee has a hive. A soul without prayer is a soul without a home...

To pray is to open a door where both God and soul may enter.”

-Rabbi Abraham Joshua Heschel

“Prayer is the most powerful form of energy one can generate . the influence of prayer on the human mind and body is as demonstrable as that of secreting glands. Prayer is a force as real as terrestrial gravity. It supplies us with a flow of sustaining power.”

-Alexis Carrel

Nobel Prize –winning Surgeon

“Prayer is one of the ways that God chose to share his infinite power with us.”

-Blaise Pascal



WHY SHOULD I PRAY?

During the small group interaction, share the quotation you liked the best as well as the ideas that struck you most in the various quotations. Give reason for your choices.

II

i) For me prayer is (tick one or more):

Talking with a friend

Listening to god

Being with god

Sharing with god what is in my heart

Promising God to do my heart

Asking God for the help I need

Drawing near to touch him

Enjoying god's presence

ii) why do I pray (tick one or more) I Pray because of

A sense of duty or obligation

A religious law

Fear of punishment if prayer is neglected

A recognition of personal need for spiritual growth and development

A desire to come closer to god and know His will

A need to know god more intimately

An eagerness to experience God's love

A need to find solution to my problems



WHY SHOULD I PRAY?

iii) what do I pray for (tick all that applies to you)

Material goods

Family and friends

Good health

Healthy relationship

Success

Justice and truth

Overcoming temptations

Happiness and peace

Security

A life without suffering

Faith

Salvation

iv) when do I pray ? (tick whatever applies to you)

When I feel like praying

At every moment

Daily, at fixed times

The times when the law demands

In time of difficulty

When I don't know where to turn to

In time of suffering

In time of temptation

Before important events

Before making important decisions



WHY SHOULD I PRAY?

v) obstacles to my prayer life (tick only two)

Distractions

Lack of time

Dryness

Inconsistency

No discipline

No motivation

Lack of faith
in prayer

Negligence

III

small group interaction

Share in your reflections, ideas, choices and decisions. Always give your reason to support your stand.

IV

Fill in the following, after some quiet reflection at the end of the exercise:

What I learnt from this exercise:

My decision for change and growth:



**CHARACTER
FOR NATION**
*Character Makes a Man...
Men of Character Make the Nation...*



M E R I T
Movement for
Educational
Reformation
In
Tamilnadu

International
Diploma in
Education and
Academic
Leadership

ASSESSMENT ON INDIVIDUAL SOCIAL RESPONSIBILITY AND HUMAN CAPITAL MANAGEMENT

1. When people succeed, it is because of hard work. Luck has nothing to do with success. "Do you agree or disagree with the quotation above? Use specific reasons and examples to explain your position.

2. A company has announced that it wishes to build a large factory near your school / neighbourhood. Discuss the advantages and disadvantages of this new influence on your area. Do you support or oppose the factory? Explain your opinion.

3. You have the opportunity to visit a foreign country for two weeks. Which country would you like to visit? Use specific reason and details to explain your choice.

4. Every generation of people is different important ways. How is your generation different from your parents' generation? Use specific reason any examples your answers.

5. What are some important qualities of a good teacher? Use specific details and examples to explain why these qualities are important.

6. People attend college or universities for many different reasons [for examples. New experiences, career preparation and increased knowledge] why do you think people attend college or university? Use specific reasons and examples to support your answer.

7. How do movies or television influence people's behaviour? Use reason and specific examples to support your answer.

8. Some people think that they can learn better by themselves than with a teacher. Others think that is always better to have a teacher. Which do you prefer? Use specific reasons to develop your essay.

9. If you could change one important thing about your hometown, what would you change? Use reasons and specific examples to support your answer.

10. Do you agree or disagree with the following statement? Television had destroys communication among friends and family. Use specific reasons and examples to support your opinion.

11. Do you agree or disagree with the following statement? Parents are the best teachers. Use specific reasons and examples to support your answer.

12. Learning about the past has no values for those of us living in the present. Do you agree or disagree? Use specific reasons and examples to support your answer.

13. Some people prefer to live in a small town. Other prefers to live ina big city. Which place would you prefer to live in? Use specific reasons and examples to support your answer.

14. You have decided you give several hours of your time each month to improve the community where you live. What is one thing you will do to improve your community? Why? Use specific reasons and details to explain your choice.

15. You must select a person to teach other to do a job. Which one of the following is the most important for you to consider in making your selection?

A]. the person education.

B]. the person work experience

C]. the person of the person previous work.

Use specific reasons and examples to support your answer.

16. What are some good qualities of parents? Use specific reasons and examples to support your answer.

17. Do you agree with following statement? Sometimes it is better not to tell the truth. Use specific reasons and examples to support your answer.

18. What is a very important skill a person should learn in order to be successful in the works today? Choose one skill and Use specific reasons and examples to support your answer.

19. People do many different things to stay healthy. What do you for good health? Use specific reasons and examples to support your answer.

20. Neighbours are the people who live near us. In your opinion. What are the qualities of a good neighbour? Use specific reasons and examples to support your answer.

21. Countries, business and schools are three areas that need good leaders. Choose one of these three areas and describe the most important qualities of a leader in that area. Explain why these qualities are important, Use specific reasons and examples to support your answer.

22. Do you agree with the following statement? Television, newspaper, magazines and other media pay too much attention to the personal lives of famous people such as a public figures and celebrities. Use specific reasons and examples to support your answer.

23. Some people think governments should spend as much money as possible exploring outer space [for examples, travelling to the Moon and to other planets]. Other people disagree and think governments should spend this money for our basics needs on Earth. Which of these two opinions do you agree with? Use specific reasons and examples to support your answer.

24. Do you agree or disagree with the following statement? Self-confidence is the most important factor for success in school or at work. Use specific reasons and examples to support your answer.

25. Resolving problems between individuals or groups is important. What should be considered or kept in mind in resolving problems between individuals or groups? Use specific reasons and examples to support your answer.

26. Do you agree or disagree with the following statement? With the help of technology, students nowadays can learn more information and learn it more quickly. Use specific reasons and examples to support your answer.

27. It is better to enjoy your money when you earn it or it is better to save your money for some time in the future? Use specific reasons and examples to support your answer.

28. Why do you think some people are attracted to dangerous sports or the dangerous activities? Use specific reasons and examples to support your answer.

29. It is sometimes said that borrowing money from a friend can harm or damage the friendship. Do you agree? Why or why not? Use specific reasons and examples to support your answer.

30. Some students like classes where teachers lecture [do all the talking] in class. Other students prefer classes where the students do some of the talking. Which type of class do you prefer? Give specific reasons and details to support your choice.

31. Some people work for a large company. Others prefer to work for a small company. Which would you prefer? Use specific reasons and examples to support your answer.

32. Some people prefer to spend their free time outdoors. Other people to spend their leisure time indoors. Would you prefer to be outside r would you prefer to be inside for you leisure activities< Use specific reasons and examples to support your answer.

33. Which is more important for success? The natural ability you are born with or hard work? Explain your opinion, Use specific reasons and examples to support your answer.

34. If you could make one important change in a school that you attended. What change would make? Use specific reasons and examples to support your answer.

35. People work because they need money to live. What are some other reasons that people work? Discuss one or more of these reasons. Use specific reasons and examples to support your answer.

36. Do you agree or disagree with the following statement? Parents should make important decisions for the older [15 to 18 year –old] teenaged children. Use specific reasons and examples to support your answer.

37. Awards and prizes are given for excellence in various fields. Do these awards and prizes serve a useful purpose? Use specific reasons and examples to support your answer.

38. Some people like to do only what they already do well. Other people prefer to try new things and take risks. Use specific reasons and examples to support your answer.

39. Some people believe that success in life comes from taking risks or chances. Others believe that success results from careful planning. In your opinion, what does success come from? Use specific reasons and examples to support your answer.

40. In some countries teenagers have jobs while they are still students. Do you think this is a good idea? Support your opinion by using specific reasons and details.

41. Face to face communication is better than other types of communication. Such as letters, e-mails or telephone calls. Use specific reasons and examples to support your answer.

42. Some people would like to travel with a companion. Other prefers to travel alone. Which do you prefer? Use specific reasons and examples to support your answer.

43. Some people prefer to get up early in the morning and start the day's work. Others prefer to get up later in the day and work until late at night. Which do you prefer? Use specific reasons and examples to support your answer.

44. What are the important qualities of good son or daughter? Have these qualities changes or remained the same over time in your culture? Use specific reasons and examples to support your answer.

45. Schools should ask students to evaluate their teachers. Do you agree or disagree? Use specific reasons and examples to support your answer.

46. Do you agree or disagree with the following statements? All the students should be required to study art and, music in secondary school. Use specific reasons and examples to support your answer.

47. In your opinion what is the important characteristics [for examples, honesty, intelligence, a sense of humour] that a person can have to be successful in life? Use specific reasons and examples to support your answer. When you write your

48. Some people learn in different ways. Some people learn by doing things; other people learn by reading about things; other learns by listening to people talk about things. Which of these methods of learning is best for you? Use specific reasons and examples to support your answer.

49. In our country, is there more need to be left in its natural condition or is their need for land to be developed for housing and industry? Use specific reasons and examples to support your answer.

50. Some movies are serious, designed to make the audience think. Other movies are designed primarily to amuse and entertain. Which type of movies do you prefer? Use specific reasons and examples to support your answer. answer, you are not limited to be the examples listed in the prompt.

51. Do you agree or disagree with the following students? People are never satisfied with what they have; they always want something more or something different. Use specific reasons and examples to support your answer.

52. Some people believe that the Earth is being harmed [damaged] by human activity make the earth a better place to live. What is your opinion?

53. Some people say that physical exercise should be required part of every schools day. Other peopled believe that student should spends the whole school day on academic studies. Which opinion do you agree with? Use specific reasons and examples to support your answer.

54. Do you agree or disagree with the following statements? Playing games teaches us about life. Use specific reasons and examples to support your answer.

55. Many parts of the world are losing important natural resources, such as forests, animals or clean water. Choose one reason that is disappearing and explain why it needs to be saved. Use specific reasons and examples to support your answer.

56. Plants can provide food shelter, clothing or medicine. What is one kind of plant that is important to you or the people in our country?

57. When famous people such as actors, athlete and rock stars give their opinions, many peopled listen. Do you think we should pay attention to these opinions?

58. The 21st century is on. What changes do you think the new century will bring? Use specific reasons and examples to support your answer.

59. Do you agree or disagree with the following statement? Only people who earn a lot of money are successful. Use specific reasons and examples to support your answers.

60. Films can tell a lot about the country where they were made. What have you learned about a country from watching its movies? Use specific examples and details to support your response

61. The Government plans to develop a new research centre in our country. Some people want a centre for business research. Other people want a centre for research in agriculture (farming). Which of these two kinds of research centres do you recommend for your country? Use specific reasons in your recommendation.

62. Do you agree or disagree with the following statement? People should sometimes do things that they do not enjoy doing. Use specific reasons and details to support your answer.

63. Some people spend their entire lives in one place. Others move a number of times throughout their lives, looking for a better job, house, community, or even climate. Which do you prefer: staying in one place or moving in search of another place? Use reasons and specific examples to support your opinion.

64. In the future, students may have the choice of studying at home by using technology such as computers or television or of studying at traditional schools. Which would you prefer? Use reasons and specific details to explain your choice.

65. Some people think that human needs for farmland, housing and industry are more important than saving land for endangered animals. Do you agree or disagree with this point of view? Why or Why not? Use specific reasons and examples to support your answer.

66. Do you agree or disagree with the following statement? One should never judge a person by external appearances. Use specific reasons and examples to support your answer.

67. Your school is going to give some money to you either to support the arts or to support the environment. Which do you think that you should choose? Use specific reasons and examples to support your answer.

68. Your school has enough money to purchase either computer for students or books for the library. Which should your school choose to buy-computer or books? Use specific reasons and examples to Support your recommendation.

69. If you were asked to send one thing representing your country to an international exhibition, what would you choose? Why? Use specific reasons and details to support your choice.

70. Do you agree or disagree with the following statement? A zoo has no useful purpose. Use specific reasons and examples to explain your answer.

71. In our country, people are no longer allowed to smoke in many public places and office buildings. Do you think this is a good rule or bad rule? Use specific reasons and details to support your position.

72. Do you agree or disagree with the following statement? A person should never make an important decision alone. Use specific reasons and examples to support your answer.

73. Do you agree or disagree with the following statement? Business should do anything they can to make a profit. Use specific reasons and examples to support your position.

74. People have different ways of escaping the stress and difficulties of modern life. Some read; some exercise; others work in their gardens. What do you think are the best ways of reducing stress? Use specific details and examples in your answer.

75. Some people think that children should begin their formal education at a very early age and should most of their time on school studies. Others believe that young children should spend most of their time playing. Compare these two views. Which view do you agree with? Why?

76. Decisions can be made quickly, or they can be made after careful thought. Do you agree or disagree or disagree with the following statement. The decisions that the people make quickly are always wrong. Use specific details and examples in your opinion.

77. Some people think that the family is the most important influence on young adults. Other people think that friends are the most important influence on young adults. Which view do you agree with? Use examples to support your position.

78. Some people enjoy change, and they look forward to experiences. Others like their lives to stay the same, and they do not change their usual habits. Compare these two approaches to life. Which approach do you prefer? Explain Why.

79. Some people trust their first impressions about a person's character because they believe these judgments are generally correct. Other people do not judge a person's character quickly because they believe first impressions are often wrong. Compare these two attitudes. Which attitude do you agree with? Support your choice with the specific

80. Do you agree or disagree with the following statement? People behave differently when they wear different clothes. Do you agree with that different clothes influence the way people behave? Use specific examples to support your answer.examples.

81. Do you agree or disagree with the following statement? It is better to be a member of a group than to be the leader of a group. Use specific reasons and examples to support your answer.

82. Some famous athletes and entertainers earn millions of dollars every year. Do you think these people deserve such high salaries? Use specific reasons and examples to support your opinion.

83. Imagine that you are preparing for a trip. You plan to be away your home for a year. In addition to clothing and personal care items, you can take one additional thing. What would you take and Why? Use specific reasons and details to support your choice.

84. If you could invent something new, what product would you develop? Use specific details to explain why this invention is needed.

85. Do you agree with the following statement? Persons childhood years (the time from birth to twelve years of age) are the most important years of a person's life. Use specific reasons and examples to support your answer.

86. Some high schools require all students to wear school uniforms. Other high schools permit students to decide what to wear to school. Which of these two school policies do you think is better? Use specific reasons and examples to support your opinion.

87. What are the most important animals in your country? Why is the animal important? Use specific details and examples to support your answer.

88. The twentieth century saw great change. In your opinion, what is one change that should be remembered about the twentieth century? Use specific reasons and details to explain your choice.

89. Do you like helping others? What is your opinion of the statement "IT IS TOO DANGEROUS TO BE TOO GOOD".

90. To what extent you trust others? Have you ever been betrayed by others?

91. Give 10 reasons why people fall in life and ten reasons how people succeed in life?

92. If you happen become The President of our country, what will be your first decision / action?

93. If you get an opportunity to contribute your resource for social cause which sector will you select “(Eg. Orphanage)

94. Do you aspire to become RICH in your life? What methodology do you presently have to achieve that?

95. Give names of ten great personalities you adore and emulate.

96. Write ten things you want to get in your life.

97. What are the major problems, according to you, the country is facing?

98. As a youth, what role can you play for the development of our country?

99. Who are your Role model / Guide / Mentor in your life?

100. What is your ambition and vision in your life?

101. What career plans are your parents actually nurturing for you?

102. Explain in three sentences as to how you perceive success in your life.

103. Would you like to associate with successful people? If yes, how would you go about it?

104. How good are you in communication? Give three factors to prove that you are good communicator.

105. What major problems you are undergoing, which might affect your career progress?

106. Write ten important characteristic features of your personality? (Eg: Easy going / Sensitive / Adaptable)

107. Write ten negative traits of your personality? (Eg: Stress / Anger / Shyness / Lack of discipline)

108. What type of books you generally read? Give names of ten books which have inspired you.

109. What are the magazines and news papers you regularly read? What types of articles interest you?

110. As a Citizen of this country, which duty do you think is your foremost one?

111. Please list top ten issues faced by our country.

112. Apart from education, what extra knowledge are you gaining to become suitable for employment?

113. How do you manage your time effectively? Give a general time table of yours for twenty four hours in a day?