

MY WORLD AND ME

A BOOK OF CIVIC SENSE

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Chapter 1

The Magic Words

Short Story: Aarav's Magical Day



It was a bright Monday morning at Sunshine Primary School. Aarav was excited to play with the big blue building blocks in the classroom, but his classmate Meera was using them to build a tall tower.

Aarav ran up and grabbed a block right out of Meera's hands.

"Hey! I was playing with that!" Meera cried, pulling the block back.

Their teacher, Ms. Sharma, walked over with a gentle smile. "Aarav," she said softly, "remember, when we want something, we don't grab it. We use our magic words!"

Aarav remembered the three magic words Ms. Sharma taught them: **Please, Thank You, and Sorry.**

Aarav took a deep breath, looked at Meera, and said, "Meera, **please** can I have a block to build with?"

Meera smiled, handed him two blue blocks, and said, "Here you go!"

"**Thank you, Meera!**" said Aarav happily.

A moment later, while building his tower, Aarav accidentally bumped into Meera's tower, causing a few blocks to fall.

"Oh no!**I am sorry, Meera,**" Aarav said quickly.

"It's okay, Aarav," Meera replied. "Let's build a bigger tower together!"

Aarav realized that magic words really do work—they make everyone around us feel happy and respected!

The "What Would You Do?" Scenarios

Read each situation with your teacher or parent and pick the magic word to use:

1. **Scenario 1:** You need a pink crayon, but your classmate is using it.
 - **What do you say?**
 - A. "Give me that!"
 - B. "May I **please** use the pink crayon when you finish?"
2. **Scenario 2:** Your friend shares their lunch snack with you.
 - **What do you say?**
 - A. "Thank you!"
 - B. Say nothing and eat it.
3. **Scenario 3:** You accidentally step on someone's shoe while walking in line.
 - **What do you say?**
 - A. "I am sorry!"
 - B. Run away quickly.

☆ Golden Rules of Politeness

1. Use **"Please"** whenever you ask for help, a item, or a favor.
2. Use **"Thank You"** whenever someone helps you, gives you something, or compliments you.
3. Use **"Sorry"** whenever you make a mistake, hurt someone's feelings, or bump into someone by accident.

Fun Student Activity: The Magic Words Flower

Instructions:

1. Draw a large flower with three big petals on a sheet of paper.
2. In the center of the flower, write **"MY MAGIC WORDS"**.
3. On each petal, write one magic word: **PLEASE**, **THANK YOU**, and **SORRY**.
4. Color each petal a different bright color (Yellow, Pink, Light Blue).
5. **Classroom Challenge:** Every time you use a magic word today, place a smiley sticker on your Magic Words Flower!

Exercise:

1. Multiple Choice Questions (MCQs)

- **Q1.** What should you say when you want to ask someone for a toy or help?
 - a) "Give it to me now!"
 - b) "Please"
 - c) "Nothing"
 - d) "Move away"
- **Q2.** How did Meera react when Aarav accidentally bumped into her block tower and said "Sorry"?
 - a) She got angry and pushed him
 - b) She cried and ran away

- c) She forgave him and suggested building a bigger tower together
- d) She hid all the blocks

2. Fill in the Blanks

- **Q3.** The three magic words taught by Ms. Sharma are Please, Thank You, and _____.
- **Q4.** Using polite magic words makes the people around us feel happy and _____.

3. Match the Following

Column A	Column B
A. "Please"	1. Said when you receive something or someone helps you
B. "Thank You"	2. Said when asking politely for an item or a favor
C. "Sorry"	3. Teacher who guided Aarav to use gentle, polite words
D. Ms. Sharma	4. Said when you make a mistake or cause an accident

4. Short Answer & Scenario Questions

- **Q5.** Why is grabbing something directly out of a friend's hand wrong? What should you do instead?
- **Q6. Scenario:** You accidentally bump into a classmate in the hallway and their books drop to the floor. What magic words should you say, and how can you help them?

Chapter 2

My Clean Desk

Short Story: Rohan's Lost Crayon



It was art time in Class 1! The children were getting ready to draw bright yellow sunflowers. Rohan opened his bag and looked at his desk.

His desk was a complete mess! There were old paper scraps, open storybooks, an empty juice carton from yesterday, and pencils rolling all over the top.

"Oh no!" cried Rohan. "Where is my yellow crayon?"

Rohan pushed aside his crumpled drawings. He searched under his books. He shifted his water bottle, but it knocked over his open pencil pouch! Pencils and erasers scattered across the

floor. While Rohan was bending down to pick up his things, his classmates were already happily coloring their sunflowers.

Ms. Sharma walked over and helped Rohan pick up his pencils. "Rohan," she said gently, "when your desk is messy, it is hard to find your things and work neatly. A clean desk gives your mind room to create!"

Together, they set to work:

- a) They put the old paper scraps and empty juice carton into the **dustbin**.
- b) They stacked his storybooks neatly inside his **desk shelf**.
- c) They placed his pencils and crayons back into his **pencil case**.

Suddenly, right under where the juice carton had been, Rohan spotted his yellow crayon!

Rohan smiled brightly. "Thank you, Ms. Sharma! My desk looks so neat, and now I can draw my sunflower!"

From that day on, Rohan spent two minutes before every lesson making sure his desk was clean and ready.

The "What Would You Do?" Scenarios

Read each situation with your teacher or parent and pick the civic-minded choice:

1. **Scenario 1:** You finish sharpening your pencil during class.
 - **What should you do with the pencil shavings?**
 - A) Leave them on top of your desk or sweep them onto the floor.

- B) Collect them neatly and put them in the dustbin.
- 2. **Scenario 2:** You finish eating your tiffin during break time, and there are crumbs on your desk.
 - **What should you do?**
 - A) Wipe the desk clean with a cloth or napkin and put trash in the bin.
 - B) Leave the crumbs there for someone else to clean up.
- 3. **Scenario 3:** Class is over, and it is time to go home.
 - **What is the right way to leave your desk?**
 - A) Leave books and papers scattered everywhere.
 - B) Pack all your books into your bag and leave the desk completely clear.

☆ **Golden Rules of a Clean Desk**

1. **Keep Only What You Need:** Keep only the book and pencil you are using on top of your desk.
2. **A Bin for Everything:** Never leave trash, food wrappers, or pencil shavings on your desk—always put them in the dustbin.
3. **Pack Up Before You Leave:** Always clear your desk before moving to another activity or going home.

🧐 **Fun Student Activity: The "Desk Inspector" Badge**

Instructions:

1. Draw a small badge on a piece of paper shaped like a star or a shield.

2. Inside the badge, write: **"DESK INSPECTOR"**.
3. Color your badge gold or yellow and cut it out (ask an adult for help with scissors!).
4. **Daily Cleanliness Check:** Before lunchtime and before going home, inspect your own desk! Ask yourself:
 - Is there any trash? (*Put it in the bin!*)
 - Are my books stacked neatly? (*Arrange them!*)
 - Is my water bottle closed tightly? (*Check the cap!*)
5. Once your desk passes inspection, put on your Desk Inspector badge with pride!

Exercise:

1. Multiple Choice Questions (MCQs)

- **Q1.** Why couldn't Rohan find his yellow crayon when art time started?
 - a) Someone borrowed it without asking
 - b) He left it at home on his bedside table
 - c) His desk was messy with paper scraps, books, and an empty juice carton
 - d) He dropped it outside on the playground
- **Q2.** What did Ms. Sharma say happens when your desk is clean and organized?
 - a) You get extra juice cartons
 - b) It gives your mind room to create and makes it easy to find your things
 - c) You can skip art class
 - d) Your desk grows bigger

2. Fill in the Blanks

- **Q3.** Old paper scraps and empty juice cartons should always be thrown into the _____.
- **Q4.** Spending two minutes organizing your desk before every lesson helps keep your workspace _____ and ready.

3. Match the Following

Column A	Column B
A. Rohan	1. Class 1 assignment that required a yellow crayon
B. Empty Juice Carton	2. Learned to keep his desk clean and organized before every lesson
C. Sunflower Drawing	3. Item found under the juice carton once the desk was cleared
D. Yellow Crayon	4. Trash item that was placed into the dustbin

4. Short Answer & Scenario Questions

- **Q5.** What three steps did Rohan and Ms. Sharma take to clean and organize his desk?
- **Q6. Scenario:** Before your teacher starts the next lesson, your desk is covered with open books, loose papers, and scattered erasers. What will you do to get ready?

Chapter 3

Queue Up!

📖 Short Story: Maya Learns to Wait in Line



It was recess time at Sunshine Primary School, and the playground was filled with happy laughter. Maya's favorite game was the big red slide.

She ran as fast as her little legs could carry her toward the ladder. But when she reached the slide, a line of six children was already waiting patiently for their turn.

Maya was too excited to wait. "Out of my way!" she yelled, running past everyone and trying to squeeze herself onto the ladder steps ahead of a smaller boy named Leo.

Leo stumbled backward and almost tripped!

"Hey! No pushing!" shouted the other children in line.

Their teacher, Mr. Kapoor, immediately blew his whistle and walked over. "Maya," he said gently, helping Leo stand up straight, "when we push ahead of others, people can get hurt, and it isn't fair to those who were waiting first."

Maya looked down at her shoes. "I just really wanted to slide down..." she whispered.

"I know you are excited, Maya," Mr. Kapoor said with a warm smile. "But in our school, we use **Queue Power**. A queue is a straight, neat line where everyone takes turns fairly."

Maya apologized to Leo and walked to the very end of the line. She watched as one child climbed up, slid down, and cheered. Then the next child went, and then the next.

Before she knew it, it was Maya's turn! She climbed up safely and zoomed down the slide with a huge grin. Waiting in line hadn't taken long at all, and best of all, everyone stayed safe and happy!

The "What Would You Do?" Scenarios

Read each situation with your teacher or parent and pick the civic-minded choice:

1. **Scenario 1:** The bell rings for the school bus, and all the students are walking toward the bus door.
 - **What should you do?**
 - A) Run and push past your friends so you can get a window seat first.
 - B) Form a neat line behind your classmates and get on the bus one by one.
2. **Scenario 2:** You are feeling thirsty and go to the water cooler, but three students are already standing in line.
 - **What should you do?**
 - A) Stand quietly at the back of the line and wait for your turn.
 - B) Squeeze your water bottle under the tap while someone else is filling theirs.
3. **Scenario 3:** You are waiting in line at the school canteen, and a classmate asks if they can jump in front of you.
 - **What should you say?**
 - A) "Sure, jump right in!"
 - B) "Please join the line at the back so it remains fair for everyone."

☆ Golden Rules of Queuing

1. **First Come, First Served:** Always join the back of the line and wait for the people ahead of you to take their turn.
2. **Keep Safe Space:** Leave a little space between yourself and the person in front of you—never push, shove, or lean on others.
3. **No Cutting in Line:** Never jump ahead or let your friends skip the line ahead of others who are waiting.

🧠 Fun Student Activity: The "Human Express Train" Game

Instructions:

1. Form a line with 4-5 classmates, standing one behind the other.
2. Place your hands gently on the shoulders of the person in front of you (or keep a arm's-length distance).
3. The person at the front is the **Train Engine**, and everyone else is a **Train Car**.
4. Practice walking around the classroom together as a smooth, slow train without breaking the line or bumping into each other.
5. **Reflection:** Talk with your group about how staying in a neat line helped the whole "train" move smoothly without crashing!

Exercise:

1. Multiple Choice Questions (MCQs)

- **Q1.** Why did Mr. Kapoor blow his whistle and walk over to the red slide?
 - a) Recess time was completely finished
 - b) Maya ran past the line, pushed ahead, and caused Leo to stumble
 - c) The slide was broken and unsafe to use
 - d) He wanted to take a turn on the slide
- **Q2.** What is "Queue Power"?
 - a) Running as fast as you can to get first in line
 - b) Pushing younger students out of the way
 - c) Standing in a straight, neat line and taking turns fairly
 - d) Playing tag near the slide ladder

2. Fill in the Blanks

- **Q3.** Pushing ahead of others in line is unfair and can cause people to get _____.
- **Q4.** Waiting patiently for your turn in a queue keeps everyone _____ and happy.

3. Match the Following

Column A	Column B
A. Maya	1. Stumbled backward when Maya tried to squeeze past him
B. Leo	2. Blew his whistle and explained the importance of waiting in a queue

C. Mr. Kapoor	3. Learned to apologize and wait patiently at the end of the line
D. The Red Slide	4. Popular playground equipment where children took turns using Queue Power

4. Short Answer & Scenario Questions

- **Q5.** Why is it important to go to the end of the line when you arrive at a slide or water fountain?
- **Q6.Scenario:** You are waiting in line at the school handwashing sink, and someone runs past everyone to wash their hands first. How can you politely remind them to use "Queue Power"?

Chapter 4

Hands to Myself

Short Story: Kabir's Personal Space Bubble



It was carpet time in Class 1, and all the children were sitting down to listen to a story. Kabir was feeling very energetic. He kept leaning into his classmate Ria, tapping her on the

shoulder, poking her elbow, and grabbing the edge of her shirt to get her attention.

Ria pulled away and squeezed her arms tight against her sides. "Kabir, stop poking me! I can't pay attention to the story!" she whispered, looking uncomfortable.

Ms. Sharma paused reading and looked at Kabir with a gentle smile. "Kabir," she said, "do you know that everyone has an invisible personal space bubble around them?"

Kabir looked around in surprise. "An invisible bubble?"

"Yes!" explained Ms. Sharma. "Imagine you are inside a soft, clear bubble that stretches as far as your arms can reach. When we poke, grab, or push others without asking, we pop their bubble and make them feel unsafe or crowded."

Kabir held out his arms and spun gently in place. He imagined his very own clear bubble surrounding him.

"When we keep our hands, feet, and objects to ourselves, we respect everyone's bubble," Ms. Sharma added.

Kabir pulled his hands back into his lap, crossed his legs neatly, and smiled at Ria. "Sorry, Ria! I'll keep my hands in my own bubble."

Ria smiled back, relaxed, and they both enjoyed the rest of the story together!

The "What Would You Do?" Scenarios

Read each situation with your teacher or parent and pick the civic-minded choice:

1. **Scenario 1:** You are standing in line to go to the playground, and you want to tell your friend something exciting.
 - **What should you do?**
 - A) Pull their shirt collar or tap them repeatedly on the back.
 - B) Call their name softly and wait for them to turn around.
2. **Scenario 2:** You see a classmate wearing a soft, fuzzy jacket that looks interesting.
 - **What should you do?**
 - A) Reach out and touch their jacket without asking.
 - B) Ask politely: "May I feel your soft jacket?" and wait for their permission.
3. **Scenario 3:** You feel restless while sitting next to a classmate during assembly.
 - **What should you do?**
 - A) Rest your hands neatly in your lap or on your knees.
 - B) Fidget and bump your elbows into the person sitting next to you.

☆ **Golden Rules of Personal Space**

1. **Respect the Bubble:** Keep your hands, feet, and body inside your own personal space at all times.
2. **Ask Before Touching:** Always ask for permission before touching someone else, their clothes, or their personal belongings.

3. **Gentle Touch Only:** Never use your hands to push, poke, grab, or hurt anyone—hands are meant for helping and creating!

Fun Student Activity: The "Space Bubble" Challenge

Instructions:

1. Stand up with your classmates and spread out across the room.
2. Stretch your arms out wide on both sides and turn around slowly in a full circle.
3. Make sure your hands do not touch anyone or anything nearby. This is your **Personal Space Bubble**!
4. **Bubble Walk Practice:** Practice walking slowly around the room while maintaining your bubble. If you get too close to a friend, gently step back to keep both of your bubbles safe.
5. **Classroom Pledge:** Place your hand over your heart and repeat together:

"My hands belong to me, your space belongs to you. I keep my hands to myself in everything I do!"

Exercise:

1. Multiple Choice Questions (MCQs)

- Q1. Why was Ria feeling uncomfortable and unable to focus on the carpet story?
 - a) The classroom carpet was cold and wet

- b) Kabir kept leaning into her, poking her elbow, and pulling her shirt
- c) She forgot her storybook at home
- d) Kabir was reading too loudly
- **Q2.** What is an "invisible personal space bubble"?
 - a) A real plastic soap bubble that floats in the air
 - b) The area around your body, as wide as your outstretched arms, where you need personal room to feel safe
 - c) A magic circle drawn on the classroom floor with chalk
 - d) A special umbrella used on rainy days

2. Fill in the Blanks

- **Q3.** Respecting someone's personal space means keeping your hands, feet, and objects to _____.
- **Q4.** When we poke, grab, or crowd others without asking, we make them feel unsafe and pop their _____.

3. Match the Following

Column A	Column B
A. Kabir	1. Felt crowded when her personal space was invaded during carpet time
B. Ria	2. Taught the children that everyone has an invisible personal space bubble
C. Ms. Sharma	3. Learned to keep his hands neatly in his lap and respect his friend's bubble
D. Outstretched Arms	4. Distance that helps us imagine how big our personal space bubble is

4. Short Answer & Scenario Questions

- **Q5.** What simple action did Kabir take to make sure he stayed within his own personal space bubble during story time?
- **Q6. Scenario:** You are standing in line for the water tap, and a classmate behind you is standing very close and leaning on your backpack. How can you politely remind them about their "personal space bubble"?

Chapter 5

Sharing is Caring

📖 Short Story: The Big Box of Blocks



It was activity time in Class 1, and Mr. Sharma placed a large plastic tub of colorful building blocks in the center of the rug. Ananya rushed over first and pulled the tub right in front of herself.

She began hoarding all the red, blue, and green blocks, making a huge wall around her spot.

Her classmate Dev walked over and knelt down. "Ananya, can I have some blocks to build a house?" he asked softly.

"No, I need all of them!" Ananya said, covering the pile with her arms. "I'm building the biggest castle in the world!"

Dev looked sad. He sat in the corner of the rug with just two small yellow pieces, trying to balance them together. Without enough blocks, he couldn't build anything fun.

Mr. Sharma sat down on the floor next to Ananya. "Ananya, your castle wall looks very tall," he said. "But look at Dev. How do you think he feels sitting over there?"

Ananya looked across at Dev. He was staring quietly at his two tiny blocks. She felt a small pinch in her heart.

"Building alone is okay," Mr. Sharma said gently, "but sharing our toys makes playtime happier for everyone. When we share, we double the fun!"

Ananya thought about it for a moment. She pushed half of the red and green blocks across the rug to Dev. "Here, Dev! We can build a bridge between your house and my castle!"

Dev's face lit up with a huge smile. "Thank you, Ananya!"

Together, they spent the rest of the afternoon building a massive city. Ananya realized that playing together and

sharing made activity time much more exciting than playing all by herself!

The "What Would You Do?" Scenarios

Read each situation with your teacher or parent and pick the civic-minded choice:

1. **Scenario 1:** You brought a brand-new box of 24 colored pencils to school, and your desk partner forgot their pencil box today.
 - **What should you do?**
 - A) Hide your pencil box inside your bag so they can't see it.
 - B) Place the box in the middle of the desk and say, "We can use these together!"
2. **Scenario 2:** There is only one swing open on the playground, and you have been swinging for a long time while other children are waiting.
 - **What should you do?**
 - A) Count to ten, get off safely, and let the next person have a turn.
 - B) Pretend you don't see them and stay on the swing until recess ends.
3. **Scenario 3:** You have two delicious apples in your tiffin box, and your friend spilled their snack on the floor.
 - **What should you do?**
 - A) Offer one of your clean apples to your friend.
 - B) Eat both apples quickly before anyone notices.

☆ Golden Rules of Sharing

1. **Take Turns Fairly:** When playing with shared toys, sports equipment, or playground swings, pass them to others after your turn.
2. **Offer Before Being Asked:** If you see a classmate without supplies or toys, offer to share with them right away.
3. **Care for Shared Belongings:** Treat shared toys and classroom items gently so they stay nice for everyone else to use.

🧠 Fun Student Activity: The "Sharing Tree" Wall

Instructions:

1. On a large sheet of paper, draw a big tree trunk with branches (or draw one on the classroom board).
2. Cut out leaf shapes from green paper.
3. Write one thing on your leaf that you can share at school or home (e.g., *Crayons, Toys, Books, Kind Words, A Turn on the Slide*).
4. Stick your leaf onto the tree branches to help create a full, green **Sharing Tree**.
5. **Daily Reflection:** Look at the Sharing Tree every morning as a reminder to share at least one thing with a friend during the school day!

Exercise:

1. Multiple Choice Questions (MCQs)

- Q1. Why was Dev sitting sadly in the corner of the rug at the start of activity time?
 - a) He did not like playing with building blocks
 - b) Ananya had hoarded all the blocks and left him with only two tiny pieces
 - c) He was feeling sleepy
 - d) He dropped his juice box on the floor
- Q2. What did Ananya realize after she shared her building blocks with Dev?
 - a) She didn't have enough blocks to finish her castle
 - b) Playing together and sharing made activity time much more exciting and fun
 - c) Mr. Sharma took the blocks away
 - d) Dev built a taller wall than hers

2. Fill in the Blanks

- Q3. Covering or keeping all shared toys for yourself instead of sharing is called _____.
- Q4. When we share our toys with classmates, we _____ the fun for everyone!

3. Match the Following

Column A	Column B
A. Ananya	1. Asked politely for blocks to build a house
B. Dev	2. Guided Ananya to think about her classmate's feelings

C. Mr. Sharma	3. Initially hoarded the blocks but learned to share with a friend
D. Sharing	4. Cooperative habit that makes playtime happier and more exciting

4. Short Answer & Scenario Questions

- **Q5.** How did Dev's feelings change after Ananya pushed half of the blocks across the rug to him?
- **Q6.Scenario:** During activity hour, you get to a tub of art supplies first and take all the glitter pens. A classmate sits nearby with no pens to color their picture. What will you do to share?

Chapter 6

The Happy Bin

Short Story: The Flying Candy Wrapper



It was break time at Sunshine Primary School, and Arjun was enjoying a delicious banana and a sweet fruit bar. Once he finished eating, he crumpled up the sticky plastic wrapper and tossed it toward the corner of the playground.

Clack! The wrapper missed the wall, landed on the grass, and blew right across the courtyard.

A moment later, his friend Priya came running by to play catch. She didn't see the sticky wrapper on the ground, stepped right on it, slipped, and tumbled into the grass!

"Ouch!" cried Priya, holding her scraped knee.

Arjun ran over to help her up. "Are you okay, Priya?"

Ms. Sharma rushed over to check on Priya's knee. Then she pointed to the green bin standing just a few steps away—a bin with a big, bright smiley face painted on the front.

"Arjun," Ms. Sharma said gently, "do you know why we call that the Happy Bin?"

Arjun shook his head. "No, Ms. Sharma."

"Because when we feed it our trash, it keeps our playground clean and safe so no one gets hurt," she explained. "When litter is left on the ground, it makes our school unhappy and unsafe."

Arjun picked up his candy wrapper and the banana peel from the grass. He walked over to the dustbin and dropped them straight inside.

Swoosh!

"There you go, Happy Bin!" Arjun said.

Priya wiped her tears and smiled. From that day on, Arjun made sure every piece of trash went straight into the Happy Bin where it belonged!

The "What Would You Do?" Scenarios

Read each situation with your teacher or parent and pick the civic-minded choice:

1. **Scenario 1:** You finish drinking a juice box while sitting on a park bench, but the nearest dustbin is a little far away.
 - **What should you do?**
 - A) Drop the empty box under the bench where nobody will notice.
 - B) Hold onto the empty box until you walk over to the dustbin.
2. **Scenario 2:** You are sharpening your pencil at your desk during art class.
 - **What should you do with the pencil shavings?**
 - A) Collect them carefully in your palm and dump them in the bin.
 - B) Blow them off your desk onto the classroom floor.
3. **Scenario 3:** You see a food wrapper lying on the floor right next to the classroom door.
 - **What should you do?**
 - A) Pick it up and drop it into the dustbin, even if it isn't yours.
 - B) Step over it and pretend you didn't see it.

☆ **Golden Rules of Cleanliness**

1. **Feed the Bin:** Always throw paper scraps, fruit peels, and plastic wrappers directly into a dustbin.
2. **Never Litter:** Never drop trash on the floor, on the playground, or out of car and bus windows.

3. **Be a Spot-and-Stop Hero:** If you see trash lying near your desk or play area, pick it up and put it in the bin to keep everyone safe.

Fun Student Activity: Feed the "Happy Bin"!

Instructions:

1. Work with your teacher or parents to transform your classroom or home dustbin into a **Happy Bin**.
2. Draw two large eyes and a big smiling mouth on a sheet of paper.
3. Cut them out and tape them onto the front of your trash bin.
4. **The Daily 3-Minute Clean Up:** At the end of every school day or activity time, turn on a fun song for 3 minutes.
5. Walk around your desk and floor space, pick up any loose trash, and "feed" it to the Happy Bin before the song ends!

Exercise:

1. Multiple Choice Questions (MCQs)

- **Q1.** Why did Priya slip and tumble into the grass while playing catch?
 - a) She tripped over a large rock
 - b) She stepped on the sticky candy wrapper that Arjun had tossed on the ground
 - c) The grass was covered in thick mud
 - d) She lost her balance while kicking a ball

- **Q2.** Why was the green dustbin in the courtyard called the "Happy Bin"?
 - a) It made funny sounds when opened
 - b) It had colorful stickers on the lid
 - c) Feeding it trash keeps the playground clean, safe, and happy for everyone
 - d) It was filled with toys and games

2. Fill in the Blanks

- **Q3.** Throwing litter on the ground instead of a dustbin makes our school messy, unhappy, and _____.
- **Q4.** When you finish eating snacks, always drop your wrappers and peels directly into the _____.

3. Match the Following

Column A	Column B
A. Arjun	1. Green bin with a smiley face that keeps the playground safe
B. Priya	2. Learned to throw all wrappers and peels straight into the bin
C. Happy Bin	3. Explained that littering makes the school unsafe for students
D. Ms. Sharma	4. Slipped on a sticky thrown wrapper and scraped her knee

4. Short Answer & Scenario Questions

- **Q5.** What two items did Arjun pick up from the grass to feed to the "Happy Bin"?
- **Q6.Scenario:** You finish eating a snack on the playground, but the nearest dustbin is on the other side of the courtyard. What should you do with your empty wrapper?

Chapter 7

Indoor Voices

Short Story: Kabir Learns the Voice Dial



It was reading time in Class 1, and the classroom was calm and quiet. Children were sitting on the rug, turning pages softly and listening to Ms. Sharma explain a picture book.

Suddenly, Kabir remembered something exciting from recess! He turned to his friend Neil and shouted at the top of his lungs, **"NEIL! LOOK AT THIS DINOSAUR CARD!"**

The loud boom made everyone jump! A classmate dropped her crayon, and Ms. Sharma had to pause reading.

Ms. Sharma didn't get angry. Instead, she walked over with a big paper circle that looked like a volume dial on a radio. It had three numbers on it: **1 (Whisper)**, **2 (Indoor Voice)**, and **3 (Outdoor Voice)**.

"Kabir," Ms. Sharma said gently, pointing to number 3, "when we are outside on the playground, we can use our **Outdoor Voice (3)** to yell and run around. But inside the classroom, library, or home, we turn our dial down to an **Indoor Voice (2)** so we don't startle others or disrupt their learning."

Kabir looked at the dial. He pretended to turn a big knob on his chest down from 3 to 2.

He leaned toward Neil and said softly, "Look at this dinosaur card, Neil."

"That is awesome!" whispered Neil.

Ms. Sharma smiled. "Perfect, Kabir! Your indoor voice lets everyone focus while still letting you share your joy."

The "What Would You Do?" Scenarios

Read each situation with your teacher or parent and pick the civic-minded choice:

1. **Scenario 1:** You are inside the school library looking at picture books with your classmates.
 - **What voice should you use?**
 - A) A soft whisper (Voice 1) or quiet indoor voice (Voice 2).
 - B) Shout across the tables to tell your friend about a cool book.
2. **Scenario 2:** You are playing a tag game on the open school playground during recess.
 - **What voice can you use?**
 - A) Your loud outdoor voice (Voice 3) to cheer and play safely.
 - B) A tiny whisper so no one can hear you.
3. **Scenario 3:** Your baby sibling or grandmother is sleeping in the next room at home.
 - **What should you do when talking or playing?**
 - A) Turn your voice dial down to indoor/whisper mode and walk softly.
 - B) Bang your toys together and yell across the hallway.

☆ **Golden Rules of Voice Control**

1. **Match Your Voice to Your Space:** Use quiet indoor voices inside classrooms, libraries, hospitals, and homes. Save outdoor voices for playgrounds and parks.
2. **Listen to the Volume Around You:** If everyone else is reading or working quietly, lower your voice so you don't disturb them.

3. **Speak, Don't Shout:** When you want someone's attention inside, walk up to them instead of yelling across the room.

Fun Student Activity: The Voice Dial Meter

Instructions:

1. Draw a large circle on a piece of paper. Divide it into three sections labeled **1 (Whisper)**, **2 (Indoor Voice)**, and **3 (Outdoor Voice)**.
2. Color Section 1 light blue, Section 2 green, and Section 3 red.
3. Attach a paper arrow in the middle using a brass fastener or pin (with an adult's help) so the needle can spin.
4. **Voice Practice Game:** Your teacher or parent will name different places (e.g., *Library, Park, Bedroom at Night, Bus Stop, Classroom*).
5. Move your dial's arrow to the correct voice level for each place and practice saying "Hello, friend!" using that exact volume!

Exercise:

1. Multiple Choice Questions (MCQs)

- **Q1.** Why did Kabir's classmates jump and drop their crayons during quiet reading time?
 - a) A loud thunderstorm started outside
 - b) Kabir shouted at the top of his lungs to show Neil a dinosaur card

- c) A big book fell off the teacher's shelf
- d) The school recess bell rang unexpectedly
- **Q2.** Which voice level on the dial should be used inside classrooms, libraries, or at home?
 - a) Level 3 - Outdoor Voice
 - b) Level 1 - No Speaking At All
 - c) Level 2 - Indoor Voice
 - d) Level 0 - Sleeping Voice

2. Fill in the Blanks

- **Q3.** Level 3 on the voice dial is the _____ Voice, which is best used when playing outside on the playground.
- **Q4.** Turning your voice dial down to an indoor voice helps keep the classroom calm and lets everyone _____.

3. Match the Following

Column A	Column B
A. Level 1	1. Outdoor Voice used on the playground to cheer and run
B. Level 2	2. Teacher who introduced the three-level voice dial
C. Level 3	3. Whisper Voice used for quiet reading or soft talk
D. Ms. Sharma	4. Indoor Voice used inside classrooms and libraries

4. Short Answer & Scenario Questions

- **Q5.** Why is shouting loudly inside a classroom unhelpful for other students?
- **Q6. Scenario:** You are sitting in the school library reading a storybook and want to ask your friend sitting next to you for a pencil. What level on the voice dial should you use?

Chapter 8

Listening Ears

Short Story: Tara's Big Mix-Up



It was craft afternoon in Class 1, and the tables were set with colored paper, glue, and safety scissors. Everyone was eager to start.

Ms. Sharma stood at the front of the classroom. "Listen carefully, children," she announced warmly. "First, cut three blue circles. Then, fold them in half to make paper butterflies. Do not use the glue yet!"

Tara was so excited about making a butterfly that she wasn't using her **Listening Ears**. While Ms. Sharma was speaking, Tara was busy clicking her safety scissors, swinging her feet, and whispering to her neighbor about her drawing.

As soon as Ms. Sharma said "Go!", Tara grabbed a big bottle of glue, squeezed a giant blob right onto her paper, and stuck two un-folded red squares on top!

"Oh no!" Tara gasped a moment later. She looked around and realized all her classmates were carefully folding blue circles into wings. Nobody else was using glue yet!

Ms. Sharma walked over and helped her clean up the sticky mess. "Tara," she said kindly, "what were your ears doing while I was giving instructions?"

Tara looked down. "My ears were listening to my scissors clicking, not to you..."

"When we listen with our eyes, ears, and heart, we hear everything the first time," Ms. Sharma explained with a smile. "Listening ears help us learn, stay safe, and do things right!"

Tara adjusted her invisible headband, switched on her listening ears, and listened intently as Ms. Sharma repeated

the steps. This time, Tara made the prettiest blue paper butterfly in the whole class!

The "What Would You Do?" Scenarios

Read each situation with your teacher or parent and pick the civic-minded choice:

1. **Scenario 1:** The teacher is giving safety instructions on how to cross the road during a class field trip.
 - **What should you do?**
 - A) Look at the teacher, keep your hands still, and listen quietly.
 - B) Talk to your friend about your favorite cartoon.
2. **Scenario 2:** Your friend is telling you a story about their lost puppy during break time.
 - **What should you do?**
 - A) Interrupt them to talk about your new shoes.
 - B) Look at your friend, listen carefully, and wait for them to finish before talking.
3. **Scenario 3:** The school bell rings three times for a safety drill.
 - **What should you do?**
 - A) Stop talking immediately and listen for your teacher's voice.
 - B) Keep singing and laughing with your desk partner.

☆ Golden Rules of Active Listening

- A) **Eyes on the Speaker:** Look directly at the person who is talking to show them respect.
- B) **Quiet Body & Mouth:** Keep your hands, feet, and mouth still so your ears can do their job.
- C) **Wait Your Turn:** Let the speaker finish everything they have to say before you ask questions or speak.

🧠 Fun Student Activity: The "Simon Says" Listening Test

Instructions:

1. Stand next to your desk with your classmates.
2. Put your hands behind your ears and pretend to turn on your **Listening Ears** with a *click-click* sound!
3. Your teacher or parent will give simple commands starting with "**Simon says...**" (e.g., "*Simon says touch your nose,*" "*Simon says freeze like a statue*").
4. **The Catch:** If the leader gives an instruction *without* saying "Simon says," do not move!
5. **Classroom Reflection:** Notice how focusing your mind and keeping your body quiet helps your ears catch every single word!

Exercise:

1. Multiple Choice Questions (MCQs)

- Q1. Why did Tara squeeze a big blob of glue onto red squares instead of folding blue circles?
 - a) She didn't have any blue paper on her table

- b) She was clicking her scissors and whispering instead of using her listening ears
 - c) Ms. Sharma told everyone to use glue first
 - d) She wanted to make a red box instead of a butterfly
- **Q2.** According to Ms. Sharma, how do we listen to hear instructions right the first time?
 - a) With our eyes, ears, and heart
 - b) Only when someone shouts loudly
 - c) While talking to our neighbors
 - d) While playing with our supplies

2. Fill in the Blanks

- **Q3.** Before starting a activity or craft, we should keep our ears open and follow all teacher _____.
- **Q4.** Switching on your listening ears helps you learn, stay safe, and do tasks _____.

3. Match the Following

Column A	Column B
A. Tara	1. Craft that the students were instructed to make by folding blue circles
B. Ms. Sharma	2. Played with her scissors and missed the initial craft instructions
C. Listening Ears	3. Explained that listening helps us learn and do things right the first time
D. Blue Butterfly	4. Habit of paying full attention when someone is giving directions

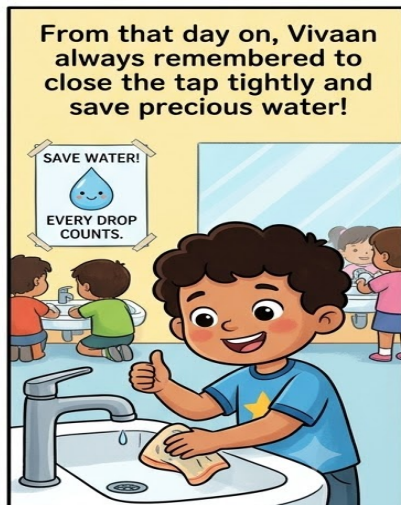
4. Short Answer & Scenario Questions

- **Q5.** What happened when Tara turned on her "listening ears" and listened to Ms. Sharma repeat the instructions?
- **Q6. Scenario:** Your teacher is explaining the steps for a new game, but your desk partner wants to show you a drawing. What should you say or do so you don't miss the rules?

Chapter 9

Water Saver

Short Story: The Running Tap



It was time for morning snacks, and all the children lined up at the sink to wash their hands. Vivaan turned on the water tap as high as it would go. A giant rush of water splashed into the sink.

While scrub-scrub-scrubbing his hands with soap, Vivaan turned around to talk to his friend Reyansh about his new toy car. He sang a song, made funny faces, and did a little dance—all while the tap kept running and running! Gallons of fresh, clean water poured straight down the drain without being used.

Ms. Sharma walked over and turned the tap off with a gentle *click*.

"Vivaan," she said softly, pointing to the tap. "Every drop of water that runs into the drain while we brush or soap our hands is water lost forever. Nature gives us water to live, and it is our job to protect it!"

Vivaan looked at the sink in surprise. "I didn't mean to waste it, Ms. Sharma! I forgot to turn it off while using the soap."

"That's okay, Vivaan," Ms. Sharma smiled. "You can be our **Water Saver Hero** today! The secret is simple: wet your hands, turn off the tap while soaping, and turn it back on only when you are ready to rinse!"

Vivaan nodded proudly. From that day on, he made sure the tap was always closed tightly, saving precious drops of water every single day!

The "What Would You Do?" Scenarios

Read each situation with your teacher or parent and pick the civic-minded choice:

1. **Scenario 1:** You are brushing your teeth in the morning.
 - **What should you do while scrubbing your teeth?**
 - A) Leave the tap running full speed the whole time.
 - B) Turn off the tap while scrubbing, and open it only to rinse your mouth.
2. **Scenario 2:** You finish drinking water at the school cooler, but the tap is still dripping slowly.
 - **What should you do?**
 - A) Walk away and ignore the dripping water.
 - B) Gently twist the handle until the tap stops dripping completely.
3. **Scenario 3:** You see a classmate playing with the water fountain hose and spraying water on the floor.
 - **What should you do?**
 - A) Join in and splash water everywhere.
 - B) Politely ask them to stop wasting water and tell a teacher if needed.

☆ **Golden Rules of Saving Water**

1. **Turn It Off:** Always turn off the tap while applying soap on your hands or brushing your teeth.
2. **Tighten the Tap:** Make sure taps are closed completely after use so not a single drop drips.
3. **Use Only What You Need:** Fill your water bottle or glass with only as much water as you plan to drink—never pour extra clean drinking water down the drain!

Fun Student Activity: The "Every Drop Counts" Badge

Instructions:

1. Draw a large water drop shape on a piece of paper.
2. Color the water drop bright blue.
3. In the center, write in bold letters: **"WATER SAVER HERO"**.
4. Cut out your water drop badge (ask an adult for help with scissors!).
5. **Home & School Mission:** Be on the lookout for running or dripping taps today! Every time you turn off a running tap or close a dripping one, give yourself a big high-five and wear your Water Saver Hero badge proudly!

Exercise:

1. Multiple Choice Questions (MCQs)

- **Q1.** Why was clean water wasting away down the drain while Vivaan was scrubbing his hands?
 - a) The tap was broken and could not be turned off
 - b) Vivaan left the tap running at full speed while talking, singing, and dancing
 - c) The sink had a big leak underneath
 - d) Ms. Sharma told him to leave the water running
- **Q2.** What simple rule did Ms. Sharma teach Vivaan to become a "Water Saver Hero"?
 - a) Never wash your hands with soap

- b) Turn the tap off while soaping your hands, and turn it back on only to rinse
- c) Let the water run into a bucket while singing a song
- d) Use paper towels instead of water

2. Fill in the Blanks

- Q3. Water is a precious resource given to us by _____, and we must protect it.
- Q4. Turning off the tap while soaping or brushing prevents clean water from being wasted down the _____.

3. Match the Following

Column A	Column B
A. Vivaan	1. Cleaned his hands with soap while learning not to waste water
B. Running Tap	2. Title given to someone who turns off the tap to save precious water
C. Ms. Sharma	3. Turned off the flowing tap gently and taught Vivaan about saving water
D. Water Saver Hero	4. Causes fresh water to pour straight down the drain without being used

4. Short Answer & Scenario Questions

- Q5. Why is every drop of clean water important to save when we wash our hands or brush our teeth?

- **Q6. Scenario:** You see a classmate at the school washbasin leaving the tap running while they scrub their hands with soap for a long time. How can you politely remind them to save water?

Chapter 10

Kind Hands

Short Story: Penny the Little Puppy



It was a sunny Saturday afternoon, and Kabir was playing in the front yard with his friends. Suddenly, a tiny ginger puppy wandered through the open gate. The puppy had floppy ears, a tail that wagged non-stop, and a small black nose.

Kabir was so excited that he sprinted toward the puppy, shouting at the top of his voice! He reached down and yanked the little dog's tail to make her turn around.

Yip! The puppy let out a frightened cry, tucked her tail between her legs, and scrambled under a garden bench, shaking with fear.

Kabir's mother came out to the porch and sat down on her knees near the bench. "Kabir," she said gently, "how would you feel if a big giant ran up to you, shouted, and pulled your arm?"

Kabir looked at his shoes. "I would be scared, Mom."

"Animals have feelings just like us," his mother explained softly. "They need us to use **Kind Hands**. Kind hands stroke gently, protect, and care for living things."

His mother placed a small bowl of fresh water near the bench. Kabir knelt down quietly, keeping his hands open and still.

"Here, puppy," Kabir whispered softly. "I'm sorry for scaring you."

Slowly, the little puppy poked her wet nose out from under the bench. She lapped up the water and nudged Kabir's open palm. Kabir gently stroked her soft fur using two fingers, making sure not to pull or press hard. The puppy let out a happy sigh and wagged her tail once more.

Kabir smiled brightly—he had learned that kind hands bring trust, safety, and love!

The "What Would You Do?" Scenarios

Read each situation with your teacher or parent and pick the civic-minded choice:

1. **Scenario 1:** You are walking through the school garden and see a beautiful flower growing on a bush.
 - **What should you do?**
 - A) Pluck the flower so you can carry it around.
 - B) Admire its color gently without tearing the leaves or plucking it.
2. **Scenario 2:** A stray cat walks up to you while you are sitting in the park.
 - **What should you do?**
 - A) Throw small pebbles at the cat to make it run away.
 - B) Speak softly, stay calm, and allow the cat its space without hurting it.
3. **Scenario 3:** Your classroom plant has dry soil, and its leaves are drooping.
 - **What should you do?**
 - A) Pull off its leaves one by one.
 - B) Use a cup of water to water the plant gently with your hands.

☆ Golden Rules of Kind Hands

1. **Gentle Touch Only:** Use your hands to pet animals softly, water plants carefully, and help others.
2. **Never Hurt or Tease:** Never pull tails, poke insects, throw rocks at strays, or pluck living flowers needlessly.
3. **Protect Nature:** Treat trees, plants, pets, and wildlife with gentle care—they are part of our shared environment!

🧠 Fun Student Activity: The "Kind Hands" High-Five

Instructions:

1. Place one hand flat on a sheet of paper and trace around your fingers using a pencil.
2. Inside the palm of your traced hand, write: **"MY HANDS ARE KIND HANDS"**.
3. On each of the 5 fingers, draw or write one way you can use your hands to be kind today:
 - *Finger 1:* Water a plant 🌱
 - *Finger 2:* Pet an animal gently 🐾
 - *Finger 3:* Pick up trash 🗑️
 - *Finger 4:* Share a toy 🧸
 - *Finger 5:* Help a friend up 🤝
4. Color your hand print with your favorite colors and hang it near your desk!

Exercise:

1. Multiple Choice Questions (MCQs)

- **Q1.** Why did the little ginger puppy run under the garden bench and shake with fear?
 - a) A big storm started suddenly
 - b) Kabir ran up shouting and pulled her tail
 - c) She lost her favorite toy
 - d) Kabir's mother chased her away
- **Q2.** What are "Kind Hands" according to Kabir's mother?
 - a) Hands that pull tails and shout loudly
 - b) Hands that stroke gently, protect, and care for living things
 - c) Hands that stay hidden in your pockets
 - d) Hands that only draw pictures

2. Fill in the Blanks

- **Q3.** Animals have _____ just like humans, so we should treat them with care and respect.
- **Q4.** Approaching animals softly and using kind hands helps _____ build _____ safety, _____ love, _____ and _____.

3. Match the Following

Column A	Column B
A. Penny	1. Taught Kabir how giant actions can frighten small animals
B. Kabir	2. Tiny ginger puppy with floppy ears and a wagging tail
C. Kabir's Mother	3. Gentle touch used to stroke soft fur without pulling
D. Kind Hands	4. Learned to apologize, sit quietly, and stroke gently with two fingers

4. Short Answer & Scenario Questions

- **Q5.** What did Kabir do to show Penny he was sorry and earn her trust back?
- **Q6. Scenario:** You see a stray cat resting peacefully under a tree near your house. How should you act so you do not scare or hurt the cat?

