INSTRUCTIONAL MATERIAL ON VALUE ANALYSIS MODEL

Lesson Plan – 1

Teacher’s Name: A. Manju

Subject: Value Education

Content Area: Family

Method of teaching: VAM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student thinks divergently in suggesting alternative courses of action.
5. Student acquires the ability to analyze the consequences of a value conflicting situation.
6. Student develops the ability to suggest the best alternative.
7. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
8. Student develops the ability to implement Valuing Competencies in his daily life situations.

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<tr>
<th>LEARNING PROCESS</th>
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<td>Teacher enters the classroom with a pleasant face and she establishes a good rapport with the pupils.</td>
<td>Pupil actively responded to the teacher.</td>
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<td>Have you experienced any difficult situations in making right decisions? How did you solve that problematic situation? What was the basement of your decision?</td>
<td></td>
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<td>Now we are going to have a dilemma for which you have to suggest a possible solution. For this, I will help you with a new method through which you can make the right choice. This new method is known as Value Analysis Model of Teaching. It consists of seven essential steps and we are going to find the solution on the basis of those steps.</td>
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<tr>
<td>I. Description of the Value Dilemma</td>
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<td>The students are asked to sort out the main facts and difficult terms in the given dilemma.</td>
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<tr>
<td>Meera belongs to a very poor family. She took loan from a bank and thus successfully completed his nursing course. Her father is a handicapped person. They lived with the very low income which Meera gets from the hospital where she works and the money they got by selling lotteries. Her mother is a severe patient. Meera’s younger sisters are studying at school. She is trying to go abroad, to help her family. On this occasion, all her papers are ready, to go and work abroad. She got visa and all other documents to go abroad. This was a great relief for her and family. They are suffering from financial crisis, which makes them even to lose their own home. But, very few hours before her journey her mother’s condition worsened and thus she could not go to the job, leaving her mother in such a situation. Meera’s father asked her to sit near her mother. If Meera could not join this job, then she will lose this job, which she wished for many years. Not only that, her house reached the zenith of all financial crises. In this critical point what will Meera</td>
<td></td>
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</table>
The pupils read out the main points

- Meera belongs to a poor family.
- She is working at a low salary, after completing her nursing course.
- Meera’s mother is a severe patient.
- Meera got a job abroad.
- There are some adverse conditions in going abroad.

Difficult terms
Crisis, Worsened, Zenith

Factual Questions
Pupil 1 Is there any relative to help?
Tchr No.
Pupil 2 In which class Meera’s younger sisters are studying?
Tchr 8th and 10th standard.
Pupil 3 If she informs the office, will they grant her leave?
Tchr No.

II Identification and Clarification of Value Conflict
Do you have any other questions? If not try to identify the conflicting situations and identify the value dilemma.

The teacher helps the pupils by giving hints like the character Meera has to save her mother’s life and they need money to adjust with life.

Then the pupils find out two values

- Preserving life
- Financial security

III Conceivable Alternatives
Ok students, good. Now you are familiar with the value conflicts in this story. So now just think about the various possible alternatives to solve the situations.

Give your viewpoints one by one. After the pupils give their ideas the teacher synthesizes two alternatives suggested by the pupils.

- Taking mother to the hospital.
- Going abroad to get a good job

IV Possible Consequences of each Alternative
Do you have any other alternative sin your mind? If not think about the given alternatives’ consequences or effects of each alternative both positive and negative.

Alternative 1:
Possible consequences of Alternative 1:

1. She may lose the job, which she is going to get abroad.
2. Proper treatment and care can be given to the mother.
3. Meera’s love for her mother will be a role model for her own sisters.
4. She may feel disappointed as she lost the job.
5. Becoming happy on fulfilling her duty towards her mother.

Alternative 2:

Possible consequences of Alternative 2:
1. Life can be secured by entering into a good job.
2. Mother may lose her life.
3. She may become guilty conscious as she could not do her responsibility and duty as a daughter.
4. Becoming happy on getting a good job.
5. Others may blame her.

V Presenting Evidences to support the occurrence of the consequences

The students and the teacher present similar situations and cases took place in their locality recently. Students present their views based on the news published in the newspapers and magazines.

VI Evaluation of Desirability of the Consequences

a. Selecting Value Criterion

(a) Love (b) Duty (c) Financial status (4) Responsibility (5) Role Model

b. Scoring of Consequences

The teacher gives suggestions regarding the scoring procedure. The students give scores from +2 to -2 for each consequence based on the selected value criterion and evaluate the desirability of each consequence with the help of teacher.

VII Determination of the best Alternative and presentation of the Reasons

a. Best Alternative

Based on the evaluation of each consequences students select the best alternative. In this lesson, pupil found that taking mother to the hospital as the best alternative. Here the selection is based on the scoring.

b. Reasons for the best Alternative

The students present the consequences with high score as the reason for selecting the best alternative.

The teacher asks the students, how the Value Analysis Model will be helpful to you?

The students answer that, when two or more values conflict in a situation, this model will help us to take the right decision in our day to day affairs.

Pupil: Thank you teacher.

Teacher: Thank you.
**Lesson Plan – 2**

*Teacher’s Name: A. Manju*  
*Subject: Value Education*  
*Content Area: Peer group*  
*Method of teaching: VAM*

**Specific Objectives**

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student thinks divergently in suggesting alternative courses of action.
5. Student acquires the ability to analyze the consequences of a value conflicting situation.
6. Student develops the ability to suggest the best alternative.
7. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
8. Student develops the ability to implement Valuing Competencies in his daily life situations.

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<tr>
<td>Teacher enters the classroom with a pleasant face and she establishes a good rapport with the pupils. Have you experienced any difficult situations in making right decisions? How did you solve that problematic situation? What was the basement of your decision? Now we are going to have a dilemma for which you have to suggest a possible solution. For this, I will help you with a new method through which you can make the right choice. This new method is known as Value Analysis Model of Teaching. It consists of seven essential steps and we are going to find the solution on the basis of those steps.</td>
<td>Pupil actively responded to the teacher.</td>
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**I. Description of the Value Dilemma.**

The students are asked to sort out the main facts and difficult terms in the given dilemma.

Once some students of an institution decided to organize a cultural programme for the collection of funds for droughts victims. In that institution, Vinod was a student in 11th class. He was a student with first grade in the previous examination. Vinod was a good drama player. The students of the institution requested Vinod to participate in the cultural programme. At that time Vinod was busy in the preparation for the final examination. Keeping in view the request of students on one side and his examination on the other side Vinod was faced with a dilemmatic situation. What will he decide in this critical situation?

The pupils read out the main points

- Vinod was a student in 11th class.
- Vinod was a good drama player and also good at studies.
- His friends decided to conduct a cultural programme.
- Vinod was requested to act in the drama.
- Vinod was busy with his final exam preparation.

Pupil identified the main points.
**Difficult Terms**

The phrase ‘droughts victims’ is explained along with its meaning.

**Factual Questions**

<table>
<thead>
<tr>
<th>Pupil 1</th>
<th>How many days will take for the cultural programme?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tchr</td>
<td>1 week</td>
</tr>
<tr>
<td>Pupil 2</td>
<td>Will he get permission from his parents to participate?</td>
</tr>
<tr>
<td>Tchr</td>
<td>No.</td>
</tr>
<tr>
<td>Pupil 3</td>
<td>Will he get permission from his teachers to participate?</td>
</tr>
<tr>
<td>Tchr</td>
<td>Yes</td>
</tr>
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</table>

**II. Identification and Clarification of Value Conflict.**

Do you have any other questions? If not try to identify the conflicting situations and identify the value dilemma. The teacher helps the pupils by giving hints like the character Meera has to save her mother’s life and they need money to adjust with life.

Then the pupils find out two values
- Social Welfare
- Personal Welfare

**III. Conceivable Alternatives**

Ok students, good. Now you are familiar with the value conflicts in this story. So now just think about the various possible alternatives to solve the situations.

Give your viewpoints one by one. After the pupils give their ideas the teacher synthesizes two alternatives suggested by the pupils.
- Vinod should participate in the cultural programme.
- Vinod should study intensively for his final examination

**IV. Possible Consequences of each Alternative.**

Do you have any other alternative sin your mind? If not think about the given alternatives’ consequences or effects of each alternative both positive and negative.

Alternative 1:

Possible consequences of Alternative 1:
1. The result of vinod will not be very good.
2. Vinod will get opportunity to show his talents.
3. Parents of vinod will be angry.
4. People will appreciate vinod.
5. Flood affected people will get relief.

Alternative 2:

Possible consequences of Alternative 2:

Pupil understood the meaning of the difficult words with the teacher’s due explanation.

The pupil asked some factual questions to the teacher. Teacher explained all to them.

The pupil identified and explained the conflicting values in the dilemma.

Pupil suggested some possible alternatives for the value conflicts.

The pupil gave points on the alternative 1& 2 consisting of both positive and negative sides.
Vinod will get better marks.
1. Friends of Vinod will be disappointed with him.
2. Flood affected people will not get any relief fund.
3. Vinod will get better profession.
4. People will say he is a selfish person.
5. His family status will go up.

V. Presenting Evidences to support the occurrences of the consequences

The students and the teacher present similar situations and cases took place in their locality recently. Students present their views based on the news published in the newspapers and magazines.

VI. Evaluation of the Desirability of the Consequences

**Selecting Value Criterion**

(a) Moral  (b) Social welfare  (c) Education  (d) Personal interest  (e) friendship

**Scoring of Consequences**

The teacher gives suggestions regarding the scoring procedure. The students give scores from +2 to -2 for each consequence based on the selected value criterion and evaluate the desirability of each consequence with the help of teacher.

VII. Determination of the best Alternative and presentation of the Reasons

**Best Alternative**

Based on the evaluation of each consequences students select the best alternative. Here the selection is based on the scoring.

**Reasons for the best Alternative**

The students present the consequences with high score as the reason for selecting the best alternative.

The teacher asks the students, how the Value Analysis Model will be helpful to you?

The students answer that, when two or more values conflict in a situation, this model will help us to take the right decision in our day to day affairs.

Pupil: Thank you teacher.
Teacher: Thank you.
Lesson Plan – 3

Teacher’s Name: A. Manju
Subject: Value Education
Content Area: Peer group
Method of teaching: VAM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student thinks divergently in suggesting alternative courses of action.
5. Student acquires the ability to analyze the consequences of a value conflicting situation.
6. Student develops the ability to suggest the best alternative.
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<td>Have you experienced any difficult situations in making right decisions?</td>
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<tr>
<td>How did you solve that problematic situation?</td>
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<td>What was the basement of your decision?</td>
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<td>Now we are going to have a dilemma for which you have to suggest a possible solution. For this, I will help you with a new method through which you can make the right choice. This new method is known as Value Analysis Model of Teaching. It consists of seven essential steps and we are going to find the solution on the basis of those steps.</td>
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1. Description of the Value Dilemma.

The students are asked to sort out the main facts and difficult terms in the given dilemma.

Anoop and Arjun were close friends. A widow aunt of Arjun gives her land property to him on the agreement that he will look after her. But Arjun doesn’t keep agreement, and so aunt put her case before the Village Panchayat. Anoop was the sarpanch of the panchayat and he is now in a confusing situation. There are two values in conflicts with each other. The central character has two alternatives before him. In one side, anoop was thinking about his loyalty to his friend Arjun, while at the next side he was thinking about his duties as a Sarpanch. What will he do?
The pupils read out the main points

Arjun and Anoop are close friends.
Widow aunt of Arjun gives her land property to him
Arjun has an agreement with his aunt that he will look after him.
Anoop is the sarpanch of the panchayath.
Anoop is now in a dilemma by thinking of his friend and about the widow.

Pupil identified the main points.
Difficult Terms

The term ‘Sarpanch’, loyalty are explained along with its meaning.

Factual Questions

Pupil 1 What about Arjun family?
Tchr He is not married
Pupil 2 How long they were friends?
Tchr 10 years
Pupil 3 Arjun aunt know about their friendship?
Tchr Yes

II. Identification and Clarification of Value Conflict.

Do you have any other questions? If not try to identify the conflicting situations and identify the value dilemma.

The teacher helps the pupils by giving hints like the character Meera has to save her mother’s life and they need money to adjust with life.

Then the pupils find out two values

- Justice
- Friendship

III. Conceivable Alternatives

Ok students, good. Now you are familiar with the value conflicts in this story. So now just think about the various possible alternatives to solve the situations.

Give your viewpoints one by one. After the pupils give their ideas the teacher synthesizes two alternatives suggested by the pupils.

- Anoop should do justice to aunt.
- Anoop should act for his friend

IV. Possible Consequences of each Alternative.

Do you have any other alternative sin your mind. If not think about the given alternatives’ consequences or effects of each alternative both positive and negative.

Alternative 1:

Possible consequences of Alternative 1:

Anoop can do justice to his duty.
Aunt will be happy.
People will accept him as a good Sarpanch.
Anoop will lose his friendship with Arjun.
Arjun will be angry to Anoop.

Alternative 2:

Pupil understood the meaning of the difficult words with the teacher’s due explanation.

The pupil asked some factual questions to the teacher. Teacher explained all to them.

The pupil identified and explained the conflicting values in the dilemma.

Pupil suggested some possible alternatives for the value conflicts.

The pupil gave points on the alternative 1& 2 consisting of both positive and negative sides.
### Possible consequences of Alternative 2:

- Anoop should act for his friend.
- Arjun will be grateful to Anoop.
- Aunt will be angry with Anoop.
- Anoop will fail in his duty.
- People will not believe in Panchayat.
- Others will follow Anoop’s example.

### V. Presenting Evidences to support the occurrences of the consequences

The students and the teacher present similar situations and cases took place in their locality recently. Students present their views based on the news published in the newspapers and magazines.

### VI. Evaluation of the Desirability of the Consequences.

#### Selecting Value Criterion

(a) Moral  
(b) Social welfare  
(c) Legal  
(4) Respect  
(5) Justice

#### Scoring of Consequences

The teacher gives suggestions regarding the scoring procedure. The students give scores from +2 to -2 for each consequence based on the selected value criterion and evaluate the desirability of each consequence with the help of teacher.

### VII. Determination of the best Alternative and presentation of the Reasons

#### Best Alternative

Based on the evaluation of each consequences students select the best alternative. Here the selection is based on the scoring.

#### Reasons for the best Alternative

The students present the consequences with high score as the reason for selecting the best alternative.

The teacher asks the students, how the Value Analysis Model will be helpful to you?

The students answer that, when two or more values conflict in a situation, this model will help us to take the right decision in our day to day affairs.

Pupil: Thank you teacher.
Teacher: Thank you.
**Lesson Plan – 4**

*Teacher’s Name:* A. Manju  
*Subject:* Value Education  
*Content Area:* Community  
*Method of teaching:* VAM

**Specific Objectives**

1. Student orients himself into value conflicting situations.  
2. Student identifies the conflicting values in the value dilemma.  
3. Student identifies the facts, terms and important ideas in the value dilemma.  
4. Student thinks divergently in suggesting alternative courses of action.  
5. Student acquires the ability to analyze the consequences of a value conflicting situation.  
6. Student develops the ability to suggest the best alternative.  
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| Teacher enters the classroom with a pleasant face and she establishes a good rapport with the pupils.  
Have you experienced any difficult situations in making right decisions?  
How did you solve that problematic situation?  
What was the basement of your decision?  
Now we are going to have a dilemma for which you have to suggest a possible solution. For this, I will help you with a new method through which you can make the right choice. This new method is known as Value Analysis Model of Teaching. It consists of seven essential steps and we are going to find the solution on the basis of those steps. | Pupil actively responded to the teacher. |

**I. Description of the Value Dilemma.**

The students are asked to sort out the main facts and difficult terms in the given dilemma.

Syama is working in a software company. She has an average financial background. She has father, mother, and two younger sisters in the family. They need huge amount of money to give treatment to her mother and for the expenses incurred on the studies of her sisters. Her father is a teacher. They often fail to meet their income and expenditure. Her workload has increased suddenly when her co-worker left the company. She had to work alone for a few weeks. Then the manager appointed a person named Rahul, who is a relative of the manager, in the section. Syama and Rahul are doing the same job and they are very co-operative. Many months have passed without any problem. One day Syama came to know that Rahul gets a salary, which is more than that of her salary. Syama understood that the Manager is showing discrimination against her and it is against law. She knows that Rahul has less experience than her and also doing less work in the section compared to her work. She was very furious at this. So she decided to ask the manager for equal pay. But she was afraid that if she demands equal pay, the manager might throw her out of the job. Now Syama is in a dilemmatic situation that either she has to demand equal pay or she has to remain satisfied with her
present salary. In this situation what should syama do?
The pupils read out the main points
- Syama is working in the software company.
- She has father, mother, and two younger sisters in the family
- They work hard for making both ends meet.
- There is a new appointment in the office in the same section of Syama.
- Rahul and Syama work together for several months.
- Syama gets know that there is discrimination in their payment.
- Syama is in confusion whether to stand against this discrimination.

**Difficult Terms**
Discrimination, Furious, remain etc.

**Factual Questions**
Pupil 1 For which courses syama’s sisters are studying?
Tchr Nursing, Pharmacy
Pupil 2 Which disease is affected her mother?
Tchr Arthritis
Pupil 3 Does Syama’s manager satisfied with her work?
Tchr Yes.
Pupil 4 Does Rahul know about this discrimination?
Tchr Yes.

**II. Identification and Clarification of Value Conflict.**
Do you have any other questions? If not try to identify the conflicting situations and identify the value dilemma.
The teacher helps the pupils by giving hints like the character whether she should demand equal pay for the work or should tolerate the discrimination and continue the job in the same company.
Then the pupils find out two values
- Equality
- Tolerance

**III. Conceivable Alternatives**
Ok students, good. Now you are familiar with the value conflicts in this story. So now just think about the various possible alternatives to solve the situations.
Give your viewpoints one by one. After the pupils give their ideas the teacher synthesizes two alternatives suggested by the pupils.
- Demand equal pay for the work.
- Tolerate the discrimination and continue the job in the same company

**IV. Possible Consequences of each Alternative.**
Do you have any other alternative sin your mind? If not think about the given alternatives’ consequences or effects of each alternative both positive and negative.
Alternative 1: Demand equal pay for the work.
Possible consequences of Alternative 1:
1. Manager and Rahul will get angry with Syama.
2. She may be terminated from the job.
3. Manager will now show such discrimination in future.
4. Syama will get justice.
5. Syama’s economic condition will improve

Alternative 2: Tolerate the discrimination and continue the job in the same company

Possible consequences of Alternative 2:
1. The relationship of Rahul and Syama will be smooth as before
2. Manager will be happy to pay low salary to Syama.
3. Syama’s economic condition will not improve.
4. Syama will not show sincerity towards her job.
5. People, in future, will show such discrimination.

V. Presenting Evidences to support the occurrences of the consequences
The students and the teacher present similar situations and cases took place in their locality recently. Students present their views based on the news published in the newspapers and magazines

VI. Evaluation of the Desirability of the Consequences.
Selecting Value Criterion
(a) Relationship (b) obedience (c) Health (d) economy (e) Justice

Scoring of Consequences
The teacher gives suggestions regarding the scoring procedure. The students give scores from +2 to -2 for each consequence based on the selected value criterion and evaluate the desirability of each consequence with the help of teacher.

VII Determination of the best Alternative and presentation of the Reasons
Best Alternative
Based on the evaluation of each consequences students select the best alternative. Here the selection is based on the scoring.

Reasons for the best Alternative
The students present the consequences with high score as the reason for selecting the best alternative.
The teacher asks the students, how the Value Analysis Model will be helpful to you?
The students answer that, when two or more values conflict in a situation, this model will help us to take the right decision in our day to day affairs.

Pupil : Thank you teacher.
Teacher : Thank you.
Lesson Plan – 5

Teacher’s Name: A. Manju

Subject: Value Education

Content Area: Family

Method of teaching: VAM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student thinks divergently in suggesting alternative courses of action.
5. Student acquires the ability to analyze the consequences of a value conflicting situation.
6. Student develops the ability to suggest the best alternative.
7. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
8. Student develops the ability to implement Valuing Competencies in his daily life situations.

LEARNING PROCESS

Teacher enters the classroom with a pleasant face and she establishes a good rapport with the pupils.
Have you experienced any difficult situations in making right decisions?
How did you solve that problematic situation?
What was the basement of your decision?

Now we are going to have a dilemma for which you have to suggest a possible solution. For this, I will help you with a new method through which you can make the right choice. This new method is known as Value Analysis Model of Teaching. It consists of seven essential steps and we are going to find the solution on the basis of those steps.

1. Description of the Value Dilemma

The students are asked to sort out the main facts and difficult terms in the given dilemma.
Mahesh’s parents are working abroad. So he is studying in a school in his hometown, and staying in a hostel. He has been admitted to IX standard in a residential school in the city. But Mahesh did not like the new hostel and its inmates. He told his father that there are strict rules in the school and hostel and he is not able to adjust with the new situation. He requested his father to send him to another school. But his father suggested him to continue his studies in the same school for this year as the admission procedures of all the schools have closed. He reminded Mahesh that he discontinue the studies he will lose one year. What will Mahesh do in this situation?

The pupils read out the main points
• Mahesh’s parents are working abroad.
• Mahesh has been admitted to IX standard in a residential school in the city.
• Mahesh does not like the new hostel and its inmates.
• Mahesh is not able to adjust with the new situation so he tries another school.

RESPONSES

Pupil actively responded to the teacher.

Pupil identified the main points.
• His father insisted him to continue in the same school.
• If Mahesh discontinue he will lose one year.

**Difficult Terms**
Abroad, Residential, Admission, Inmates

**Factual Questions.**

Pupil 1  Could the parents bring Mahesh to their place of work?
Tchr   No. They don’t want their son to learn the foreign culture.

Pupil 2  Why did they send Mahesh to the new school?
Tchr   The old school has classes only up to 8th standard.

Pupil 3  Could he stay at the houses of any relatives?
Tchr   No.

**II. Identification and Clarification of Value Conflict**

Do you have any other questions? If not try to identify the conflicting situations and identify the value dilemma.

The teacher helps the pupils by giving hints like the character Mahesh has to be happy and should obey his parents for the betterment of his future life. Then the pupils find out two values

- Obedience
- Happiness

**III. Conceivable Alternatives**

Ok students, good. Now you are familiar with the value conflicts in this story. So now just think about the various possible alternatives to solve the situations.

Give your viewpoints one by one. After the pupils give their ideas the teacher synthesizes two alternatives suggested by the pupils.

- Obey his father and continue the studies in the same school.
- He may discontinue his studies for this year.

**IV. Possible Consequences of each Alternative.**

Do you have any other alternatives in your mind. If not think about the given alternatives’ consequences or effects of each alternative both positive and negative.

Alternative 1:

Possible consequences of Alternative

1. Problems may arise in the new situation.
2. His studies may be affected.
3. Parents will be happy.
4. He will save one year.
5. He will learn to adjust.
Alternative 2:
Possible consequences of Alternative 2:
1. He will lose one year.
2. He can enjoy freedom.
3. He will now learn self adjustment.
4. His parents will get angry at him.
5. Difficult to get admission in a school in the next year

V. Presenting Evidences to support the occurrences of the consequences

The students and the teacher present similar situations and cases took place in their locality recently. Students present their views based on the news published in the newspapers and magazines.

VI. Evaluation of the Desirability of the Consequences.

Selecting Value Criterion
(a) Education (b) Happiness (c) Use of Time (d) Adjustment (e) Freedom

Scoring of Consequences

The teacher gives suggestions regarding the scoring procedure. The students give scores from +2 to -2 for each consequence based on the selected value criterion and evaluate the desirability of each consequence with the help of teacher.

VII. Determination of the best Alternative and presentation of the Reasons

Best Alternative

Based on the evaluation of each consequences students select the best alternative. Here the selection is based on the scoring.

Reasons for the best Alternative

The students present the consequences with high score as the reason for selecting the best alternative.

The teacher asks the students, how the Value Analysis Model will be helpful to you?

The students answer that, when two or more values conflict in a situation, this model will help us to take the right decision in our day to day affairs.

Pupil : Thank you teacher.
Teacher : Thank you.
Lesson Plan – 6

Teacher’s Name: A. Manju
Subject: Value Education
Content Area: School
Method of teaching: VAM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student thinks divergently in suggesting alternative courses of action.
5. Student acquires the ability to analyze the consequences of a value conflicting situation.
6. Student develops the ability to suggest the best alternative.
7. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
8. Student develops the ability to implement Valuing Competencies in his daily life situations.

<table>
<thead>
<tr>
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<tr>
<td>Teacher enters the classroom with a pleasant face and she establishes a good rapport with the pupils. Have you experienced any difficult situations in making right decisions? How did you solve that problematic situation? What was the basement of your decision? Now we are going to have a dilemma for which you have to suggest a possible solution. For this, I will help you with a new method through which you can make the right choice. This new method is known as Value Analysis Model of Teaching. It consists of seven essential steps and we are going to find the solution on the basis of those steps.</td>
<td>Pupil actively responded to the teacher.</td>
</tr>
</tbody>
</table>

1. Description of the Value Dilemma

The students are asked to sort out the main facts and difficult terms in the given dilemma.

Mathew and Rajan are neighbours. They are thick friends also. Mathew is working as a Mathematics sir, in a higher secondary school near to his house. Rajan is a clerk in a government office. Rupans’ son Rupesh is a brilliant student, studying at Mathew sir’s school for 11th class. Mathew was evaluating the 11th class. While examining the answer paper of Rupesh, Mathew sir understood that Rupesh required one more mark to pass the exam. Mathew sir remembered the fact that Rupesh was ill on the previous day of the Maths examination. Mathew sir checked the answer paper thoroughly to make sure that if he has skipped any answer without putting any marks. But Mathew sir finds no way to give even one mark. Rupesh will be admitted to 12th class only if he passes this exam. Mathew sir knew all this. On thinking about Mathew’s friendship with Rajan, the brilliance of Rupesh, the sir wished to give two marks to this boy. But Mathew sir wanted to be honest and justful towards the other students. In this critical situation, what will Mathew sir do?

The pupils read out the main points
- Mathew and Rajan are neighbours.
Mathew is working as a Mathematics sir in a higher secondary school near his house.
- Rajan is working as a clerk in a government office.
- Rajan’s son Rupesh is a brilliant student of Mathew sir.
- Rupesh needs one more mark to pass the exam.
- Mathew sir finds no way to give marks

**Difficult Terms**
Brilliant, Valuation

**Factual Questions**

<table>
<thead>
<tr>
<th>Pupil 1</th>
<th>Do you think Mathews is engaged in doing this type of compromise, usually?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tchr</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pupil 2</th>
<th>If he doesn’t give more mark, will it affect their Friendship?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tchr</td>
<td>Yes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pupil 3</th>
<th>Did Rupesh pass the other subjects?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tchr</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**II. Identification and Clarification of Value Conflict**

Do you have any other questions? If not try to identify the conflicting situations and identify the value dilemma.

The teacher helps the pupils by giving hints like the character Mathew sir can do things in accordance with the situation allows.

Then the pupils find out two values

- Human Consideration
- Justice

**III. Conceivable Alternatives**

Ok students, good. Now you are familiar with the value conflicts in this story. So now just think about the various possible alternatives to solve the situations.

Give your viewpoints one by one. After the pupils give their ideas the teacher synthesizes two alternatives suggested by the pupils.

- Giving two marks to Rupesh and thus making him pass the exam.
- Be honest and justful during the answer paper valuation.

**IV. Possible Consequences of each Alternative**

Do you have any other alternative sin your mind. If not think about the given alternatives’ consequences or effects of each alternative both positive and negative.

Alternative 1:

Possible consequences of Alternative 1:

1. Friendship can be maintained.
2. Becoming unjust towards other students.
3. He will be known as a person who is honest and justful in his works.
4. Feels guilty conscious by giving marks, now justfully.
5. Others try to imitate his honest and justful personality.

Alternative 2:

Possible consequences of Alternative 2:
1. Friendship may get spoiled.
2. Other students get justice.
3. Others praise him as a justful person.
4. Become happy due to his justful action.
5. Be a role model for others.

V. Presenting Evidences to support the occurrences of the consequences

The students and the teacher present similar situations and cases took place in their locality recently. Students present their views based on the news published in the newspapers and magazines.

VI. Evaluation of the Desirability of the Consequences

Selecting Value Criterion
(a) Honesty  (b) Friendship  (c) Justice  (d) Human friendship  (e) Role Model

Scoring of Consequences

The teacher gives suggestions regarding the scoring procedure. The students give scores from +2 to -2 for each consequence based on the selected value criterion and evaluate the desirability of each consequence with the help of teacher.

VII. Determination of the best Alternative and presentation of the Reasons

Best Alternative

Based on the evaluation of each consequences students select the best alternative. Here the selection is based on the scoring.

Reasons for the best Alternative

The students present the consequences with high score as the reason for selecting the best alternative.

The teacher asks the students, how the Value Analysis Model will be helpful to you?

The students answer that, when two or more values conflict in a situation, this model will help us to take the right decision in our day to day affairs.

Pupils: Thank you teacher.
Teacher: Thank you.
Lesson Plan – 7

Teacher’s Name: A. Manju                      Subject: Value Education
Content Area: Family                          Method of teaching: VAM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student thinks divergently in suggesting alternative courses of action.
5. Student acquires the ability to analyze the consequences of a value conflicting situation.
6. Student develops the ability to suggest the best alternative.
7. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
8. Student develops the ability to implement Valuing Competencies in his daily life situations.

**LEARNING PROCESS** | **RESPONSES**

Teacher enters the classroom with a pleasant face and she establishes a good rapport with the pupils.
Have you experienced any difficult situations in making right decisions?
How did you solve that problematic situation?
What was the basement of your decision?
Now we are going to have a dilemma for which you have to suggest a possible solution. For this, I will help you with a new method through which you can make the right choice. This new method is known as Value Analysis Model of Teaching. It consists of seven essential steps and we are going to find the solution on the basis of those steps.

I. Description of the Value Dilemma

The students are asked to sort out the main facts and difficult terms in the given dilemma.

Karthik is studying in standard X in a Government school. He studies well and is a good mannered one. So everybody likes him. His mother Aruna is a widow. She works very hard in order to educate her son. Karthik is engaged in studying day and night for making his mother’s dream come true. The S.S.L.C examination was started and the first three days’ examinations were over. Those examinations were very easy for Karthik. So Karthik and Aruna were very happy. On the next day, when he returned from the school, he came to know that Aruna met an accident and is hospitalized. When he reached the hospital he understood that his mother is in a very critical condition. His relatives advised him to stay in the hospital and take care of his mother. But his teachers assisted him to continue the following day’s examinations. Now Karthik is in a dilemma. What will Karthik do in this situation?

The pupils read out the main points

- Karthik is studying in Standard X in a Government School.
- His mother Aruna is a widow
- She works very hard in order to educate her son.

Pupil actively responded to the teacher.

Pupil identified the main points.
- In the first three exams of SSLC Karthik performs well.
- At that time Aruna met with an accident and is now hospitalised.
- Karthik’s relatives insist him to be at hospital and taking care of his mother.
- His teachers insist him to write the other exams.

**Difficult Terms**

Manners, Widow, Critical, Insist

**Factual Questions**

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Question</th>
<th>Tchr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil 1</td>
<td>How did his father die? Due to Cancer.</td>
<td>Due to Cancer.</td>
</tr>
<tr>
<td>Pupil 2</td>
<td>Will he get high marks in the completed examination?</td>
<td>Yes.</td>
</tr>
<tr>
<td>Pupil 3</td>
<td>Does he expect good marks in the following examinations?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**II. Identification and Clarification of Value Conflict.**

Do you have any other questions? If not try to identify the conflicting situations and identify the value dilemma. The teacher helps the pupils by giving hints like the character Karthik to solve the dilemma that he is facing now. Then the pupils find out two values

- Concern for Mother
- Goal Accomplishment

**III. Conceivable Alternatives**

Ok students, good. Now you are familiar with the value conflicts in this story. So now just think about the various possible alternatives to solve the situations. Give your viewpoints one by one. After the pupils give their ideas the teacher synthesizes two alternatives suggested by the pupils.

- He should stay with his mother.
- Write the following examinations to accomplish the goal.

**IV. Possible Consequences of each Alternative**

Do you have any other alternative sin your mind. If not think about the given alternatives’ consequences or effects of each alternative both positive and negative.

Alternative 1:

Possible consequences of Alternative 1:

1. He will feel sad for not writing the examinations.
2. He will lose one year.
3. Acting against mother’s dream.
4. Teachers will criticize him.
5. Fulfills the responsibility as a son.

Alternative 2:

Possible consequences of Alternative 2:

1. He will feel sad for not staying with his mother.
2. He will pass the exam.
3. He will not lose one year.
4. His relatives will criticize him.
5. He fails in his duty towards his mother.

V. Presenting Evidences to support the occurrences of the consequences

The students and the teacher present similar situations and cases took place in their locality recently. Students present their views based on the news published in the newspapers and magazines.

VI. Evaluation of the Desirability of the Consequences

Selecting Value Criterion

(1) Happiness (2) Goal Accomplishment (3) Duty (4) Obedience (5) Love

Scoring of Consequences

The teacher gives suggestions regarding the scoring procedure. The students give scores from +2 to -2 for each consequence based on the selected value criterion and evaluate the desirability of each consequence with the help of teacher.

VII Determination of the best Alternative and presentation of the Reasons

Best Alternative

Based on the evaluation of each consequences students select the best alternative. Here the selection is based on the scoring.

Reasons for the best Alternative

The students present the consequences with high score as the reason for selecting the best alternative.

The teacher asks the students, how the Value Analysis Model will be helpful to you?

The students answer that, when two or more values conflict in a situation, this model will help us to take the right decision in our day to day affairs.

Pupil : Thank you teacher.
Teacher : Thank you.
Lesson Plan – 8

Teacher’s Name: A. Manju
Subject: Value Education

Content Area: School
Method of teaching: VAM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student thinks divergently in suggesting alternative courses of action.
5. Student acquires the ability to analyze the consequences of a value conflicting situation.
6. Student develops the ability to suggest the best alternative.
7. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
8. Student develops the ability to implement Valuing Competencies in his daily life situations.

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<td>Teacher enters the classroom with a pleasant face and she establishes a good rapport with the pupils. Have you experienced any difficult situations in making right decisions? How did you solve that problematic situation? What was the basement of your decision? Now we are going to have a dilemma for which you have to suggest a possible solution. For this, I will help you with a new method through which you can make the right choice. This new method is known as Value Analysis Model of Teaching. It consists of seven essential steps and we are going to find the solution on the basis of those steps.</td>
<td>Pupil actively responded to the teacher.</td>
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I. Description of the Value Dilemma.

The students are asked to sort out the main facts and difficult terms in the given dilemma.

Vinod is a student of standard XI. He is a brilliant student. Vinod’s house is located in a village. He has to walk some distance through a remote area to reach the bus stop. Vinod’s annual examination has started. One day, Vinod was going to school for Science examination. Suddenly Vinod saw a man lying in the road, after an accident. Robin went nearby that man. He found that blood is flowing from the man’s wounds. The victim asked Vinod to help him. Vinod looked to surroundings for some help, but there was no one near that place. If Vinod helped that man to reach the hospital, he will not be able to attend the examination. At the same time Vinod wish to help the victim. Now vinod is in a dilemma. What should vinod do in this situation?

The pupils read out the main points
- Vinod is a student of standard XI.
- Vinod’s house is located in a village.
- He is going to write the examination.
- On the way he finds a man who is met with an accident.

Pupil identified the main points.
- The victim asks Vinod’s help.
- Vinod wants to help him and also to attend the exam.

**Difficult Terms:**

- Brilliant, Remote area, suddenly, Victim etc.,

The teacher clarifies the difficult terms.

**Factual Questions:**

The pupils raised some questions based on the situation given to them.

- **Pupil 1:** Usually what is his response to an incident?
  - **Tchr:** He acts to his level best.

- **Pupil 2:** Is he afraid of blood?
  - **Tchr:** No.

- **Pupil 3:** Does she get any help from any other people there?
  - **Tchr:** No.

- **Pupil 4:** Is there any extension possible for him to write the exam?
  - **Tchr:** No.

**II. Identification and Clarification of Value Conflict.**

Do you have any other questions? If not try to identify the conflicting situations and identify the value dilemma.

The teacher helps the pupils by giving hints like that every individual has some social responsibility and should not be a selfish one.

Then the pupils find out two values

- Academic value
- Protection of life

**III. Conceivable Alternatives**

Ok students, good. Now you are familiar with the value conflicts in this story. So now just think about the various possible alternatives to solve the situations.

Give your viewpoints one by one. After the pupils give their ideas the teacher synthesizes two alternatives suggested by the pupils.

- Alternative 1: Vinod should help the victim.
- Alternative 2: Vinod should write the exam.

**IV. Possible Consequences of each Alternative.**

Do you have any other alternative sin your mind. If not think about the given alternatives’ consequences or effects of each alternative both positive and negative.

**Alternative 1:**

Possible consequences of Alternative 1:

1. Vinod can save the victim’s life.
2. Vinod can’t write the exam.
3. Vinod’s classmates and teachers may accept his social commitment and respect for life.
4. Vinod can become a role model to the society.
5. Vinod will get an another chance for writing the examination.

Possible consequences for Alternative 2:
1. Vinod may score good marks in the exam.
2. Vinod cannot save the life of the victim.
3. Vinod is not fulfilling his social commitment.
4. If Vinod shares this incident to someone, they may criticize Vinod.
5. Vinod shouldn’t get a peaceful life.

**V. Presenting Evidences to support the occurrences of the consequences**
The students and the teacher present similar situations and cases took place in their locality recently. Students present their views based on the news published in the newspapers and magazines.

**VI. Evaluation of the Desirability of the Consequences.**

**Selecting Value Criterion**
(a) Moral (b) Social responsibility (c) value of life (d) Personal interest (e) Education (f) Fellow feeling

**Scoring of Consequences**
The teacher gives suggestions regarding the scoring procedure. The students give scores from +2 to -2 for each consequence based on the selected value criterion and evaluate the desirability of each consequence with the help of teacher.

**VII Determination of the best Alternative and presentation of the Reasons**

**Best Alternative**
Based on the evaluation of each consequences students select the best alternative. Here the selection is based on the scoring.

**Reasons for the best Alternative**
The students present the consequences with high score as the reason for selecting the best alternative.

The teacher asks the students, how the Value Analysis Model will be helpful to you?
The students answer that, when two or more values conflict in a situation, this model will help us to take the right decision in our day to day affairs.
Pupil : Thank you teacher.
Teacher : Thank you.

Pupil presented some evidences to support the consequences and the teacher made it clearer.

Pupil selected the criteria for evaluating the consequences and they scored each of the consequences based on selected criteria.

Pupils selected the best alternative and they gave the reasons for selecting it.
Lesson Plan – 9

Teacher’s Name: A. Manju
Subject: Value Education

Content Area: Community
Method of teaching: VAM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student thinks divergently in suggesting alternative courses of action.
5. Student acquires the ability to analyze the consequences of a value conflicting situation.
6. Student develops the ability to suggest the best alternative.
7. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
8. Student develops the ability to implement Valuing Competencies in his daily life situations.

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<td>Pupil actively responded to the teacher.</td>
</tr>
<tr>
<td>rapport with the pupils.</td>
<td></td>
</tr>
<tr>
<td>Have you experienced any difficult situations in making right decisions?</td>
<td></td>
</tr>
<tr>
<td>How did you solve that problematic situation?</td>
<td></td>
</tr>
<tr>
<td>What was the basement of your decision?</td>
<td></td>
</tr>
<tr>
<td>Now we are going to have a dilemma for which you have to suggest a</td>
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<tr>
<td>possible solution. For this, I will help you with a new method through which</td>
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<tr>
<td>you can make the right choice. This new method is known as Value Analysis</td>
<td></td>
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<tr>
<td>Model of Teaching. It consists of seven essential steps and we are going to</td>
<td></td>
</tr>
<tr>
<td>find the solution on the basis of those steps.</td>
<td></td>
</tr>
<tr>
<td>1. Description of the Value Dilemma</td>
<td></td>
</tr>
<tr>
<td>The students are asked to sort out the main facts and difficult terms in the</td>
<td></td>
</tr>
<tr>
<td>given dilemma.</td>
<td></td>
</tr>
<tr>
<td>Sudeer is a young man of 25 years. He is the only son of his parents who</td>
<td></td>
</tr>
<tr>
<td>were now old and helpless. Sudeer is a promising young officer in the naval</td>
<td></td>
</tr>
<tr>
<td>force with a bright future. Sudeer’s father is very sick and need to undergo a</td>
<td></td>
</tr>
<tr>
<td>heart operation costing 5 lakhs of rupees. The money has to be raised, sudeer</td>
<td></td>
</tr>
<tr>
<td>knows some defense secret and if he reveals the secrets to some other agencies</td>
<td></td>
</tr>
<tr>
<td>he can raise the necessary funds. He is now in a dilemmatic</td>
<td></td>
</tr>
<tr>
<td>situation? What decision he has to take?</td>
<td></td>
</tr>
<tr>
<td>The pupils read out the main points</td>
<td></td>
</tr>
<tr>
<td>• Sudheer is young man of 25 years.</td>
<td></td>
</tr>
<tr>
<td>• He is a naval officer.</td>
<td></td>
</tr>
<tr>
<td>• His parents are very old and sick.</td>
<td></td>
</tr>
<tr>
<td>• His father needs an urgent surgery and costs 5 lakhs.</td>
<td></td>
</tr>
<tr>
<td>• Sudheer knows some defence secrets.</td>
<td></td>
</tr>
<tr>
<td>Difficult Terms</td>
<td></td>
</tr>
<tr>
<td>Naval force, Defense secret</td>
<td></td>
</tr>
</tbody>
</table>

Pupil identified the main points.
Pupil understood the meaning of the difficult words with the teacher’s due explanation.
Factual Questions:
The pupils raised some questions based on the situation given to them.
Pupil 1: Is there any relative to help sudeer?
    Tchr: No one is ready to help.
Pupil 2: Doesn’t he save any money?
    Tchr: No.
Pupil 3: Does the father has any insurance?
    Tchr: No.
Pupil 4: Does he get any loan from the bank?
    Tchr: No

II. Identification and Clarification of Value Conflict.
Do you have any other questions? If not try to identify the conflicting situations and identify the value dilemma.
The teacher helps the pupils by giving hints like the character Meera has to save her mother’s life and they need money to adjust with life. Then the pupils find out two values
- Personal welfare
- Patriotism

III. Conceivable Alternatives
Ok students, good. Now you are familiar with the value conflicts in this story. So now just think about the various possible alternatives to solve the situations. Give your viewpoints one by one. After the pupils give their ideas the teacher synthesizes two alternatives suggested by the pupils.
- Alternative 1: Sudeer should maintain the defense secrets.
- Alternative 2: Sudeer should tell the defense secrets.

IV. Possible Consequences of each Alternative.
Do you have any other alternative sin your mind. If not think about the given alternatives’ consequences or effects of each alternative both positive and negative.
Possible consequences of Alternative 1:
1. Sudeer will be faithful to his country.
2. His father will not get money for operation.
3. He will be promoted.
4. He will be very happy about his duty.
5. He will get wide recognition and thus he can adjust the money.
Possible consequences for Alternative 2:
1. Sudeer can raise the money.
2. His father can undergo an operation.
3. His colleagues will be angry.
4. He will betray his country.
5. He will have to undergo a court martial.

V. Presenting Evidences to support the occurrences of the consequences

The students and the teacher present similar situations and cases took place in their locality recently. Students present their views based on the news published in the newspapers and magazines.

VI. Evaluation of the Desirability of the Consequences.

Selecting Value Criterion
(a) Patriotism (b) Nationality (c) Social Wellfare (d) Personal interest (e) love for father.

Scoring of Consequences

The teacher gives suggestions regarding the scoring procedure. The students give scores from +2 to -2 for each consequence based on the selected value criterion and evaluate the desirability of each consequence with the help of teacher.

VII. Determination of the best Alternative and presentation of the Reason.

Best Alternative

Based on the evaluation of each consequences students select the best alternative. Here the selection is based on the scoring.

Reasons for the best Alternative

The students present the consequences with high score as the reason for selecting the best alternative. The teacher asks the students, how the Value Analysis Model will be helpful to you? The students answer that, when two or more values conflict in a situation, this model will help us to take the right decision in our day to day affairs.

Pupil: Thank you teacher.
Teacher: Thank you.

Pupil presented some evidences to support the consequences and the teacher made it clearer.

Pupil selected the criteria for evaluating the consequences and they scored each of the consequences based on selected criteria.

Pupil selected the best alternative and they gave the reasons for selecting it.
**Lesson Plan – 10**

Teacher’s Name:  A. Manju

Subject: Value Education

Content Area: Peer group

Method of teaching: VAM

**Specific Objectives**

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student thinks divergently in suggesting alternative courses of action.
5. Student acquires the ability to analyze the consequences of a value conflicting situation.
6. Student develops the ability to suggest the best alternative.
7. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
8. Student develops the ability to implement Valuing Competencies in his daily life situations.

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<td>Pupil actively responded to the teacher.</td>
</tr>
</tbody>
</table>

**I. Description of the Value Dilemma**

The students are asked to sort out the main facts and difficult terms in the given dilemma.

Priya and Anitha are studying in standard XI. Both were close friends since childhood and are good in studies also. Priya’s father is working in a bank and her family is financially sound. Anitha belong to a poor family. Her father passed away when she was two years old. Anitha’s mother Rajani is working as a helper in construction works on daily wages. Anitha’s mother struggle hard to meet the daily expenses. Anitha is the only child of her mother. One day a concrete brick fall into Rajani’s leg, and she was hospitalized. Doctor said that it is a mild fracture but she has to stay there for at least 5 days. After three days Anitha come to school looking very sad and desperate. Priya said some soothing words to her. Then Anitha burst into tears and said that she immediately needs some money, for buying medicines for her mother. Priya had some money with her. It was for paying the examination fee. But Priya wish to help Anitha in this critical situation. It was the last date for paying the examination fee. Now Priya is in a dilemma. What should Priya do in this situation?
The pupils read out the main points
- Priya and Anitha were studying in standard XI.
- Anitha belong to a poor family
- Priya has a financially sound background.
- Anitha’s mother strives hard for her daughter and is a widow.
- A mild fracture has occurred to Anitha’s mother’s leg.
- She has to stay in the hospital for five days.
- Anitha has no money to buy medicines for her mother.
- Priya has money with her but it is her examination fee.

**Difficult Terms:**
Financially sound, construction works, desperate, soothing words etc.

**Factual Questions:**
The pupils raised some questions based on the situation given to them.
Pupil 1: Does Anitha have any other friends?
Tchr : No.
Pupil 2: What about Anitha’s relatives?
Tchr: : No
Pupil 3: Does she get any sponsor for her?
Tchr: : No.
Pupil 4: Is it possible to get some advance from the work site?
Tchr : No.

**II. Identification and Clarification of Value Conflict.**
Do you have any other questions? If not try to identify the conflicting situations and identify the value dilemma.
The teacher helps the pupils by giving hints like Priya should consider the life of her friend and also of her mother.
Then the pupils find out two values
- Academic value
- Friendship

**III. Conceivable Alternatives**
Ok students, good. Now you are familiar with the value conflicts in this story. So now just think about the various possible alternatives to solve the situations.
Give your viewpoints one by one. After the pupils give their ideas the teacher synthesizes two alternatives suggested by the pupils.
- Alternative 1: Priya should pay the examination fee.
- Alternative 2: Priya should give the money to Anitha.

**IV. Possible Consequences of each Alternative.**
Do you have any other alternative sin your mind. If not think about the given alternatives’ consequences or effects of each alternative both positive and negative.
Alternative 1:
Possible consequences for Alternative 1:
1. Priya can appear for the examination without any difficulties.
2. Priya’s friendship with Anitha will be broken.
3. Anitha’s mother’s condition may become worse if timely medication is not made available.
4. Anitha feel so sad of her helplessness towards her mother.
5. It may restrict Anitha’s mother from future endeavour.

Alternative 2:
Possible consequences for Alternative 2:
1. Priya can help Anitha’s mother.
2. Priya can’t pay the examination fee.
3. Priya’s helping mentality will be appreciated by other classmates and teachers.
4. Some teachers may help Priya by doing some adjustment for her fee settlement.
5. Priya should become a role model for other students to follow.

V. Presenting Evidences to support the occurrences of the consequences

The students and the teacher present similar situations and cases took place in their locality recently. Students present their views based on the news published in the newspapers and magazine.

VI. Evaluation of the Desirability of the Consequences.

Selecting Value Criterion
(a) loyalty (b) honest relationship (c) Education (d) consideration for others (e) friendship

Scoring of Consequences
The teacher gives suggestions regarding the scoring procedure. The students give scores from +2 to -2 for each consequence based on the selected value criterion and evaluate the desirability of each consequence with the help of teacher.

VII. Determination of the best Alternative and presentation of the Reasons

Best Alternative
Based on the evaluation of each consequences students select the best alternative. Here the selection is based on the scoring.

Reasons for the best Alternative
The students present the consequences with high score as the reason for selecting the best alternative.
The teacher asks the students, how the Value Analysis Model will be helpful to you?
The students answer that, when two or more values conflict in a situation, this model will help us to take the right decision in our day to day affairs.

Pupil : Thank you teacher.
Teacher : Thank you.
Lesson Plan – 11

Teacher’s Name: A. Manju
Subject: Value Education

Content Area: Community
Method of teaching: VAM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student thinks divergently in suggesting alternative courses of action.
5. Student acquires the ability to analyze the consequences of a value conflicting situation.
6. Student develops the ability to suggest the best alternative.
7. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
8. Student develops the ability to implement Valuing Competencies in his daily life situations.

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<td>Pupil actively responded to the teacher.</td>
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I. Description of the Value Dilemma

The students are asked to sort out the main facts and difficult terms in the given dilemma. Jyothi is the central character. She is a 12 year old child. Poverty drew her to work in Deepak’s house, who is a development officer. He and his family were very cruel to her. Her small body is full of burns caused by cigarettes and chains. They beat her up because they thought she was stealing food. Jyothi is threatened if she opens her mouth and demands justice. If she demands justice she and her family will also be tortured. Deepak will murder her father. She is faced with a situation in which two values are in conflict that is social justice i.e. right of a child and protection of life. Here the central character has to make a decision to choose that alternative which is most desirable. In this situation what should Jyothi do?

The pupils read out the main points
- Jyothi is a 12 year old child.
- She is working in Deepak’s house.
- Deepak and his family were very cruel to Jyothi.
- She is threatened by Deepak that if she demands justice her family will also be tortured.

Pupil identified the main points.
- She is in a conflict whether to fight for justice or not.

**Difficult Terms:**

threatened, justice, tortured etc.,
The teacher clarifies the difficult terms.

**Factual Questions:**

The pupils raised some questions based on the situation given to them.

- **Pupil 1:** What about Jyothi’s family?
  - **Tchr:** Having 2 younger brothers.
- **Pupil 2:** What about Jyothi’s mother?
  - **Tchr:** She is a patient.
- **Pupil 3:** Does she get any support from any of the members in Deepak’s house?
  - **Tchr:** No.
- **Pupil 4:** Can she escape from there without anyone else to know about it?
  - **Tchr:** No.

**II. Identification and Clarification of Value Conflict.**

Do you have any other questions? If not try to identify the conflicting situations and identify the value dilemma.

The teacher helps the pupils by giving hints like that every child should get their rights and the elders should make it necessary.

Then the pupils find out two values

- Social Justice
- Protection of life

**III. Conceivable Alternatives**

Ok students, good. Now you are familiar with the value conflicts in this story. So now just think about the various possible alternatives to solve the situations.

Give your viewpoints one by one. After the pupils give their ideas the teacher synthesizes two alternatives suggested by the pupils.

- **Alternative 1:** Jyothi should demand Justice
- **Alternative 2:** Jyothi should suffer and save her family.

**IV. Possible Consequences of each Alternative.**

Do you have any other alternative sin your mind. If not think about the given alternatives’ consequences or effects of each alternative both positive and negative.

**Alternative 1:**

Possible consequences for Alternative 1:

1. Jyothi will get physical relief.
2. Jyothi will be free from torture.
3. Parents will be happy.
4. Her father will be murdered.
5. She can seek the help of many other people.

Pupil understood the meaning of the difficult words with the teacher’s due explanation.

The pupil asked some factual questions to the teacher. Teacher explained all to them.

The pupil identified and explained the conflicting values in the dilemma.

Pupil suggested some possible alternatives for the value conflicts.

The pupil gave points on the alternative 1 & 2 consisting of both positive and negative sides.
Possible consequences for Alternative 2:
1. Jyothi will suffer.
2. Her family will worry about her.
3. Jyothi’s childhood will be exploited.
4. Owners will be exploiting the children.
5. She may die because of malnutrition.
6. She may become physically disable for future endeavour.

V. Presenting Evidences to support the occurrences of the consequences
The students and the teacher present similar situations and cases took place in their locality recently. Students present their views based on the news published in the newspapers and magazines

VI. Evaluation of the Desirability of the Consequences.

Selecting Value Criterion
(a) value of life (b) Social justice (c) Rights (d) Personal interest (e) Freedom

Scoring of Consequences
The teacher gives suggestions regarding the scoring procedure. The students give scores from +2 to -2 for each consequence based on the selected value criterion and evaluate the desirability of each consequence with the help of teacher.

VII Determination of the best Alternative and presentation of the Reasons

Best Alternative
Based on the evaluation of each consequences students select the best alternative. Here the selection is based on the scoring.

Reasons for the best Alternative
The students present the consequences with high score as the reason for selecting the best alternative.

The teacher asks the students, how the Value Analysis Model will be helpful to you? The students answer that, when two or more values conflict in a situation, this model will help us to take the right decision in our day to day affairs.
Pupil : Thank you teacher.
Teacher : Thank you.
Lesson Plan – 12

Teacher’s Name: A. Manju

Subject: Value Education

Content Area: School

Method of teaching: VAM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student thinks divergently in suggesting alternative courses of action.
5. Student acquires the ability to analyze the consequences of a value conflicting situation.
6. Student develops the ability to suggest the best alternative.
7. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
8. Student develops the ability to implement Valuing Competencies in his daily life situations.

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I. Description of the Value Dilemma.
The students are asked to sort out the main facts and difficult terms in the given dilemma.

Kavitha is a hard working student. Her mother punishes her if she gets less mark in the examination. She also compares Kavitha’s marks with other classmates. Therefore Kavitha is very much frightened of her mother. In the Examination, she was not able to attend the entire question due to lack of time, so she got only less mark. She knows her mother will punish her. She explains the whole situation to the teacher. The teacher understood Kavitha’s situation. Teacher compares her marks with other subjects and understood Kavitha has scored well. Kavitha requested the teacher to give her 2 additional scores. If the teacher gives additional mark to Kavitha other students will come to know. In this dilemmatic situation, what teacher should do?

The pupils read out the main points

- Kavitha is a hard working girl.
- Her mother punishes her for not getting high score in the examination.
Kavitha was not able to perform well in exam because of her lack of time.
Teacher also confirmed that it's because of lack of time she got less mark in the exam.
Kavitha asked extra two marks to the teacher.

**Difficult terms**

- Frightened
- Entire

**Factual Questions:**
The teacher clarifies the factual questions raised by the students.

Pupil 1: Is Kavitha an intelligent girl?
Tchr : Yes.

Pupil 2: How will kavitha’s mother punish her?
Tchr: By scolding, beating etc.,

Pupil 3: What about the marks of the other students?
Tchr: They are also have less mark than that of Kavitha.

**II. Identification and Clarification of Value Conflict.**

Do you have any other questions? If not try to identify the conflicting situations and identify the value dilemma.
The teacher helps the pupils by giving hints like that the teacher should consider the mental status of the children.
Then the pupils find out two values

- Concern
- Justice

**III. Conceivable Alternatives**

Ok students, good. Now you are familiar with the value conflicts in this story. So now just think about the various possible alternatives to solve the situations.
Give your viewpoints one by one. After the pupils give their ideas the teacher synthesizes two alternatives suggested by the pupils.

- Alternative 1: Teacher should give additional mark to Kavitha.
- Alternative 2: Teacher should be just too all the students.

**IV. Possible Consequences of each Alternative.**

Do you have any other alternative sin your mind. If not think about the given alternatives’ consequences or effects of each alternative both positive and negative.

Alternative 1:
Possible consequences for Alternative 1:

1. Kavitha will be very happy.
2. Her mother will treat her well.
3. Kavitha will be great full to the teacher.
4. Teacher will be known as a partial teacher.

Pupil understood the meaning of the difficult words with the teacher’s due explanation.
The pupil asked some factual questions to the teacher. Teacher explained all to them.
The pupil identified and explained the conflicting values in the dilemma.
Pupil suggested some possible alternatives for the value conflicts.
The pupil gave points on the alternative 1& 2 consisting of both positive and
5. Kavitha will study well and performs best in the next exam.

Alternative 2:

Possible consequences for Alternative 2:
1. Kavitha will be frightened of her mother.
2. Mother will scold Kavitha.
3. Kavitha will be disappointed with her teacher.
4. Teacher will be responsible to her duty.
5. Kavitha may feel sad and it may cause her to be low in the class.

V. Presenting Evidences to support the occurrences of the consequences

The students and the teacher present similar situations and cases took place in their locality recently. Students present their views based on the news published in the newspapers and magazines.

VI. Evaluation of the Desirability of the Consequences.

Selecting Value Criterion
(a) partiality  (b) concern for others  (c) Education  (d) Personal interest  
(e) faithfullness

Scoring of Consequences

The teacher gives suggestions regarding the scoring procedure. The students give scores from +2 to -2 for each consequence based on the selected value criterion and evaluate the desirability of each consequence with the help of teacher.

VII Determination of the best Alternative and presentation of the Reasons

Best Alternative

Based on the evaluation of each consequences students select the best alternative. Here the selection is based on the scoring.

Reasons for the best Alternative

The students present the consequences with high score as the reason for selecting the best alternative.

The teacher asks the students, how the Value Analysis Model will be helpful to you?
The students answer that, when two or more values conflict in a situation, this model will help us to take the right decision in our day to day affairs.

Pupil: Thank you teacher.
Teacher: Thank you.
Lesson Plan – 13

Teacher’s Name: A. Manju  
Subject: Value Education  
Content Area: Community  
Method of teaching: VAM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student thinks divergently in suggesting alternative courses of action.
5. Student acquires the ability to analyze the consequences of a value conflicting situation.
6. Student develops the ability to suggest the best alternative.
7. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
8. Student develops the ability to implement Valuing Competencies in his daily life situations.

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<td>Pupil actively responded to the teacher.</td>
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I. Description of the Value Dilemma.

The students are asked to sort out the main facts and difficult terms in the given dilemma. There is a dilemmatic situation in which the members of a village face a conflicting situation. In a village people use woods as fuel for cooking. A group of the villagers is involved in cutting and selling of wood from the jungle and is their livelihood. The government agency has proposed some amount in the form of help for villagers to establish bio-gas plant. The bio-gas plant seems to be economical. But some villagers oppose the proposal of bio-gas plant. They say that bio-gas is made from dirty material and cooking by using gas prepared from dirty material is not desirable. If all people will use biogas some of the villagers will suffer with problem of livelihood because of less demand of fuel wood. In this situation what the villagers should do?

The pupils read out the main points

- Village people use woods as fuel for cooking.
- They earn their livelihood by cutting selling trees.
- Government proposed to establish bio-gas plant.
- Some villagers opposed the idea of bio-gas plant.

Pupil identified the main points.
• If they encouraged the use of bio-gas it would affect the livelihood of the villagers.

**Difficult terms**

Bio-gas plant, economical, dirty material etc..

**Factual Questions:**

The pupils raised some questions based on the situation given to them.

Pupil 1: Is there any provision for LPG in the village?
Tchr: No.

Pupil 2: Are they educated?
Tchr: No.

Pupil 3: Is there any opportunities for employment?
Tchr: Not much.

Pupil 4: Do the villagers get any other source of income?
Tchr: No.

**II. Identification and Clarification of Value Conflict.**

Do you have any other questions? If not try to identify the conflicting situations and identify the value dilemma.

The teacher helps the pupils by giving hints like the

Then the pupils find out two values

• Scientific outlook
• Personal welfare

**III. Conceivable Alternatives**

Ok students, good. Now you are familiar with the value conflicts in this story. So now just think about the various possible alternatives to solve the situations.

Give your viewpoints one by one. After the pupils give their ideas the teacher synthesizes two alternatives suggested by the pupils.

- Alternative 1: Villagers should have bio-gas plant.
- Alternative 2: Villagers should use jungle wood as fuel.

**IV. Possible Consequences of each Alternative.**

Do you have any other alternatives in your mind. If not think about the given alternatives’ consequences or effects of each alternative both positive and negative.

Alternative 1:
Possible consequences for Alternative 1:

1. Villagers will get benefits.
2. Health of the villagers will not be improved.
3. Wood cutters will suffer.

Pupil understood the meaning of the difficult words with the teacher’s due explanation.

The pupil asked some factual questions to the teacher. Teacher explained all to them.

The pupil identified and explained the conflicting values in the dilemma.

Pupil suggested some possible alternatives for the value conflicts.

The pupil gave points on the alternative 1 & 2 consisting of both
4. Jungle will be conserved.

Possible consequences for Alternative 2:

1. The villagers will loose government help.
2. Environment will be deteriorated.
3. Health of the villagers will be improved.
4. No scientific outlook will develop in villagers.

V. Presenting Evidences to support the occurrences of the consequences

The students and the teacher present similar situations and cases took place in their locality recently. Students present their views based on the news published in the newspapers and magazines

VI. Evaluation of the Desirability of the Consequences.

Selecting Value Criterion

(a) development (b) Social welfare (c) Education (d) Personal interest (e) traditionalism

Scoring of Consequences

The teacher gives suggestions regarding the scoring procedure. The students give scores from +2 to -2 for each consequence based on the selected value criterion and evaluate the desirability of each consequence with the help of teacher.

VII Determination of the best Alternative and presentation of the Reasons

Best Alternative

Based on the evaluation of each consequences students select the best alternative. Here the selection is based on the scoring.

Reasons for the best Alternative

The students present the consequences with high score as the reason for selecting the best alternative.

The teacher asks the students, how the Value Analysis Model will be helpful to you?

The students answer that, when two or more values conflict in a situation, this model will help us to take the right decision in our day to day affairs.

Pupil : Thank you teacher.
Teacher : Thank you.
Lesson Plan – 14

Teacher’s Name: A. Manju

Subject: Value Education

Content Area: Peer group

Method of teaching: VAM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student thinks divergently in suggesting alternative courses of action.
5. Student acquires the ability to analyze the consequences of a value conflicting situation.
6. Student develops the ability to suggest the best alternative.
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1. Description of the Value Dilemma.

The students are asked to sort out the main facts and difficult terms in the given dilemma.

Lazar and Praveen are studying in 8th standard. Both are close friends. Praveen’s mother died when he was two years of age and his father married again. Praveen’s stepmother was very rude to Praveen. In spite of all these circumstances Praveen was good in studies. But now a day Lazar noticed some behavioural changes in Praveen. He is behaving very indifferent and arrogant manner and often seem to sit away from the company of Lazar. Praveen is not performing well in his studies also. Class teacher asked Lazar, about the reasons for Praveen’s poor performance in exams. One day Praveen accidentally find out that Praveen is using drugs. Praveen was addicted to drugs and he warned Lazar that if he reports this to any one, Praveen will tell the drug seller and he will be a serious threat for Lazar. It may even turn harmful to Lazar’s life. Now Lazar is in dilemma. What should Lazar do in this situation?

The pupils read out the main points

- Lazar and Praveen are close friends.
- They are studying in 8th standard.
- Praveen’s mother died and his father married again.
- Praveen is good at his studies.
- There is behavioural change in Praveen.
- Praveen becomes a drug addict.

**Difficult words**
Drugs, indifferent, arrogant, addicted etc.

**Factual Questions:**
The pupils raised some questions based on the situation given to them.

Pupil 1: What about Praveen’s other friends?
Tchr : No other close friends.
Pupil 2: What are the behavioural changes that Lazar notices?
Tchr: Lying, avoiding conversation with him etc.
Pupil 3: What about Lazar’s other friends?
Tchr: They are also like Lazar having fear of that drug seller.
Pupil 4: Is there any outside connection for Lazar.
Tchr: No.

**II. Identification and Clarification of Value Conflict.**
Do you have any other questions? If not try to identify the conflicting situations and identify the value dilemma.
The teacher helps the pupils by giving hints like the character Praveen has to do something for his friend’s life.

Then the pupils find out two values
- Social Responsibility
- Friendship

**III. Conceivable Alternatives**
Ok students, good. Now you are familiar with the value conflicts in this story. So now just think about the various possible alternatives to solve the situations.
Give your viewpoints one by one. After the pupils give their ideas the teacher synthesizes two alternatives suggested by the pupils.

- Alternative 1: Lazar should report to the class teacher.
- Alternative 2: Lazar should not report to the teacher.

**IV. Possible Consequences of each Alternative.**
Do you have any other alternative sin your mind. If not think about the given alternatives’ consequences or effects of each alternative both positive and negative.
Alternative 1:
Possible consequences for Alternative 1:
1. Lazar’s friendship with Praveen will be broken.
2. Lazar’s life may be in danger.
3. People will accept Lazar’s courage and social responsibility.
4. Lazar can save Praveen from his bad habit.

Pupil understood the meaning of the difficult words with the teacher’s due explanation.
The pupil asked some factual questions to the teacher. Teacher explained all to them.
The pupil identified and explained the conflicting values in the dilemma.
Pupil suggested some possible alternatives for the value conflicts.
5. Lazar can be a role model to his friends.
6. Everyone can realise the meaning of friendship.

Possible consequences for Alternative 2:
1. No threat to Lazar’s life from the drug seller.
2. Lazar can maintain his friendship with Praveen.
3. Other classmates may also follow Praveen.
4. Praveen’s future may be spoiled.
5. Lazar may have disturbed by this thought.
6. Others may blame Lazar for his action.

V. Presenting Evidences to support the occurrences of the consequences

The students and the teacher present similar situations and cases took place in their locality recently. Students present their views based on the news published in the newspapers and magazines.

VI. Evaluation of the Desirability of the Consequences.

Selecting Value Criterion
(a) Moral values (b) Social welfare (c) Education (d) behavioural values (e) friendship

Scoring of Consequences

The teacher gives suggestions regarding the scoring procedure. The students give scores from +2 to -2 for each consequence based on the selected value criterion and evaluate the desirability of each consequence with the help of teacher.

VII. Determination of the best Alternative and presentation of the Reasons

Best Alternative

Based on the evaluation of each consequences students select the best alternative. Here the selection is based on the scoring.

Reasons for the best Alternative

The students present the consequences with high score as the reason for selecting the best alternative.

The teacher asks the students, how the Value Analysis Model will be helpful to you?

The students answer that, when two or more values conflict in a situation, this model will help us to take the right decision in our day to day affairs.

Pupil: Thank you teacher.
Teacher: Thank you.

The pupil gave points on the alternative 1& 2 consisting of both positive and negative sides.

Pupil presented some evidences to support the consequences and the teacher made it clearer.

Pupil selected the criteria for evaluating the consequences and they scored each of the consequences based on selected criteria.

Pupil selected the best alternative and they gave the reasons for selecting it.
Lesson Plan – 15

Teacher’s Name: A. Manju  
Subject: Value Education

Content Area: Family  
Method of teaching: VAM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student thinks divergently in suggesting alternative courses of action.
5. Student acquires the ability to analyze the consequences of a value conflicting situation.
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<td>Ram is a well known businessman in the city. His wife Chithra is a house wife.</td>
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<td>Their two sons are studying in a reputed college in the city and they are</td>
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<td>staying in hostels. Ram’s mother Lalitha is living with him. She is seventy</td>
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<td>years old and suffering from some physical ailments. They have a maidservant</td>
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<td>in their home for doing the house hold works. She has gone to her home for 3</td>
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<td>days leave. Next day Chithra’s brother Dileep invited Ram and Chithra to his</td>
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<td>son’s birthday party. Ram and Chithra discussed about going for the party.</td>
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<td>If they go for the party, Lalitha who is not physically well will be alone at</td>
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<td>home. If they do not attend the party, Dileep and his family members will be</td>
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<td>upset with Ram and Chithra. Chithra suggested that they will lock his mother</td>
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<td>and go for the party. Now Ram is in a dilemma. What should Ram do in this</td>
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<td>situation?</td>
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<tr>
<td>The pupils read out the main points</td>
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<tr>
<td>• Ram is a well known businessman in the city.</td>
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<td>• Ram’s mother Lalitha is living with him and is not physically well.</td>
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<tr>
<td>Pupils actively responded to the teacher.</td>
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<tr>
<td>Pupil identified the main points.</td>
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</tbody>
</table>
• There is a maidservant in their home.
• Chithra’s brother is Dileep and he invited Ram and Chithra for a party.
• The servant also takes three days leave.

**Difficult terms:**

Reputed, physical ailments, Maid servant etc.,

**Factual Questions:**

The pupils raised some questions based on the situation given to them.

Pupil 1 : Why can’t Ram take his mother to party?
Tchr : She cannot travel.

Pupil 2 : How long will they take to come back if they attend the party?
Tchr : Nearly 3 to 4 hours.

Pupil 3 : do the children get one or two days leave?
Tchr : No, because they have exam on next week.

Pupil 4 : Is there any extension possible in her departure?
Tchr : No.

**II. Identification and Clarification of Value Conflict**

Do you have any other questions? If not try to identify the conflicting situations and identify the value dilemma.

The teacher helps the pupils by giving hints like a son should always be with their parents.

Then the pupils find out two values

➢ Concern for relatives
➢ Concern for her mother

**III. Conceivable Alternatives**

Ok students, good. Now you are familiar with the value conflicts in this story. So now just think about the various possible alternatives to solve the situations.

Give your viewpoints one by one. After the pupils give their ideas the teacher synthesizes two alternatives suggested by the pupils.

❖ Alternative 1: Ram should attend the party
❖ Alternative 2: Ram should not attend the party

**IV. Possible Consequences of each Alternative.**

Do you have any other alternative sin your mind? If not think about the given alternatives’ consequences or effects of each alternative both positive and negative.

Alternative 1:

Possible consequences for Alternative 1:

1. Ram will become an irresponsible son.
2. Ram and Chithra can enjoy the party.
3. Dileep and his family members will be happy with them.
4. Others will blame Ram for what he has done to his mother.
5. Ram cannot be a good role model to his children.
6. Ram can’t be peaceful in his mind.

Alternative 2:
Possible consequences for Alternative 2:
1. Ram can become a responsible son.
2. Dileep and family members will be upset.
3. Chithra will be angry to Ram.
4. Other family members and friends may appreciate Ram’s decision.
5. Ram’s children can also follow Ram.
6. No one can put the blame upon Ram.

V. Presenting Evidences to support the occurrences of the consequences
The students and the teacher present similar situations and cases took place in their locality recently. Students present their views based on the news published in the newspapers and magazines

VI. Evaluation of the Desirability of the Consequences.

a. Selecting Value Criterion
   (a) relations (b) love (c) care (d) personal interest (e) duty of a son.

b. Scoring of Consequences
The teacher gives suggestions regarding the scoring procedure. The students give scores from +2 to -2 for each consequence based on the selected value criterion and evaluate the desirability of each consequence with the help of teacher.

VII Determination of the best Alternative and presentation of the Reasons

Best Alternative
Based on the evaluation of each consequences students select the best alternative. Here the selection is based on the scoring.

Reasons for the best Alternative
The students present the consequences with high score as the reason for selecting the best alternative.
The teacher asks the students, how the Value Analysis Model will be helpful to you?
The students answer that, when two or more values conflict in a situation, this model will help us to take the right decision in our day to day affairs.
Pupil : Thank you teacher.
Teacher : Thank you.
STUDENT’S WORKSHEET FOR VALUE ANALYSIS MODEL

Name: ___________________________ School: ___________________________

Lesson No: ___________________________ Date: ___________________________

Main Points in the Value Dilemma:

Difficult Terms in the Value Dilemma:

Factual Questions in the Value Dilemma:

Value Conflict in the presented Dilemma:
Alternative open to the Central Character:

1.

2.

Possible Consequences of Alternatives:

<table>
<thead>
<tr>
<th>S.N</th>
<th>Alternative 1</th>
<th>S.N</th>
<th>Alternative 2</th>
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Desirability of Possible Consequences:

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<tr>
<th>Consequences</th>
<th>Value Criterion</th>
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<th>Rank</th>
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<tr>
<td>of Alternative 1</td>
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<tr>
<td>Consequences of Alternative 2</td>
<td>Value Criterion</td>
<td>Score</td>
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Value Criterion: 1-  2-  3-  4-  5-  6-

Best Alternative for the Central Character:

Reasons behind the Best Alternative:
### Appendix – C

**INSTRUCTIONAL MATERIAL ON VALUE DISCUSSION MODEL**

**Lesson Plan – I**

*Teacher’s Name: A. Manju*  
*Subject: Value Education*

*Content Area: Family*  
*Method of teaching: VDM*

### Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student develops the ability to discuss in a group to solve value conflicting situations.
5. Student thinks divergently in suggesting different courses of action in groups.
6. Student finds out the possible consequence of different alternative.
7. Student develops the ability to synthesize the various consequences suggested in the groups.
8. Student develops the ability to suggest the best alternative.
9. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
10. Student develops the ability of implementing of Valuing Competencies in his daily life.

### LEARNING PROCESS | RESPONSES
--- | ---
Teacher enters the classroom with a pleasant and smiley face. She greets the pupils and then has nice rapport with them.  
Tr: Are you happy in the morning?  
P: Yes.  
Tr: Are you happy at all time?  
P: No.  
Tr: Have you ever thought of facing confusing situations and be in a trouble?  
P: No.  
Tr: If so happen what would be your reactions? (Teacher handles the non-response situation.)  
Now we are going to have a discussion of a confusing state of situation. And value conflicting dilemma. By analysing it you have to find out some possible alternatives for solving the conflict. For this I will give you an easy way namely Value Discussion Model. It consists of five steps and we will have those steps in course of our discussion.  

**I. Presenting the Dilemma.**  
The students are asked to sort out the main facts and difficult terms in the given dilemma.  
Meera belongs to a very poor family. She took loan from a bank and thus successfully completed his nursing course. Her father is a handicapped person. They lived with the very low income which Meera gets from the hospital where she works and the money they got by selling lotteries. Her mother is a severe patient. Meera’s younger sisters are studying at school. She is trying to go abroad, to help her family. On this occasion, all her papers are ready, to go and work abroad. She got visa and all other documents to go abroad. This was a great relief for her and family. They  

Pupil actively takes part in the discussion with the teacher.  
No response from the part of the pupil.
are suffering from financial crisis, which makes them even to lose their own home. But, very few hours before her journey her mother’s condition worsened and thus she could not go to the job, leaving her mother in such a situation. Meera’s father asked her to sit near her mother. If Meera could not join this job, then she will lose this job, which she wished for many years. Not only that, her house reached the zenith of all financial crises. In this critical point what will Meera decide?

**Facts**

- Meera is a poor girl
- She is a nurse but works at low salary.
- There are some difficulties in her life.
- Meera got an opportunity to go abroad but has to face some adverse situations.

**Difficult terms**

- Crisis, worsened, Zenith.

**Factual Questions:**

The pupils raised some questions based on the situation given to them.

- Pupil 1: Do they have any other source of income?
  - Tchr: No.
- Pupil 2: Is there any relative to help them?
  - Tchr: No.
- Pupil 3: Does she get any sponsor for her?
  - Tchr: No.
- Pupil 4: Is there any extension possible in her departure?
  - Tchr: No.

## II Dividing on Action

Ok students, I think you have cleared all your doubts regarding this matter. Now think about the various choices of actions which we can consider in this value conflicting dilemma. You can suggest in accordance with the ideas you get.

- Meera should go for this job.
- Meera should be with her sick mother.
- Meera should consider her family as a whole.
- The other members should take care of the mother and let Meera go for the job.
- They need money to meet their ends.

**Group Technique:** Then the pupils are asked to form groups on the basis of the choices they made.

## III Organizing small group Discussion

Now the pupils are in their respective groups, the groups get named and they are asked to think over the ideas they put forward. Pupils are asked to identify the major conflicting values and list out the various consequences based on the action. The teacher points out the main conflicting values.

**Conflicting values:**

| Pupil list out the main ideas in the situation given to them. |
| Pupil understood the meaning of the difficult words with the teacher's due explanation. |
| Pupil clarified their doubts by raising some questions. |
| Pupil gave their suggestions. |
| Different groups were formed on the basis of ideas. |
| From the various conflicting values two main points were formulated with the |
1. Preserving life.
2. Financial security.

Alternative:
Each group presents their own alternatives for solving the value conflict.

Alternative 1: Meera should take her mother to hospital.
Alternative 2: She should go abroad to get the job consequences.

Teacher: We have seen the main value conflicts and its two alternatives in the given dilemma. So now we will have a discussion of its consequences. I know that you may have various opinions and so have different suggestions about the consequences of the relative alternative based on your group choice.

[Pupils points out the various consequences concerning the relevant value conflicts and the teacher lists the main consequences.]

Possible consequences of alternative 1
1. Proper care and treatment can be given to the mother.
2. Meera can self-content or self-satisfied on her action.
3. She may lose the opportunity to get that job.
4. Meera can be a role model to all other children.
5. She can be very happy with her family.
6. She can live without a tensed mind.

Possible consequences of alternative 2
1. Life can be secured by getting a job.
2. Mother may lose her life.
3. Other people may blame her.
4. She may feel guilty as she could not do her responsibility and duty as daughter.
5. Becomes happy only on getting the job.
6. She may lack the support of others and a peaceful life.

IV Conducting a class discussion
After the group discussion, a class discussion will be conducted. During the class discussion, every group leader presents the view points of their group and an inter-group discussion takes place with the help of a teacher. Teacher supports the ideas of each group. Teacher explains each of the alternatives and gives more clarifications. Class discussion helps the students to acquaint with different alternatives and their consequences which are not discussed in their groups.

Before closing the discussion, teacher asks students to discuss the positive and negative consequences of all the alternatives and to decide the best alternative

V Closing the Discussion
The teacher synthesizes the alternatives suggested by the students. Teacher helps the pupils to wind up the discussion and the various leaders present points. Then a final form of viewpoints is mad.

Tchr: What do you think of this model?
Pupil: it is good to think of the various sides of a problem and to seek the help and opinions of others.
Tchr: Yes, you can apply this mode of finding solutions when you face any problematic situations.
Thank you
Pupil: Thank you teacher.
Lesson Plan – 2

Teacher’s Name: A. Manju  
Subject: Value Education

Content Area: Peer group  
Method of teaching: VDM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student develops the ability to discuss in a group to solve value conflicting situations.
5. Student thinks divergently in suggesting different courses of action in groups.
6. Student finds out the possible consequence of different alternative.
7. Student develops the ability to synthesize the various consequences suggested in the groups.
8. Student develops the ability to suggest the best alternative.
9. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
10. Student develops the ability of implementing of Valuing Competencies in his daily life.

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<tr>
<th>LEARNING PROCESS</th>
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| Teacher enters the classroom with a pleasant and smiley face. She greets the pupils and then has nice rapport with them.  
Tr: are you happy in the morning?  
P: yes.
Tr: Are you happy at all time?  
P: No.
Tr: Have you ever thought of facing confusing situations and be in a trouble?  
P: No.
Tr: If so happen what would be your reactions?  
(Teacher handles the non-response situation.)  
Now we are going to have a discussion of a confusing state of situation. And value conflicting dilemma. By analysing it you have to find out some possible alternatives for solving the conflict. For this I will give you an easy way namely Value Discussion Model. It consists of five steps and we will have those steps in course of our discussion.  

I. Presenting the Dilemma.  

The students are asked to sort out the main facts and difficult terms in the given dilemma.  
Once some students of an institution decided to organize a cultural programme for the collection of funds for droughts victims. In that institution, Vinod was a student in 11th class. He was a student with first grade in the previous examination. Vinod was a good drama player. The students of the institution requested Vinod to participate in the cultural programme. At that time Vinod was busy in the preparation for the final examination. Keeping in view the request of students on one side and his examination on the other side Vinod was faced with a dilemmatic situation.  
Pupil actively takes part in the discussion with the teacher.  
No response from the part of the pupil.
situation. What will he decide in this critical situation?

**Facts:**
- Vinod was a student in 11th class.
- Vinod was a good drama player and also good at studies.
- His friends decided to conduct a cultural programme.
- Vinod was requested to act in the drama.
- Vinod was busy with his final exam preparation.

**Difficult Terms**

The phrase ‘droughts victims’ is explained along with its meaning.

**Factual Questions**

Pupil 1: How many days will take for the cultural programme?

Tchr: 1 week

Pupil 2: Will he get permission from his parents to participate?

Tchr: No.

Pupil 3: Will he get permission from his teachers to participate?

Tchr: Yes

**II. Dividing Action**

Ok students, I think you have cleared all your doubts regarding this matter. Now think about the various choices of actions which we can consider in this value conflicting dilemma. You can suggest in accordance with the ideas you get.

- Vinod should prepare for his examination.
- Vinod should take part in the cultural programme.
- Vinod can seek the suggestion of his teachers.
- Vinod can seek the opinion of his parents.
- Vinod can try to consider both the situations.

**Group Technique.**

Then the pupils are asked to form groups on the basis of the choices they made.

**III. Organising Small Group Discussion.**

Now the pupils are in their respective groups, the groups get named and they are asked to think over the ideas they put forward.

Pupils are asked to identify the major conflicting values and list out the various consequences of the values they have chosen.

The teacher points out the main conflicting values.

- Social Welfare
- Personal Welfare

Alternative:

Each group presents their own alternatives for solving the value conflict.

Alternative 1: Vinod should participate in the cultural programme.

Alternative 2: Vinod should study intensively for his final examination.
Teacher: We have seen the main value conflicts and it’s two alternatives in the given dilemma. So now we will have a discussion of its consequences. I know that you may have various opinions and so have different suggestions about the consequences of the two alternatives.

[Pupils points out the various consequences concerning the relevant value conflicts and the teacher lists the main consequences.]

Consequences.
Possible consequences of Alternative 1:

1. The result of vinod will not be very good.
2. Vinod will get opportunity to show his talents.
3. Parents of vinod will be angry.
4. People will appreciate vinod.
5. Flood affected people will get relief.
6. Vinod can content with a feeling of social responsibility.

Possible consequences of Alternative 2:

1. Vinod will get better marks.
2. Friends of vinod will be disappointed with him.
3. Flood affected people will not get any relief fund.
4. Vinod will get better profession.
5. People will say he is a selfish person.
6. His family status will go up.

IV. Conducting a Class Discussion.

After the group discussion, a class discussion will be conducted. During the class discussion, every group leader presents the view points of their group and an inter-group discussion takes place with the help of a teacher. Teacher supports the ideas of each group. Teacher explains each of the alternatives and gives more clarifications. Class discussion helps the students to acquaint with different alternatives and their consequences which are not discussed in their groups.

Before closing the discussion, teacher asks students to discuss the positive and negative consequences of other alternative.

V. Closing the Discussion

The teacher synthesizes the alternatives suggested by the students.

Teacher helps the pupils to wind up the discussion and the various leaders present points. Then a final form of viewpoints is mad.

Tchr: What do you think of this model?

Pupil: it is good to think of the various sides of a problem and to seek the help and opinions of others.

Tchr: Yes, you can apply this mode of finding solutions when you face any problematic situations.

Tchr: Thank you

Pupil: Thank you teacher.
Lesson Plan – 3

Teacher’s Name: A. Manju
Subject: Value Education
Content Area: Peer group
Method of teaching: VDM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student develops the ability to discuss in a group to solve value conflicting situations.
5. Student thinks divergently in suggesting different courses of action in groups.
6. Student finds out the possible consequence of different alternative.
7. Student develops the ability to synthesize the various consequences suggested in the groups.
8. Student develops the ability to suggest the best alternative.
9. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
10. Student develops the ability of implementing of Valuing Competencies in his daily life.

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</tr>
<tr>
<td>pupils and then has nice rapport with them.</td>
<td>with the teacher.</td>
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<tr>
<td>Tr: are you happy in the morning?</td>
<td>No response from the part of the pupil.</td>
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<td>P: yes.</td>
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<td>Tr: Are you happy at all time?</td>
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<td>P: No.</td>
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<tr>
<td>Tr: Have you ever thought of facing confusing situations and be in a trouble?</td>
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<td>P: No.</td>
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<td>Tr: If so happen what would be your reactions?</td>
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<td>(Teacher handles the non-response situation.)</td>
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<td>have those steps in course of our discussion.</td>
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<tr>
<td>I. Presenting the Dilemma.</td>
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<tr>
<td>The students are asked to sort out the main facts and difficult terms in the</td>
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<td>given dilemma.</td>
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<td>Anoop and Arjun were close friends. A widow aunt of Arjun gives her land property</td>
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<td>to him on the agreement that he will look after her. But Arjun doesn’t keep</td>
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<td>agreement, and so aunt put her case before the Village Panchayat. Anoop was the</td>
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<td>sarpanch of the panchayat and he is now in a confusing situation. There are two</td>
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<td>values in conflicts with each other. The central character has two alternatives</td>
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<td>before him. In one side, anoop was</td>
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</table>
thinking about his loyalty to his friend Arjun, while at the next side he was thinking about his duties as a Sarpanch. What will he do?

**Facts:**
- Arjun and Anoop are close friends.
- Widow aunt of Arjun gives her land property to him
- Arjun has an agreement with his aunt that he will look after him.
- Anoop is the sarpanch of the panchayath.
- Anoop is now in a dilemma by thinking of his friend and about the widow.

**Difficult Terms**
The term ‘Sarpanch’, loyalty are explained along with its meaning.

**Factual Questions**

| Pupil 1 | What about Arjun family? |
| Tchr    | He is not married        |
| Pupil 2 | How long they were friends? |
| Tchr    | 10 years                 |
| Pupil 3 | Arjun aunt know about their friendship? |
| Tchr    | Yes                      |

**II. Dividing Action**

Ok students, I think you have cleared all your doubts regarding this matter. Now think about the various choices of actions which we can consider in this value conflicting dilemma. You can suggest in accordance with the ideas you get.

- Anoop should act for the justice.
- As a socially responsible one Anop should help the widow.
- Anoop can make a compromise between the two.
- Anoop can be with his friendship.

**Group Technique.**

Then the pupils are asked to form groups on the basis of the choices they made.

**III. Organising Small Group Discussion.**

Now the pupils are in their respective groups, the groups get named and they are asked to think over the ideas they put forward.

Pupils are asked to identify the major conflicting values and list out the various consequences of the values they have chosen.

The teacher points out the main conflicting values.

- Justice
- Friendship.

Alternative: Each group presents their own alternatives for solving the value conflict.
Alternative 1: Anoop should do justice to aunt.
Alternative 2: Anoop should act for his friend.

Teacher: We have seen the main value conflicts and it's two alternatives in the given dilemma. So now we will have a discussion of its consequences. I know that you may have various opinions and so have different suggestions about the consequences of the two alternatives.

[Pupils points out the various consequences concerning the relevant value conflicts and the teacher lists the main consequences.]

Consequences.
Possible consequences of the alternative 1:
1. Anoop can do justice to his duty.
2. Aunt will be happy.
3. People will accept him as a good Sarpanch.
4. Anoop will lose his friendship with Arjun.
5. Arjun will be angry to Anoop.

Possible consequences of Alternative 2:
1. Arjun will be grateful to Anoop.
2. Aunt will be angry with Anoop.
3. Anoop will fail in his duty.
4. People will not believe in Panchayat.
5. Others will follow Anoop’s example.

IV. Conducting a Class Discussion

After the group discussion, a class discussion will be conducted. During the class discussion, every group leader presents the view points of their group and an inter-group discussion takes place with the help of a teacher. Teacher supports the ideas of each group. Teacher explains each of the alternatives and gives more clarifications. Class discussion helps the students to acquaint with different alternatives and their consequences which are not discussed in their groups.

Before closing the discussion, teacher asks students to discuss the positive and negative consequences of other alternative.

V. Closing the Discussion

The teacher synthesizes the alternatives suggested by the students.

Teacher helps the pupils to wind up the discussion and the various leaders present points. Then a final form of viewpoints is made.

Tchr: What do you think of this model?
Pupil: it is good to think of the various sides of a problem and to seek the help and opinions of others.
Tchr: Yes, you can apply this mode of finding solutions when you face any problematic situations.

Thank you

Pupil: Thank you teacher.
Lesson Plan – 4

Teacher’s Name: A. Manju

Subject: Value Education

Content Area: Community

Method of teaching: VDM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student develops the ability to discuss in a group to solve value conflicting situations.
5. Student thinks divergently in suggesting different courses of action in groups.
6. Student finds out the possible consequence of different alternative.
7. Student develops the ability to synthesize the various consequences suggested in the groups.
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<td>Now we are going to have a discussion of a confusing state of situation. And value conflicting dilemma. By analysing it you have to find out some possible alternatives for solving the conflict. For this I will give you an easy way namely Value Discussion Model. It consists of five steps and we will have those steps in course of our discussion.</td>
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1. **Presenting the Dilemma.**

   The students are asked to sort out the main facts and difficult terms in the given dilemma.

   Syama is working in a software company. She has an average financial background. She has father, mother, and two younger sisters in the family. They need huge amount of money to give treatment to her mother and for the expenses incurred on the studies of her sisters. Her father is a teacher. They often fail to meet their income and expenditure. Her workload has increased suddenly when her co-worker left the company. She had to work alone for a few weeks. Then the manager appointed a person named Rahul, who is a relative of the manager, in the
section. Syama and Rahul are doing the same job and they are very co-operative. Many months have passed without any problem. One day Syama came to know that Rahul gets a salary, which is more than that of her salary. Syama understood that the Manager is showing discrimination against her and it is against law. She knows that Rahul has less experience than her and also doing less work in the section compared to her work. She was very furious at this. So she decided to ask the manager for equal pay. But she was afraid that if she demands equal pay, the manager might throw her out of the job. Now Syama is in a dilemmatic situation that either she has to demand equal pay or she has to remain satisfied with her present salary. In this situation what should syama do?

- Syama is working in the software company.
- She has father, mother, and two younger sisters in the family.
- They work hard for making both ends meet.
- There is a new appointment in the office in the same section of Syama.
- Rahul and Syama work together for several months.
- Syama gets know that there is discrimination in their payment.
- Syama is in confusion whether to stand against this discrimination.

**Difficult Terms**

Discrimination, Furious, Remain etc.

**Factual Questions**

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<tr>
<th>Pupil 1</th>
<th>For which courses syama’s sisters are studying?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tchr</td>
<td>Nursing, Pharmacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pupil 2</th>
<th>Which disease is affected her mother?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tchr</td>
<td>Arthritis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pupil 3</th>
<th>Does Syama’s manager satisfied with her work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tchr</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pupil 4</th>
<th>Does Rahul know about this discrimination?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tchr</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**II. Dividing Action**

Ok students, I think you have cleared all your doubts regarding this matter. Now think about the various choices of actions which we can consider in this value conflicting dilemma. You can suggest in accordance with the ideas you get.

- Syama can ask for equal payment like that of Rahul.
- Syama can suffer all and continue in the same firm.
- Syama can search for job in any other company.
- She can take legal action against this discrimination at work place.
- She should in accordance with the time allow.

**Group Technique.**

Then the pupils are asked to form groups on the basis of the choices they made.

**III. Organising Small Group Discussion.**

Now the pupils are in their respective groups, the groups get named and they are asked to think over the ideas they put forward.
Pupils are asked to identify the major conflicting values and list out the various consequences of the values they have chosen. The teacher points out the main conflicting values.

- Equality
- Tolerance

Each group presents their own alternatives for solving the value conflict.

Alternative 1: Demand equal pay for the work.
Alternative 2: Tolerate the discrimination and continue the job in the same company

Teacher: We have seen the main value conflicts and its two alternatives in the given dilemma. So now we will have a discussion of its consequences. I know that you may have various opinions and so have different suggestions about the consequences of the two alternatives.

[Pupils points out the various consequences concerning the relevant value conflicts and the teacher lists the main consequences.]

Consequences.

Possible consequences of alternative 1
1. Manager and Rahul will get angry with Syama.
2. She may be terminated from the job.
3. Manager will now show such discrimination in future.
4. Syama will get justice.
5. Syama’s economic condition will improve

Possible consequences of Alternative 2:
1. The relationship of Rahul and Syama will be smooth as before
2. Manager will be happy to pay low salary to Syama.
3. Syama’s economic condition will not improve.
4. Syama will not show sincerity towards her job.
5. People, in future, will show such discrimination

IV. Conducting a Class Discussion.
After the group discussion, a class discussion will be conducted. During the class discussion, every group leader presents the view points of their group and an inter-group discussion takes place with the help of a teacher. Teacher supports the ideas of each group. Teacher explains each of the alternatives and gives more clarifications. Class discussion helps the students to acquaint with different alternatives and their consequences which are not discussed in their groups.

Before closing the discussion, teacher asks students to discuss the positive and negative consequences of other alternative

V. Closing the Discussion
The teacher synthesizes the alternatives suggested by the students. Teacher helps the pupils to wind up the discussion and the various leaders present points. Then a final form of viewpoints is mad.

Tchr: What do you think of this model?
Pupil: it is good to think of the various sides of a problem and to seek the help and opinions of others.

Tchr: Yes, you can apply this mode of finding solutions when you face any problematic situation.

Thank you
Pupil: Thank you teacher.
Lesson Plan – 5

Teacher’s Name: A. Manju

Subject: Value Education

Content Area: Community

Method of teaching: VDM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student develops the ability to discuss in a group to solve value conflicting situations
5. Student thinks divergently in suggesting different courses of action in groups.
6. Student finds out the possible consequence of different alternative.
7. Student develops the ability to synthesize the various consequences suggested in the groups.
8. Student develops the ability to suggest the best alternative.
9. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
10. Student develops the ability of implementing of Valuing Competencies in his daily life.

LEARNING PROCESS | RESPONSES
--- | ---
Teacher enters the classroom with a pleasant and smiley face. She greets the pupils and then has nice rapport with them. 
Tr: are you happy in the morning? 
P: yes.
Tr: Are you happy at all time? 
P: No.
Tr: Have you ever thought of facing confusing situations and be in a trouble? 
P: No. 
Tr: If so happen what would be your reactions? 
(Teacher handles the non-response situation.) 
Now we are going to have a discussion of a confusing state of situation. And value conflicting dilemma. By analysing it you have to find out some possible alternatives for solving the conflict. For this I will give you an easy way namely Value Discussion Model. It consists of five steps and we will have those steps in course of our discussion.

I. Presenting the Dilemma.

The students are asked to sort out the main facts and difficult terms in the given dilemma.

Mahesh’s parents are working abroad. So he is studying in a school in his hometown, and staying in a hostel. He has been admitted to IX standard in a residential school in the city. But Mahesh did not like the new hostel and its inmates. He told his father that there are strict rules in the school and hostel and he is not able to adjust with the new situation. He requested his father to send him to another school. But his father suggested him to continue his studies in the same school for this year as the admission procedures of all the schools have closed. He reminded Mahesh that he
discontinue the studies he will lose one year. What will Mahesh do in this situation?

**Facts:**
- Mahesh’s parents are working abroad.
- Mahesh has been admitted to IX standard in a residential school in the city.
- Mahesh does not like the new hostel and its inmates.
- Mahesh is not able to adjust with the new situation so he tries another school.
- His father insisted him to continue in the same school.
- If Mahesh discontinue he will lose one year.

**Difficult Terms**
- Abroad, Residential, Admission, Inmates

**Factual Questions.**

Pupil 1  Could the parents bring Mahesh to their place of work?
Tchr  No. They don’t want their son to learn the foreign culture.

Pupil 2  Why did they send Mahesh to the new school?
Tchr  The old school has classes only up to 8th standard.

Pupil 3  Could he stay at the houses of any relatives?
Tchr  No.

**II. Dividing Action**

Ok students, I think you have cleared all your doubts regarding this matter. Now think about the various choices of actions which we can consider in this value conflicting dilemma. You can suggest in accordance with the ideas you get.

- Mahesh should obey his father.
- Mahesh can seek for his self satisfaction.
- Mahesh can be a maladjusted one in that school.
- Mahesh can try for another hostel.
- Mahesh can make many friends there and then he can automatically be content with the situation.

**Group Technique.**

Then the pupils are asked to form groups on the basis of the choices they made.

**III. Organising Small Group Discussion.**

Now the pupils are in their respective groups, the groups get named and they are asked to think over the ideas they put forward. Pupils are asked to identify the major conflicting values and list out the various consequences of the values they have chosen.

The teacher points out the main conflicting values.

- Obedience
- Happiness

Alternative:

Each group presents their own alternatives for solving the value conflict.

Alternative 1: Obey his father and continue the studies in the same school.
Teacher: We have seen the main value conflicts and it's two alternatives in the given dilemma. So now we will have a discussion of its consequences. I know that you may have various opinions and so have different suggestions about the consequences of the two alternatives.

[Pupils points out the various consequences concerning the relevant value conflicts and the teacher lists the main consequences.]

Consequences.

Possible consequences of Alternative 1
1. Problems may arise in the new situation.
2. His studies may be affected.
3. Parents will be happy.
4. He will save one year.
5. He will learn to adjust.

Alternative 2:
Possible consequences of Alternative 2:
1. He will lose one year.
2. He can enjoy freedom.
3. He will now learn self adjustment.
4. His parents will get angry at him.
5. Difficult to get admission in a school in the next year

**IV. Conducting a Class Discussion.**

After the group discussion, a class discussion will be conducted. During the class discussion, every group leader presents the view points of their group and an inter-group discussion takes place with the help of a teacher. Teacher supports the ideas of each group. Teacher explains each of the alternatives and gives more clarifications. Class discussion helps the students to acquaint with different alternatives and their consequences which are not discussed in their groups.

Before closing the discussion, teacher asks students to discuss the positive and negative consequences of other alternative

**V. Closing the Discussion** The teacher synthesizes the alternatives suggested by the students.

Teacher helps the pupils to wind up the discussion and the various leaders present points. Then a final form of viewpoints is mad.

Tchr: What do you think of this model?
Pupil: it is good to think of the various sides of a problem and to seek the help and opinions of others.
Tchr: Yes, you can apply this mode of finding solutions when you face any problematic situations.
Thank you
Pupil : Thank you teacher.

Different groups gave various ideas. Pupil gave both positive and negative consequences for the relative alternative they have chosen.

Leader list out the points discussed in the group.

Pupil gets acquainted with both positive and negative consequences of the other alternative which was not discussed in their group.

Pupil selected the best alternative.

Pupil understood the concept of value discussion model and its utility and they expressed it well.
Lesson Plan – 6

Teacher’s Name: A. Manju
Subject: Value Education
Content Area: School
Method of teaching: VDM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student develops the ability to discuss in a group to solve value conflicting situations.
5. Student thinks divergently in suggesting different courses of action in groups.
6. Student finds out the possible consequence of different alternative.
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<td>P: No.</td>
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<td>P: No.</td>
<td></td>
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<td>Tr: If so happen what would be your reactions?</td>
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I. Presenting the Dilemma. The students are asked to sort out the main facts and difficult terms in the given dilemma.

Mathew and Rajan are neighbours. They are thick friends also. Mathew is working as a Mathematics sir, in a higher secondary school near to his house. Rajan is a clerk in a government office. Rajans’ son Rupesh is a brilliant student, studying at Mathew sir’s school for 11th class. Mathew was evaluating the 11th class. While examining the answer paper of Rupesh, Mathew sir understood that Rupesh required one more mark to pass the exam. Mathew sir remembered the fact that Rupesh was ill. On the previous day of the Maths examination. Mathew sir checked the answer paper
thoroughly to make sure that if he has skipped any answer without putting any marks. But Mathew sir finds no way to give even one mark. Rupesh will be admitted to 12th class only if he passes this exam. Mathew sir knew all this. On thinking about Mathew’s friendship with Rajan, the brilliance of Rupesh, the sir wished to give two marks to this boy. But Mathew sir wanted to be honest and justful towards the other students. In this critical situation, what will Mathew sir do?

**Facts:**
- Mathew and Rajan are neighbours.
- Mathew is working as a Mathematics sir in a higher secondary school near his house.
- Rajan is working as a clerk in a government office.
- Rajan’s son Rupesh is a brilliant student of Mathew sir.
- Rupesh needs one more mark to pass the exam.
- Mathew sir finds no way to give marks

**Difficult Terms:**
Brilliant, Valuation

**Factual Questions**

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<tr>
<th>Pupil 1</th>
<th>Do you think Mathews is engaged in doing this type of compromise, usually?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tchr</td>
<td>No</td>
</tr>
<tr>
<td>Pupil 2</td>
<td>If he doesn’t give more mark, will it affect their Friendship?</td>
</tr>
<tr>
<td>Tchr</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil 3</td>
<td>Did Rupesh pass the other subjects?</td>
</tr>
<tr>
<td>Tchr</td>
<td>Yes</td>
</tr>
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**II. Dividing Action**

Ok students, I think you have cleared all your doubts regarding this matter. Now think about the various choices of actions which we can consider in this value conflicting dilemma. You can suggest in accordance with the ideas you get.

- Mathew sir can give 2 marks extra for all students.
- Mathew sir can give extra marks only for Rupesh no one comes to know about it.
- Mathew sir should do the truthful valuation no one ever questions him.
- He can tell this matter to Rajan and then do the true valuation.
- He can tell about this to other teachers and then help Rupesh with their consent.

**Group Technique.**

Then the pupils are asked to form groups on the basis of the choices they made.

**III. Organising Small Group Discussion.**

Now the pupils are in their respective groups, the groups get named and they are asked to think over the ideas they put forward. Pupils are asked to identify the major conflicting values and list out the various consequences of the values they have chosen. The teacher points out the main conflicting values.

- Human Consideration
- Justice
Each group presents their own alternatives for solving the value conflict.

Alternative 1: Giving two marks to Rupesh and thus making him pass the exam.

Alternative 2: Be honest and justful during the answer paper valuation.

Teacher: We have seen the main value conflicts and it’s two alternatives in the given dilemma. So now we will have a discussion of its consequences. I know that you may have various opinions and so have different suggestions about the consequences of the two alternatives. [Pupils points out the various consequences concerning the relevant value conflicts and the teacher lists the main consequences.]

Consequences.
Possible consequences of alternative 1

1. Friendship can be maintained.
2. Becoming unjust towards other students.
3. He will be known as a person who is honest and justful in his works.
4. Feels guilty conscious by giving marks, now justfully.
5. Others try to imitate his honest and justful personality.

Possible consequences of Alternative 2:

1. Friendship may get spoiled.
2. Other students get justice.
3. Others praise him as a justful person.
4. Become happy due to his justful action.
5. Be a role model for others.

IV. Conducting a Class Discussion.

After the group discussion, a class discussion will be conducted. During the class discussion, every group leader presents the view points of their group and an inter-group discussion takes place with the help of a teacher. Teacher supports the ideas of each group. Teacher explains each of the alternatives and gives more clarifications. Class discussion helps the students to acquaint with different alternatives and their consequences which are not discussed in their groups.

Before closing the discussion, teacher asks students to discuss the positive and negative consequences of other alternative

V. Closing the Discussion

The teacher synthesizes the alternatives suggested by the students.

Teacher helps the pupils to wind up the discussion and the various leaders present points. Then a final form of viewpoints is mad.

Tchr: What do you think of this model?
Pupil: it is good to think of the various sides of a problem and to seek the help and opinions of others.
Tchr: Yes,you can apply this mode of finding solutions when you face any problematic situations.
Thank you
Pupil : Thank you teacher.
Lesson Plan – 7

Teacher’s Name: A. Manju
Subject: Value Education
Content Area: Family
Method of teaching: VDM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student develops the ability to discuss in a group to solve value conflicting situations
5. Student thinks divergently in suggesting different courses of action in groups.
6. Student finds out the possible consequence of different alternative.
7. Student develops the ability to synthesize the various consequences suggested in the groups.
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<td>Pupil actively takes part in the discussion with the teacher.</td>
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P: yes.  
Tr: Are you happy at all time?  
P: No.  
Tr: Have you ever thought of facing confusing situations and be in a trouble?  
P: No.  
Tr: If so happen what would be your reactions?  
(Teacher handles the non-response situation.)  
Now we are going to have a discussion of a confusing state of situation. And value conflicting dilemma. By analysing it you have to find out some possible alternatives for solving the conflict. For this I will give you an easy way namely Value Discussion Model. It consists of five steps and we will have those steps in course of our discussion. |
| I. Presenting the Dilemma.  
The students are asked to sort out the main facts and difficult terms in the given dilemma.  
Karthik is studying in standard X in a Government school. He studies well and also he has good manners. So everybody likes home. His mother Aruna is a widow. She works very hard in order to educate her son. Karthik is engaged in studying day and night for making his mother’s dream come true. The S.S.L.C examination was started and the first three days’ examinations were over. Those examinations were very easy for Karthik. So Karthik and Aruna were very happy. On the next day, when he returned from the school, he came to know that Aruna met an accident and is |
|  | No response from the part of the pupils. |
When he reached the hospital he understood that his mother is in a very critical condition. His relatives advised him to stay in the hospital and take care of his mother. But his teachers assisted him to continue the following days’s examinations. Now Karthik is in a dilemma. What will Karthik do in this situation?

**Facts:**
- Karthik is studying in Standard X in a Government School.
- His mother Aruna is a widow.
- She works very hard in order to educate her son.
- In the first three exams of SSLC Karthik performs well.
- At that time Aruna met with an accident and is now hospitalised.
- Karthik’s relatives insist him to be at hospital and taking care of his mother.
- His teachers insist him to write the other exams.

**Difficult Terms**
Manners, Widow, Critical, Insist

**Factual Questions**

<table>
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<tr>
<th>Pupil</th>
<th>Question</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil 1</td>
<td>How did his father die? Due to Cancer.</td>
<td>Due to Cancer.</td>
</tr>
<tr>
<td>Pupil 2</td>
<td>Will he get high marks in the completed examination?</td>
<td>Yes.</td>
</tr>
<tr>
<td>Pupil 3</td>
<td>Does he expect good marks in the following examinations?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**II. Dividing Action**

Ok students, I think you have cleared all your doubts regarding this matter. Now think about the various choices of actions which we can consider in this value conflicting dilemma. You can suggest in accordance with the ideas you get.

- Karthik should be with his mother.
- He can seek the help of any other and then attend the exam.
- The teachers or the relatives can arrange some favourable conditions to him.

**Group Technique.**
Then the pupils are asked to form groups on the basis of the choices they made.

**III. Organising Small Group Discussion.**

Now the pupils are in their respective groups, the groups get named and they are asked to think over the ideas they put forward.

Pupils are asked to identify the major conflicting values and list out the various consequences of the values they have chosen. The teacher points out the main conflicting values.

- Concern for Mother
- Goal Accomplishment

**Alternative:**
Each group presents their own alternatives for solving the value.
conflict.

- Alternative 1: He should stay with his mother.
- Alternative 2: Write the following examinations accomplish the goal.

Teacher: We have seen the main value conflicts and it’s two alternatives in the given dilemma. So now we will have a discussion of its consequences. I know that you may have various opinions and so have different suggestions about the consequences of the two alternatives.

[Pupils points out the various consequences concerning the relevant value conflicts and the teacher lists the main consequences.]

Consequences.

Possible consequences of Alternative 1:
1. He will feel sad for not writing the examinations.
2. He will lose one year.
3. Acting against mother’s dream.
4. Teachers will criticize him.
5. Fulfills the responsibility as a son.

Alternative 2:
Possible consequences of Alternative 2:
1. He will feel sad for not staying with his mother.
2. He will pass the exam.
3. He will not lose one year.
4. His relatives will criticize him.
5. He fails in his duty towards his mother

V. Conducting a Class Discussion.

After the group discussion, a class discussion will be conducted. During the class discussion, every group leader presents the view points of their group and an inter-group discussion takes place with the help of a teacher. Teacher supports the ideas of each group. Teacher explains each of the alternatives and gives more clarifications. Class discussion helps the students to acquaint with different alternatives and their consequences which are not discussed in their groups.

Before closing the discussion, teacher asks students to discuss the positive and negative consequences of other alternative

V. Closing the Discussion The teacher synthesizes the alternatives suggested by the students.

Teacher helps the pupils to wind up the discussion and the various leaders present points. Then a final form of viewpoints is mad.

Tchr: What do you think of this model?
Pupil: it is good to think of the various sides of a problem and to seek the help and opinions of others.
Tchr: Yes,you can apply this mode of finding solutions when you face any problematic situations.
Thank you
Pupil : Thank you teacher.
Lesson Plan – 8

Teacher’s Name:  A. Manju  Subject: Value Education

Content Area:  School  Method of teaching: VDM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student develops the ability to discuss in a group to solve value conflicting situations
5. Student thinks divergently in suggesting different courses of action in groups.
6. Student finds out the possible consequence of different alternative.
7. Student develops the ability to synthesize the various consequences suggested in the groups.
8. Student develops the ability to suggest the best alternative.
9. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
10. Student develops the ability of implementing of Valuing Competencies in his daily life.

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| Tr:  are you happy in the morning?  
| P:  yes. |
| Tr:  Are you happy at all time?  
| P:  No.  
| Tr:  Have you ever thought of facing confusing situations and be in a trouble?  
| P:  No.  
| Tr :  If so happen what would be your reactions?  
 (Teacher handles the non-response situation.)  
 Now we are going to have a discussion of a confusing state of situation. And value conflicting dilemma. By analysing it you have to find out some possible alternatives for solving the conflict. For this I will give you an easy way namely Value Discussion Model. It consists of five steps and we will have those steps in course of our discussion. |
| I. Presenting the Dilemma.  
The students are asked to sort out the main facts and difficult terms in the given dilemma.  
Vinod is a student of standard XI. He is a brilliant student. Vinod’s house is located in a village. He has to walk some distance through a remote area to reach the bus stop. Vinod’s annual examination has started. One day, Vinod was going to school for Science examination. Suddenly Vinod saw a man lying in the road, after an accident. Robin went nearby that man. He found that blood is flowing from the man’s wounds. The victim asked Vinod to help him. Vinod looked to surrounding for some help, but there was no one | No response from the part of the pupils. |
near that place. If Vinod helped that man to reach the hospital, he will not be able to attend the examination. At the same time Vinod wish to help the victim. Now vinod is in a dilemma. What should vinod do in this situation?

Facts:
- Vinod is a student of standard XI.
- Vinod’s house is located in a village.
- He is going to write the examination.
- On the way he finds a man who is met with an accident.
- The victim asks Vinod’s help.
- Vinod wants to help him and also to attend the exam.

**Difficult Terms:**
- Brilliant, Remote area, suddenly, Victim etc.,

The teacher clarifies the difficult terms.

**Factual Questions:**
The pupils raised some questions based on the situation given to them.

Pupil 1: Usually what is his response to an incident?
Tchr : He acts to his level best.

Pupil2 : Is he afraid of blood?
Tchr: : No.

Pupil 3 : Does she get any help from any other people there?
Tchr : No.

Pupil 4 : Is there any extension possible for him to write the exam?
Tchr : No.

II. Dividing Action
Ok students, I think you have cleared all your doubts regarding this matter. Now think about the various choices of actions which we can consider in this value conflicting dilemma. You can suggest in accordance with the ideas you get.

- Vinod should help the victim.
- Vinod should write the exam.
- Vinod should find someone to handover the victim.
- He should give consideration for the human life.
- A special provision should be given him to write the exam.

**Group Technique.**
Then the pupils are asked to form groups on the basis of the choices they made.

**III. Organising Small Group Discussion.**
Now the pupils are in their respective groups, the groups get named and they are asked to think over the ideas they put forward. Pupils are asked to identify the major conflicting values and list out the various consequences of the values they have chosen. The teacher points out the main conflicting values.

- Academic value
- Protection of life
Alternative:
Each group presents their own alternatives for solving the value conflict.

- Alternative 1: Vinod should help the victim.
- Alternative 2: Vinod should write the exam.

Teacher: We have seen the main value conflicts and it’s two alternatives in the given dilemma. So now we will have a discussion of its consequences. I know that you may have various opinions and so have different suggestions about the consequences of the two alternatives. [Pupils point out the various consequences concerning the relevant value conflicts and the teacher lists the main consequences.]

Consequences.
Possible consequences of alternative 1
1. Vinod can save the victim’s life.
2. Vinod can’t write the exam.
3. Vinod’s classmates and teachers may accept his social commitment and respect for life.
4. Vinod can become a role model to the society.
5. Vinod will get another chance for writing the examination.

Possible consequences for Alternative 2:
1. Vinod may score good marks in the exam.
2. Vinod cannot save the life of the victim.
3. Vinod is not fulfilling his social commitment.
4. If Vinod shares this incident to someone, they may criticize Vinod.
5. Vinod shouldn’t get a peaceful life.

IV. Conducting a Class Discussion.
After the group discussion, a class discussion will be conducted. During the class discussion, every group leader presents the view points of their group and an inter-group discussion takes place with the help of a teacher. Teacher supports the ideas of each group. Teacher explains each of the alternatives and gives more clarifications. Class discussion helps the students to acquaint with different alternatives and their consequences which are not discussed in their groups.

Before closing the discussion, teacher asks students to discuss the positive and negative consequences of other alternative

V. Closing the Discussion The teacher synthesizes the alternatives suggested by the students.

Teacher helps the pupils to wind up the discussion and the various leaders present points. Then a final form of viewpoints is mad.

Tchr: What do you think of this model?
Pupil: it is good to think of the various sides of a problem and to seek the help and opinions of others.
Tchr: Yes, you can apply this mode of finding solutions when you face any problematic situations.
Thank you
Pupil: Thank you teacher.
# Lesson Plan – 9

Teacher’s Name: A. Manju  
Subject: Value Education  
Content Area: Community  
Method of teaching: VDM

## Specific Objectives

1. Student orientations himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student develops the ability to discuss in a group to solve value conflicting situations.
5. Student thinks divergently in suggesting different courses of action in groups.
6. Student finds out the possible consequence of different alternative.
7. Student develops the ability to synthesize the various consequences suggested in the groups.
8. Student develops the ability to suggest the best alternative.
9. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
10. Student develops the ability of implementing of Valuing Competencies in his daily life.

## LEARNING PROCESS

| Teacher enters the classroom with a pleasant and smiley face. She greets the pupils and then has nice rapport with them.  
Tr: are you happy in the morning?  
P: yes.  
Tr: Are you happy at all time?  
P: No.  
Tr: Have you ever thought of facing confusing situations and be in a trouble?  
P: No.  
Tr: If so happen what would be your reactions?  
(Teacher handles the non-response situation.)  
Now we are going to have a discussion of a confusing state of situation. And value conflicting dilemma. By analysing it you have to find out some possible alternatives for solving the conflict. For this I will give you an easy way namely Value Discussion Model. It consists of five steps and we will have those steps in course of our discussion.  

### I. Presenting the Dilemma.

The students are asked to sort out the main facts and difficult terms in the given dilemma.

Sudeer is a young man of 25 years. He is the only son of his parents who were now old and helpless. Sudeer is a promising young officer in the naval force with a bright future. Sudeer’s father is very sick and need to undergo a heart operation costing 5 lakhs of rupees. The money has to be raised, sudeer knows some defense secret and if he reveals the secrets to some other agencies he can raise the necessary funds. He is now in a dilemmatic situation? What decision he has to take?

**Facts:**
- Sudeer is young man of 25 years.

### RESPONSES

Pupil actively takes part in the discussion with the teacher.

No response from the part of the pupils.

Pupil list out the main ideas in the
• He is a naval officer.
• His parents are very old and sick.
• His father needs an urgent surgery and costs 5 lakhs.
• Sudheer knows some defence secrets.

**Difficult Terms**

Naval force, Defense secret

**Factual Questions:**

The pupils raised some questions based on the situation given to them.

Pupil 1: Is there any relative to help Sudeer?
Tchr: No one is ready to help.

Pupil 2: Doesn’t he save any money?
Tchr: No.

Pupil 3: Does the father has any insurance?
Tchr: No.

Pupil 4: Does he get any loan from the bank?
Tchr: No

**II. Dividing Action**

Ok students, I think you have cleared all your doubts regarding this matter. Now think about the various choices of actions which we can consider in this value conflicting dilemma. You can suggest in accordance with the ideas you get.

- Sudeer should serve his nation.
- Sudeer should serve his father.
- Sudeer should not reveal the defence secrets.
- Sudheer can borrow the money from others.
- Sudheer can seek a loan from his salary.

Group Technique.

Then the pupils are asked to form groups on the basis of the choices they made.

**III. Organising Small Group Discussion.**

Now the pupils are in their respective groups, the groups get named and they are asked to think over the ideas they put forward.

Pupils are asked to identify the major conflicting values and list out the various consequences of the values they have chosen.

The teacher points out the main conflicting values.

- Personal welfare
- Patriotism

Alternative:

Each group presents their own alternatives for solving the value conflict.

- Alternative 1: Sudeer should maintain the defense secrets.
- Alternative 2: Sudeer should tell the defense secrets.

Teacher: We have seen the main value conflicts and it’s two alternatives in the given dilemma. So now we will have a discussion of its consequences. I know that you may have various opinions and so have
different suggestions about the consequences of the two alternatives. [Pupils points out the various consequences concerning the relevant value conflicts and the teacher lists the main consequences.]

Consequences.
Possible consequences of alternative 1
1. Sudeer will be faithful to his country.
2. His father will not get money for operation.
3. He will be promoted.
4. He will be very happy about his duty.
5. He will get wide recognition and thus he can adjust the money.

Possible consequences for Alternative 2:
6. Sudeer can raise the money.
7. His father can undergo an operation.
8. His colleagues will be angry.
9. He will betray his country.
10. He will have to undergo a court martial.

IV. Conducting a Class Discussion.
After the group discussion, a class discussion will be conducted. During the class discussion, every group leader presents the view points of their group and an inter-group discussion takes place with the help of a teacher. Teacher supports the ideas of each group. Teacher explains each of the alternatives and gives more clarifications. Class discussion helps the students to acquaint with different alternatives and their consequences which are not discussed in their groups.

Before closing the discussion, teacher asks students to discuss the positive and negative consequences of other alternative

V. Closing the Discussion The teacher synthesizes the alternatives suggested by the students.
Teacher helps the pupils to wind up the discussion and the various leaders present points. Then a final form of viewpoints is mad.

Tchr: What do you think of this model?
Pupil: It is good to think of the various sides of a problem and to seek the help and opinions of others.
Tchr: Yes, you can apply this mode of finding solutions when you face any problematic situations.
Thank you
Pupil: Thank you teacher.

Different groups gave various ideas. Pupils gave both positive and negative consequences for each of the alternatives they have chosen.

Leader list out the points discussed in the group.
Pupil gets acquainted with both positive and negative consequences of the other alternative which was not discussed in their group.
Pupil selected the best alternative.
Pupil understood the concept of value discussion model and its utility and they expressed it well.
Lesson Plan – 10

Teacher’s Name: A. Manju  
Subject: Value Education

Content Area: Peer group  
Method of teaching: VDM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student develops the ability to discuss in a group to solve value conflicting situations
5. Student thinks divergently in suggesting different courses of action in groups.
6. Student finds out the possible consequence of different alternative.
7. Student develops the ability to synthesize the various consequences suggested in the groups.
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<td></td>
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<tr>
<td>No response from the part of the pupil.</td>
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I. Presenting the Dilemma.

The students are asked to sort out the main facts and difficult terms in the given dilemma. Priya and Anitha are studying in standard XI. Both were close friends since childhood and are good in studies also. Priya’s father is working in a bank and her family is financially sound. Anitha belong to a poor family. Her father passed away when she was two years old. Anitha’s mother Rajani is working as a helper in construction works on daily wages. Anitha’s mother struggle hard to meet the daily expenses. Anitha is the only child of her mother. One day a concrete brick fall into Rajani’s leg, and she was hospitalized. Doctor said that it is a mild fracture but she has to stay there for at least 5 days. After three days Anitha come to school looking very sad.
and desperate. Priya said some soothing words to her. Then Anitha burst into tears and said that she immediately needs some money, for buying medicines for her mother. Priya had some money with her. It was for paying the examination fee. But Priya wish to help Anitha in this critical situation. It was the last date for paying the examination fee. Now Priya is in a dilemma. What should Priya do in this situation?

**Facts**
- Priya and Anitha were studying in standard XI.
- Anitha belong to a poor family
- Priya has a financially sound background.
- Anitha’s mother strive hard for her daughter and is a widow.
- A mild fracture has occurred 2 Anitha’s mother’s leg.
- She has to stay in the hospital for five days.
- Anitha has no money to buy medicines for her mother.
- Priya has money with her but it is her examination fee.

**Difficult Terms:**
Financially sound, construction works, desperate, soothing words etc.

**Factual Questions:**
The pupils raised some questions based on the situation given to them.
- Pupil 1: Does Anitha have any other friends?
  - Tchr : No.
- Pupil2 : What about Anitha’s relatives?.
  - Tchr: : No
- Pupil 3 : Does she get any sponsor for her?
  - Tchr : No.
- Pupil 4 : Is it possible to get some advance from the work site?
  - Tchr : No.

II. **Dividing Action**
Ok students, I think you have cleared all your doubts regarding this matter. Now think about the various choices of actions which we can consider in this value conflicting dilemma. You can suggest in accordance with the ideas you get.
- Priya should pay the examination fee.
- Priya should give the money to Anitha.
- Priya should try any other means to help Anitha.
- Priya can take the initiative for helping Anitha and her mother.
- Anitha can borrow the money.
- Priya can compel her parents to help Anitha.

**Group Technique.**
Then the pupils are asked to form groups on the basis of the choices they made.

III. **Organising Small Group Discussion.**
Now the pupils are in their respective groups, the groups get named and they are asked to think over the ideas they put forward. Pupils are asked to identify the major conflicting values and list out the various consequences of the values they have chosen.

- The teacher points out the main conflicting values.
  - Academic value
• Friendship

Alternative:
Each group presents their own alternatives for solving the value conflict.
  ❖ Alternative 1: Priya should pay the examination fee.
  ❖ Alternative 2: Priya should give the money to Anitha.

Teacher: We have seen the main value conflicts and it’s two alternatives in the given dilemma. So now we will have a discussion of its consequences. I know that you may have various opinions and so have different suggestions about the consequences of the two alternatives. [Pupils point out the various consequences concerning the relevant value conflicts and the teacher lists the main consequences.]

Consequences.
Possible consequences for Alternative 1:
1. Priya can appear for the examination without any difficulties.
2. Priya’s friendship with Anitha will be broken.
3. Anitha’s mother’s condition may become worse if timely medication is not made available.
4. Anitha feel so sad of her helplessness towards her mother.
5. It may restrict Anitha’s mother from future endeavour.

Possible consequences for Alternative 2:
1. Priya can help Anitha’s mother.
2. Priya can’t pay the examination fee.
3. Priya’s helping mentality will be appreciated by other classmates and teachers.
4. Some teachers may help Priya by doing some adjustment for her fee settlement.
5. Priya should become a role model for other students to follow.

IV. Conducting a Class Discussion.
After the group discussion, a class discussion will be conducted. During the class discussion, every group leader presents the view points of their group and an inter-group discussion takes place with the help of a teacher. Teacher supports the ideas of each group. Teacher explains each of the alternatives and gives more clarifications. Class discussion helps the students to acquaint with different alternatives and their consequences which are not discussed in their groups.

Before closing the discussion, teacher asks students to discuss the positive and negative consequences of other alternative.

V. Closing the Discussion The teacher synthesizes the alternatives suggested by the students.

Teacher helps the pupils to wind up the discussion and the various leaders present points. Then a final form of viewpoints is mad.
  Tchr: What do you think of this model?
  Pupil: it is good to think of the various sides of a problem and to seek the help and opinions of others.
  Tchr: Yes, you can apply this mode of finding solutions when you face any problematic situations.
  Thank you
  Pupil: Thank you teacher.
Lesson Plan – 11

Teacher’s Name: A. Manju

Subject: Value Education

Content Area: Peer group

Method of teaching: VDM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student develops the ability to discuss in a group to solve value conflicting situations
5. Student thinks divergently in suggesting different courses of action in groups.
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I. Presenting the Dilemma.

The students are asked to sort out the main facts and difficult terms in the given dilemma. Jyothi is the central character. She is a 12 year old child. Poverty drew her to work in Deepak’s house, who is a development officer. He and his family were very cruel to her. Her small body is full of burns caused by cigarettes and chains. They beat her up because they thought she was stealing food. Jyothi is threatened if she opens her mouth and demands justice. If she demands justice she and her family will be mercilessly tortured. Deepak will murder her father. She is faced with a situation in which two values are in conflict that is social justice i.e. right of a child and protection of life. Here the central character has to make a decision to
choose that alternative which is most desirable. In this situation what should Jyothi do?

**Facts:**
- Jyothi is a 12 year old child.
- She is working in Deepak’s house.
- Deepak and his family were very cruel to Jyothi.
- She is threatened by Deepak that if she demands justice her family will also be tortured.
- She is in conflict whether to fight for justice or not.

**Difficult Terms:**
- threatened, justice, tortured etc.,

The teacher clarifies the difficult terms.

**Factual Questions:**
The pupils raised some questions based on the situation given to them.

Pupil 1: What about Jyothi’s family?
Tchr: Having 2 younger brothers.

Pupil 2: What about Jyothi’s mother?
Tchr: She is a patient.

Pupil 3: Does she get any support from any of the members in Deepak’s house?
Tchr: No.

Pupil 4: Can she escape from there without anyone else to know about it?
Tchr: No.

**II. Dividing Action**
Ok students, I think you have cleared all your doubts regarding this matter. Now think about the various choices of actions which we can consider in this value conflicting dilemma. You can suggest in accordance with the ideas you get.

- Jyothi should not work in Deepak’s house.
- Jyothi should complaint about Deepak.
- Jyothi should serve her family.
- Jyothi should seek the help of any social activists.
- Her parents can move against this legally.

Group Technique.
Then the pupils are asked to form groups on the basis of the choices they made.

**III. Organising Small Group Discussion**
Now the pupils are in their respective groups, the groups get named and they are asked to think over the ideas they put forward. Pupils are asked to identify the major conflicting values and list out the various consequences of the values they have chosen.

The teacher points out the main conflicting values.

- Social Justice
- Protection of life
Alternative:
Each group presents their own alternatives for solving the value conflict.

- Alternative 1: Jyothi should demand Justice
- Alternative 2: Jyothi should suffer and save her family.

Teacher: We have seen the main value conflicts and it’s two alternatives in the given dilemma. So now we will have a discussion of its consequences. I know that you may have various opinions and so have different suggestions about the consequences of the two alternatives.

[Pupils points out the various consequences concerning the relevant value conflicts and the teacher lists the main consequences.]

Consequences.
Possible consequences for Alternative 1:
1. Jyothi will get physical relief.
2. Jyothi will be free from torture.
3. Parents will be happy.
4. Her father will be murdered.
5. She can seek the help of many other people.

Possible consequences for Alternative 2:
1. Jyothi will suffer.
2. Her family will worry about her.
3. Jyothi’s childhood will be exploited.
4. Owners will be exploiting the children.
5. She may die because of malnutrition.
6. She may become physically disable for future endeavour.

**IV. Conducting a Class Discussion.**

After the group discussion, a class discussion will be conducted. During the class discussion, every group leader presents the view points of their group and an inter-group discussion takes place with the help of a teacher. Teacher supports the ideas of each group. Teacher explains each of the alternatives and gives more clarifications. Class discussion helps the students to acquaint with different alternatives and their consequences which are not discussed in their groups.

Before closing the discussion, teacher asks students to discuss the positive and negative consequences of other alternative

**V. Closing the Discussion** The teacher synthesizes the alternatives suggested by the students.

Teacher helps the pupils to wind up the discussion and the various leaders present points. Then a final form of viewpoints is mad.

Tchr: What do you think of this model?
Pupil: It is good to think of the various sides of a problem and to seek the help and opinions of others.
Tchr: Yes, you can apply this mode of finding solutions when you face any problematic situations.

Thank you
Pupil : Thank you teacher.
**Lesson Plan – 12**

**Teacher’s Name:** A. Manju  
**Subject:** Value Education  
**Content Area:** School  
**Method of teaching:** VDM

### Specific Objectives

1. Student orientates himself into value conflicting situations.  
2. Student identifies the conflicting values in the value dilemma.  
3. Student identifies the facts, terms and important ideas in the value dilemma.  
4. Student develops the ability to discuss in a group to solve value conflicting situations.  
5. Student thinks divergently in suggesting different courses of action in groups.  
6. Student finds out the possible consequence of different alternative.  
7. Student develops the ability to synthesize the various consequences suggested in the groups.  
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Tr: Are you happy in the morning?  
P: Yes.  
Tr: Are you happy at all time?  
P: No.  
Tr: Have you ever thought of facing confusing situations and be in a trouble?  
P: No.  
Tr: If so happen what would be your reactions?  
(Teacher handles the non-response situation.)  
Now we are going to have a discussion of a confusing state of situation. And value conflicting dilemma. By analysing it you have to find out some possible alternatives for solving the conflict. For this I will give you an easy way namely Value Discussion Model. It consists of five steps and we will have those steps in course of our discussion.  
| Pupil actively takes part in the discussion with the teacher. |
| No response from the part of the pupils. |

**I. Presenting the Dilemma.**
The students are asked to sort out the main facts and difficult terms in the given dilemma.  
Kavitha is a hard working student. Her mother punishes her if she gets less mark in the examination. She also compares Kavitha’s marks with other classmates. Therefore Kavitha is very much frightened of her mother. In the Examination, she was not able to attend the entire question due to lack of time, so she got only less mark. She knows her mother will punish her. She explains the whole situation to the teacher. The teacher understood Kavitha’s situation. Teacher compares her marks with other subjects and understood Kavitha has scored well. Kavitha requested the teacher to give her 2 additional scores. If the
teacher gives additional mark to Kavitha other students will come to know. In this dilemmatic situation, what teacher should do?

**Facts:**
- Kavitha is a hard working girl.
- Her mother punishes her for not getting high score in the examination.
- Kavitha was not able to perform well in exam because of her lack of time.
- Teacher also confirmed that its because of lack of time she got less mark in the exam.
- Kavitha asked extra two marks to the teacher.

**Difficult terms**
- Frightened
- Entire

**Factual Questions:**
The teacher clarifies the factual questions raised by the students.
Pupil 1: Is Kavitha an intelligent girl?  
Tchr : Yes.  
Pupil2 : How will kavitha’s mother punish her?  
Tchr:    : By scolding, beating etc.,  
Pupil 3 : What about the marks of the other students?  
Tchr : They are also have less mark than that of Kavitha.

**II. Dividing Action**
Ok students, I think you have cleared all your doubts regarding this matter. Now think about the various choices of actions which we can consider in this value conflicting dilemma. You can suggest in accordance with the ideas you get.
- Teacher should give additional mark
- Teacher should not give additional mark.
- Teacher should talk to Kavitha’s mother.
- Teacher can give additional marks to all.
- Teacher can also consider the continuous evaluation also.
- Teacher consult other teachers and then can take a decision.

**Group Technique.**
Then the pupils are asked to form groups on the basis of the choices they made.

**III. Organising Small Group Discussion.**
Now the pupils are in their respective groups, the groups get named and they are asked to think over the ideas they put forward. Pupils are asked to identify the major conflicting values and list out the various consequences of the values they have chosen.
The teacher points out the main conflicting values.
- Concern
- Justice

**Alternative:**
Each group presents their own alternatives for solving the value conflict.
Teacher: We have seen the main value conflicts and its two alternatives in the given dilemma. So now we will have a discussion of its consequences. I know that you may have various opinions and so have different suggestions about the consequences of the two alternatives. [Pupils points out the various consequences concerning the relevant value conflicts and the teacher lists the main consequences.]

Consequences.

Possible consequences for Alternative 1:
1. Kavitha will be very happy.
2. .Her mother will treat her well.
3. Kavitha will be great full to the teacher.
4. Teacher will be known as a partial teacher.
5. Kavitha will study well and performs best in the next exam.

Possible consequences for Alternative 2:
1. Kavitha will be frightened of her mother.
2. Mother will scold Kavitha.
3. Kavitha will be disappointed with her teacher.
4. Teacher will be responsible to her duty.
5. Kavitha may feel sad and it may cause her to be low in the class.

**IV. Conducting a Class Discussion.**

After the group discussion, a class discussion will be conducted. During the class discussion, every group leader presents the view points of their group and an inter-group discussion takes place with the help of a teacher. Teacher supports the ideas of each group. Teacher explains each of the alternatives and gives more clarifications. Class discussion helps the students to acquaint with different alternatives and their consequences which are not discussed in their groups.

Before closing the discussion, teacher asks students to discuss the positive and negative consequences of other alternative.

**V. Closing the Discussion** The teacher synthesizes the alternatives suggested by the students.

Teacher helps the pupils to wind up the discussion and the various leaders present points. Then a final form of viewpoints is mad.

Tchr: What do you think of this model?
Pupil: it is good to think of the various sides of a problem and to seek the help and opinions of others.
Tchr: Yes, you can apply this mode of finding solutions when you face any problematic situations.
Thank you
Pupil: Thank you teacher.
Lesson Plan – 13

Teacher’s Name:  A. Manju

Subject: Value Education

Content Area: Community

Method of teaching: VDM

Specific Objectives

1. Student orient himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student develops the ability to discuss in a group to solve value conflicting situations.
5. Student thinks divergently in suggesting different courses of action in groups.
6. Student finds out the possible consequence of different alternative.
7. Student develops the ability to synthesize the various consequences suggested in the groups.
8. Student develops the ability to suggest the best alternative.
9. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
10. Student develops the ability of implementing of Valuing Competencies in his daily life.

<table>
<thead>
<tr>
<th>LEARNING PROCESS</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher enters the classroom with a pleasant and smiley face. She greets the pupils and then has nice rapport with them.</td>
<td>Pupil actively takes part in the discussion with the teacher.</td>
</tr>
<tr>
<td>Tr: are you happy in the morning?</td>
<td></td>
</tr>
<tr>
<td>P: yes.</td>
<td></td>
</tr>
<tr>
<td>Tr: Are you happy at all time?</td>
<td>No response from the part of the pupils.</td>
</tr>
<tr>
<td>P: No.</td>
<td></td>
</tr>
<tr>
<td>Tr: Have you ever thought of facing confusing situations and be in a trouble?</td>
<td></td>
</tr>
<tr>
<td>P: No.</td>
<td></td>
</tr>
<tr>
<td>Tr: If so happen what would be your reactions? (Teacher handles the non-response situation.)</td>
<td></td>
</tr>
<tr>
<td>Now we are going to have a discussion of a confusing state of situation. And value conflicting dilemma. By analysing it you have to find out some possible alternatives for solving the conflict. For this I will give you an easy way namely Value Discussion Model. It consists of five steps and we will have those steps in course of our discussion.</td>
<td></td>
</tr>
</tbody>
</table>

I. Presenting the Dilemma.

The students are asked to sort out the main facts and difficult terms in the given dilemma.

There is a dilemmatic situation in which the members of a village face a conflicting situation. In a village people use woods as fuel for cooking. A group of the villagers is involved in cutting and selling of wood from the jungle and is their livelihood. The government agency has proposed some amount in the form of help for villagers to establish bio-gas plant. The bio-gas plant seems to be economical. But some villagers oppose the proposal of bio-gas plant. They say that bio-gas is made from dirty material and cooking by using gas prepared from dirty material is not desirable. If all people will use biogas some of the villagers will suffer with problem of...
livelihood because of less demand of fuel wood. In this situation what the villagers should do?

**Facts:**
- Village people use woods as fuel for cooking.
- They earn their livelihood by cutting selling trees.
- Government proposed to establish bio-gas plant.
- Some villagers opposed the idea of bio-gas plant.
- If they encouraged the use of bio-gas it would affect the livelihood of the villagers.

**Difficult terms**
Bio-gas plant, economical, dirty material etc.,

**Factual Questions:**
The pupils raised some questions based on the situation given to them.

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Question</th>
<th>Tchr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil 1</td>
<td>Is there any provision for LPG in the village?</td>
<td>No.</td>
</tr>
<tr>
<td>Pupil 2</td>
<td>Are they educated?</td>
<td>No.</td>
</tr>
<tr>
<td>Pupil 3</td>
<td>Is there any opportunities for employment?</td>
<td>Not much.</td>
</tr>
<tr>
<td>Pupil 4</td>
<td>Do the villagers get any other source of income?</td>
<td>No.</td>
</tr>
</tbody>
</table>

**II. Dividing Action**
Ok students, I think you have cleared all your doubts regarding this matter. Now think about the various choices of actions which we can consider in this value conflicting dilemma. You can suggest in accordance with the ideas you get.

- Villagers should have bio-gas plant.
- Villagers should use jungle wood.
- Villagers should use both bio-gas plant and jungle wood.
- Government should provide them with any other source of income.
- Villagers should get markets outside their village.

**Group Technique.**
The pupils are asked to form groups on the basis of the choices they made.

**III. Organising Small Group Discussion.**
Now the pupils are in their respective groups, the groups get named and they are asked to think over the ideas they put forward. Pupils are asked to identify the major conflicting values and list out the various consequences of the values they have chosen.

The teacher points out the main conflicting values.

- Scientific outlook
- Personal welfare

**Alternative:**
Each group presents their own alternatives for solving the value conflict.

- Alternative 1: Villagers should have bio-gas plant.
- Alternative 2: Villagers should use jungle wood as fuel.
Teacher: We have seen the main value conflicts and it’s two alternatives in the given dilemma. So now we will have a discussion of its consequences. I know that you may have various opinions and so have different suggestions about the consequences of the two alternatives.

[Pupils points out the various consequences concerning the relevant value conflicts and the teacher lists the main consequences.]

Consequences.
Possible consequences for Alternative 1:
1. Villagers will get benefits.
2. Health of the villagers will not be improved.
3. Wood cutters will suffer.
4. Jungle will be conserved.
Possible consequences for Alternative 2:
1. The villagers will loose government help.
2. Environment will be deteriorated.
3. Health of the villagers will be improved.
4. No scientific outlook will develop in villagers.

IV. Conducting a Class Discussion.

After the group discussion, a class discussion will be conducted. During the class discussion, every group leader presents the view points of their group and an inter-group discussion takes place with the help of a teacher. Teacher supports the ideas of each group. Teacher explains each of the alternatives and gives more clarifications. Class discussion helps the students to acquaint with different alternatives and their consequences which are not discussed in their groups.

Before closing the discussion, teacher asks students to discuss the positive and negative consequences of other alternative

V. Closing the Discussion

The teacher synthesizes the alternatives suggested by the students.

Teacher helps the pupils to wind up the discussion and the various leaders present points. Then a final form of viewpoints is mad.

Tchr: What do you think of this model?
Pupil: it is good to think of the various sides of a problem and to seek the help and opinions of others.

Tchr: Yes,you can apply this mode of finding solutions when you face any problematic situations.

Thank you
Pupil : Thank you teacher.
Lesson Plan – 14

Teacher’s Name:  A. Manju  
Subject: Value Education

Content Area:  Peer group  
Method of teaching: VDM

Specific Objectives

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student identifies the facts, terms and important ideas in the value dilemma.
4. Student develops the ability to discuss in a group to solve value conflicting situations
5. Student thinks divergently in suggesting different courses of action in groups.
6. Student finds out the possible consequence of different alternative.
7. Student develops the ability to synthesize the various consequences suggested in the groups.
8. Student develops the ability to suggest the best alternative.
9. Student acquires the ability to propose suitable reasons for the selection of the best alternative.
10. Student develops the ability of implementing of Valuing Competencies in his daily life.

<table>
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<tbody>
<tr>
<td>Teacher enters the classroom with a pleasant and smiley face. She greets the pupils and then has nice rapport with them. Tr: are you happy in the morning? P: yes. Tr: Are you happy at all time? P: No. Tr: Have you ever thought of facing confusing situations and be in a trouble? P: No. Tr: If so happen what would be your reactions? (Teacher handles the non-response situation.) Now we are going to have a discussion of a confusing state of situation. And value conflicting dilemma. By analysing it you have to find out some possible alternatives for solving the conflict. For this I will give you an easy way namely Value Discussion Model. It consists of five steps and we will have those steps in course of our discussion.</td>
<td>Pupil actively takes part in the discussion with the teacher.</td>
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</table>

I. Presenting the Dilemma.
The students are asked to sort out the main facts and difficult terms in the given dilemma.
Lazar and Praveen are studying in 8th standard. Both are close friends. Praveen’s mother died when he was two years of age and his father married again. Praveen’s stepmother was very rude to Praveen. In spite of all these circumstances Praveen was good in studies. But now a day Lazar noticed some behavioural changes in Praveen. He is behaving very indifferent and arrogant manner and often seem to sit away from the company of Lazar. Praveen is not performing well in his studies also. Class teacher asked Lazar, about the reasons for Praveen’s poor performance in exams. One day Praveen accidentally find out that Praveen is using drugs. Praveen was
addicted to drugs and he warned Lazar that if he reports this to any one, Praveen will tell the drug seller and he will be a serious threat for Lazar. It may even turn harmful to Lazar’s life. Now Lazar is in dilemma. What should Lazar do in this situation?

Facts:
- Lazar and Praveen are close friends.
- They are studying in 8th standard.
- Praveen’s mother died and his father married again.
- Praveen is good at his studies.
- There is behavioural change in Praveen.
- Praveen becomes a drug addict.

Difficult terms
Drugs, indifferent, arrogant, addicted etc.

Factual Questions:
The pupils raised some questions based on the situation given to them.

Pupil 1: What about Praveen’s other friends?
Tchr: No other close friends.

Pupil 2: What are the behavioural changes that Lazar notices?
Tchr: Lying, avoiding conversation with him etc.

Pupil 3: What about Lazar’s other friends?
Tchr: They are also like Lazar having fear of that drug seller.

Pupil 4: Is there any outside connection for Lazar.
Tchr: No.

II. Dividing Action
Ok students, I think you have cleared all your doubts regarding this matter. Now think about the various choices of actions which we can consider in this value conflicting dilemma. You can suggest in accordance with the ideas you get.

- Lazar should report to the class teacher.
- Lazar should not report to the class teacher.
- He can talk with Praveen’s father.
- Lazar can inform this to his parents.
- Lazar can advise his friend.

Group Technique.
The pupils are asked to form groups on the basis of the choices they made.

III. Organising Small Group Discussion.
Now the pupils are in their respective groups, the groups get named and they are asked to think over the ideas they put forward. Pupils are asked to identify the major conflicting values and list out the various consequences of the values they have chosen.

The teacher points out the main conflicting values.

- Social Responsibility
- Friendship
Alternative:
Each group presents their own alternatives for solving the value conflict.
- Alternative 1: Lazar should report to the class teacher.
- Alternative 2: Lazar should not report to the teacher.

Teacher: We have seen the main value conflicts and it’s two alternatives in the given dilemma. So now we will have a discussion of its consequences. I know that you may have various opinions and so have different suggestions about the consequences of the two alternatives.

[Pupils point out the various consequences concerning the relevant value conflicts and the teacher lists the main consequences.]

### Consequences.
**Possible consequences for Alternative 1:**
1. Lazar’s friendship with Praveen will be broken.
2. Lazar’s life may be in danger.
3. People will accept Lazar’s courage and social responsibility.
4. Lazar can save Praveen from his bad habit.
5. Lazar can be a role model to his friends.
6. Everyone can realize the meaning of friendship.

**Possible consequences for Alternative 2:**
1. No threat to Lazar’s life from the drug seller.
2. Lazar can maintain his friendship with Praveen.
3. Other classmates may also follow Praveen.
4. Praveen’s future may be spoiled.
5. Lazar may have disturbed by this thought.
6. Others may blame Lazar for his action.

### IV. Conducting a Class Discussion.
After the group discussion, a class discussion will be conducted. During the class discussion, every group leader presents the view points of their group and an inter-group discussion takes place with the help of a teacher. Teacher supports the ideas of each group. Teacher explains each of the alternatives and gives more clarifications. Class discussion helps the students to acquaint with different alternatives and their consequences which are not discussed in their groups.

Before closing the discussion, teacher asks students to discuss the positive and negative consequences of other alternative.

### V. Closing the Discussion
The teacher synthesizes the alternatives suggested by the students.
Teacher helps the pupils to wind up the discussion and the various leaders present points. Then a final form of viewpoints is made.

Tchr: What do you think of this model?
Pupil: it is good to think of the various sides of a problem and to seek the help and opinions of others.
Tchr: Yes, you can apply this mode of finding solutions when you face any problematic situations.

Thank you
Pupil: Thank you teacher.
### Lesson Plan – 15

**Teacher’s Name:** A. Manju  
**Subject:** Value Education  
**Content Area:** Family  
**Method of teaching:** VDM

#### Specific Objectives

1. Student orients himself into value conflicting situations.  
2. Student identifies the conflicting values in the value dilemma.  
3. Student identifies the facts, terms and important ideas in the value dilemma.  
4. Student develops the ability to discuss in a group to solve value conflicting situations  
5. Student thinks divergently in suggesting different courses of action in groups.  
6. Student finds out the possible consequence of different alternative.  
7. Student develops the ability to synthesize the various consequences suggested in the groups.  
8. Student develops the ability to suggest the best alternative.  
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### I. Presenting the Dilemma.  

The students are asked to sort out the main facts and difficult terms in the given dilemma.  

Ram is a well known businessman in the city. His wife Chithra is a house wife. Their two sons are studying in a reputed college in the city and they are staying in hostels. Ram’s mother Lalitha is living with him. She is seventy years old and suffering from some physical ailments. They have a maidservant in their home for doing the house hold works. She has gone to her home for 3 days leave. Next day Chithra’s brother Dileep invited Ram and Chithra to his son’s birthday party. Ram and Chithra discussed about going for the party. If they go for the party, Lalitha who is not physically well will be alone at home. If they do not attend the party, Dileep and his
family members will be upset with Ram and Chithra. Chithra suggested that they will lock his mother and go for the party. Now Ram is in a dilemma. What should Ram do in this situation?

**Facts:**
- Ram is a well known businessman in the city.
- Ram’s mother Lalitha is living with him and is not physically well.
- There is a maidservant in their home.
- Chithra’s brother is Dileep and he invited Ram and Chithra for a party.
- The servant also takes three days leave.

**Difficult Terms:**
- Reputed, physical ailments, Maid servant etc.,

**Factual Questions:**
The pupils raised some questions based on the situation given to them.
- **Pupil 1:** Why can’t Ram take his mother to party?
  - **Tchr:** She cannot travel.
- **Pupil 2:** How long will they take to come back if they attend the party?
  - **Tchr:** Nearly 3 to 4 hours.
- **Pupil 3:** do the children get one or two days leave?
  - **Tchr:** No, because they have exam on next week.
- **Pupil 4:** Is there any extension possible in her departure?
  - **Tchr:** No.

**II. Dividing Action**
Ok students, I think you have cleared all your doubts regarding this matter. Now think about the various choices of actions which we can consider in this value conflicting dilemma. You can suggest in accordance with the ideas you get.
- Ram should lock his mother and attend the party.
- Ram should not attend the party.
- Ram should allow Chithra to go party.
- Ram can call back the maid servant.
- Ram can seek the help of any one of his friends or neighbours.

**Group Technique.**
Then the pupils are asked to form groups on the basis of the choices they made.

**III. Organising Small Group Discussion.**
Now the pupils are in their respective groups, the groups get named and they are asked to think over the ideas they put forward. Pupils are asked to identify the major conflicting values and list out the various consequences of the values they have chosen. The teacher points out the main conflicting values.
- **Concern for relatives**
- **Concern for her mother**

**Alternative:**
Each group presents their own alternatives for solving the
value conflict.
  - Alternative 1: Ram should attend the party
  - Alternative 2: Ram should not attend the party

Teacher: We have seen the main value conflicts and it's two alternatives in the given dilemma. So now we will have a discussion of its consequences. I know that you may have various opinions and so have different suggestions about the consequences of the two alternatives.

[Pupils points out the various consequences concerning the relevant value conflicts and the teacher lists the main consequences.]

Consequences.

Possible consequences for Alternative 1:
1. Ram will become an irresponsible son.
2. Ram and Chithra can enjoy the party.
3. Dileep and his family members will be happy with them.
4. Other’s will blame Ram for what he has done to his mother.
5. Ram cannot be a good role model to his children.
6. Ram can’t be peaceful in his mind.

Possible consequences for Alternative 2:
1. Ram can become a responsible son.
2. Dileep and family members will be upset.
3. Chithra will be angry to Ram.
4. Other family members and friends may appreciate Ram’s decision.
5. Ram’s children can also follow Ram.
6. No one can put the blame upon Ram.

IV. Conducting a Class Discussion.

After the group discussion, a class discussion will be conducted. During the class discussion, every group leader presents the view points of their group and an inter-group discussion takes place with the help of a teacher. Teacher supports the ideas of each group. Teacher explains each of the alternatives and gives more clarifications. Class discussion helps the students to acquaint with different alternatives and their consequences which are not discussed in their groups.

Before closing the discussion, teacher asks students to discuss the positive and negative consequences of other alternative.

V. Closing the Discussion The teacher synthesizes the alternatives suggested by the students.

Teacher helps the pupils to wind up the discussion and the various leaders present points. Then a final form of viewpoints is mad.

Tchr: What do you think of this model?
Pupil: it is good to think of the various sides of a problem and to seek the help and opinions of others.
Tchr: Yes, you can apply this mode of finding solutions when you face any problematic situations.
Thank you
Pupil: Thank you teacher.
STUDENT'S WORKSHEET FOR VALUE DISCUSSION MODEL

Name:                     School:
Lesson No:               Date:

Main Points in the Value Dilemma:

Difficult Terms in the Value Dilemma:

Factual Questions in the Value Dilemma:

Action of Choice:
Group Discussion – I

Conflicting Values in the Dilemma:

1. 

2. 

Selected Alternative: ___________________________________________________________

Possible Consequences of Selected Alternative:

Class Discussion

Inter-Group Discussion

Other Alternatives and their Consequences:
Group Discussion - II

Final Selection of Best Alternative:

Closing the Discussion

Reasons behind the Best Alternative:
**LESSON PLAN BASED ON EXISTING METHOD**

**Lesson Plan – 1**

*Teacher’s Name: A. Manju*  
*Subject: Value Education*  
*Content Area: Family*  
*Method of teaching: Existing Method*

**Specific Objectives**

1. Student orients himself into value conflicting situations.
2. Student identifies the conflicting values in the value dilemma.
3. Student develops the ability to discuss in a group to solve value conflicting situations.
4. Student finds out the possible consequence of different alternative.
5. Student develops the ability of implementing Valuing Competencies in his daily life.

<table>
<thead>
<tr>
<th>Learning Process</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher enters the classroom and establishes a good rapport with the pupils. Teacher: Do you know which our first school is? Pupil: Our family. Teacher: Exactly. Our family is our first school. We learn many things from our family. Do we have happy occasions only on our family? P: No. Teacher: Yes, sometimes we have to face some problems too in our family. Have you undergone any such experience? P: Yes. Teacher: OK. Here we are going to have discussion of a particular family in which a girl namely Meera is facing a problem and a value conflict in her mind., that is what to do in a particular situation or a conflicting state to take a decisive action. So after the discussion of it suggest a solution for this and help Meera to take a decisive step.</td>
<td>Pupil actively participated in the rapport</td>
</tr>
</tbody>
</table>

**INTRODUCING THE DILEMMA**

Meera belongs to a very poor family. She took loan from a bank and thus successfully completed his nursing course. Her father is a handicapped person. They lived with the very low income which Meera gets from the hospital where she works and the money they got by selling lotteries. Her mother is a severe patient. Meera’s younger sisters are studying at school. She is trying to go abroad, to help her family. On this occasion, all her papers are ready, to go and work abroad. She got visa and all other documents to go abroad. This was a great relief for her and family. They are suffering from financial crisis, which makes them even to lose their own home. But, very few hours before her journey her mother’s condition worsened and thus she could not go to the job, leaving her mother in such a situation. Meera’s father...
asked her to sit near her mother. If Meera could not join this job, then she will lose this job, which she wished for many years. Not only that, her house reached the zenith of all financial crises. In this critical point what will Meera decide?

Collaborative Reading

Pupils are asked to read the dilemma individually and then have a discussion with their friends to find out the main facts and the difficult term if any.

Pupils are asked to list out the main facts and the teacher helps them by giving hints.

- Meera, a girl from a poor family is facing a problem.
- She is good at studies and completed nursing course.
- Now Meera is working at low salary.
- She got a good opportunity in a foreign country.
- Her mother becomes seriously ill.
- Meera is in a confusing situation, whether to be with her mother or to go for the job.

Difficult Terms

Severe, crisis, worsened, Zenith.

Factual questions

P: What about Meera’s younger sisters?
Tr: They are children who are studying in 8th and 10th standards.

P: Are they capable of looking after their mother?
Tr: No.

P: Is the father working in any firm?
Tr: No.

Individual perception

All the pupils points out their own ideas and the value which is in the dilemma.

1. Longing for a good future.
2. Financially securing life.
3. Consideration for other family members.
4. Love of mother.
5. Preserving the life of an individual.
(Teacher lists out the main value conflicts.)

- Preserving Life.
- Financial Security.
- Then the teacher gives two alternatives for Meera in order to
overcome the conflicts.

- Taking mother to the hospital.
- Going abroad to get the job.

Pupils have their own opinion regarding the matter. Some of them may have something to tell over the suggestions made by others. So the teacher asks them to tell the consequences of both the alternatives. Pupils give their suggestions in a random manner and the teacher has to categorise them into two columns of Alternative 1 & Alternative 2.

**Alternative 1**

**Possible consequences of Alternative 1**

1. She may lose a good opportunity.
2. Mother may have a feeling of guilty conscious.
3. Her mother would get sufficient care and treatment.
5. Meera be a role model to others in fulfilling her duty as a daughter.
6. Others may blame her for not using a good opportunity.
7. After getting mother secure Meera would get another opportunity.

**Alternative 2**

**Possible consequences of Alternative 2.**

1. Meera’s life can be secured by entering into the job.
2. A guilty conscious may follow Meera in all her life for not considering her mother.
3. Mother may lose her life.
4. Others may blame Meera.
5. Meera can content with the job only.

**Conclusion by the Teacher**

Teacher: You have listed out various points regarding the two alternatives in taking a decision. In these two, the first one has more relevance and it has more positive possible consequences. So for Meera it is good to be with her mother.
VALUING COMPETENCIES SCALE

INSTRUCTIONS: Enclosed are some Statements related to Valuing Competencies. Read each statement carefully and once you have understood it, you may put a tick mark (✓) in the response sheet given to you. Please enter your response freely. I request your co-operation.

Family

1. I like to respect my parents.
2. I prefer to assist my sibling in his studies than to go for a movie with other family members.
3. I will not obey my parents when I get high position in future.
4. I will obey my parents if they insist me to tell lie to my teacher on some family affairs, though I hate lying.
5. I am happy that I can help my parents in certain situations.
6. I am not able to commit any help in the family even when situation demands because of my studies.
7. I will not say anything to my parents though I am punished for which I am not responsible.
8. I argue with my parents when there is no justice in their order.
9. I offer my savings when there is a need for money at home even I have planned it for something else.
10. I am not happy in accompanying my parents in their hospital check up.
11. I prefer to go for a movie with cousins even my parents strictly insist not to go.
12. I love my parents in all situations in my life.
13. I prefer to spend my weekend with my cousins than to assist my mother who is very sick.
14. I respect my parents because my grandparents scold me if I don’t.

School

1. I like to be attentive in my classes.
2. If my classmates invite me to go for a movie on class time, I will not go even if the class is boring.
3. I will not do my homework regularly.
4. I will extend my help to a rescue activity associated with road accident on my way to school during examination.
5. I feel proud to be a part of my school.
6. I will not obey my teacher who tells me to sweep the classroom, when it is not my turn.
7. I co-operate with all the decisions taken by school parliament, even if there is no justice.
8. I will give complaint about the teacher to the higher authority who shows partiality and threatens to students.
9. I will lend my notebook on the eve of the examination to my classmate, who was hospitalized for long time.
10. I feel bad in co-operating with my classmates in their efforts for getting financial assistance for a new school library.
11. I allow my classmate to copy my answer sheets, if he asks me to do so.
12. I am always punctual to my school.
13. I like to spend my leisure time in playing games than to assist my class teacher in organizing an exhibition in school.
14. I am very attentive in my classes, because the teacher frequently asks me to be attentive.

**Peergroup**

1. I like to help my friends.
2. I prefer to spend time with my friends in group study than chatting.
3. I will not help my friends to complete their difficult work all the time.
4. I will not write an assignment for my friend, because I know what will happen to him.
5. I never want to lose any of my friends because of any little disagreement.
6. I don’t report a malpractice done by my friend during class exam, because our friendship will break if I do so.
7. Since I value friendship, I will not say anything against my friends, though they are wrong.
8. Whenever my friends tease some of my juniors, I discourage them even if my friends may get angry with me.
9. If my close friend asks me to do a favour for him, I will do it even if have little disagreement with his idea.
10. I am not happy with friends even though they are helping me a lot.
11. If my close friend asks me to have a friendship with bad company, I will do it.
12. I am always loyal to my friends.
13. When I have some work, I will not accompany my friend to hospital.
14. I help my friends otherwise they wouldn’t help me when I need.
Community

1. I like to participate in cultural programmes organized by community clubs.
2. I like to be a part of cleaning programme organized by community club than to attend a meeting in a club where film star is participating.
3. I am not interested to take part in community programmes all the time.
4. I prefer to co-operate in a protest against pollution from nearby factory, even though the factory owner is my father’s friend.
5. I am very much happy in spending time in planting tree programme which is held in a place far away from my home.
6. I will not co-operate with rescue activity associated with fire accident in my street.
7. I will not fight for any injustice in the community.
8. Whenever I find any quarrel, I will question as a member of that community.
9. I prefer to give my seat to an old lady even if my physical condition is not well.
10. I am very much pleased to share my food with a person who is not socially acceptable.
11. I participate in a student protest against suspending a student for smoking in the school campus.
12. I always extend my help for orphan students.
13. I prefer to participate in a community cultural programme than to involve in a fund raising music programme for the disabled students.
14. I take part in activities organized by community clubs, because my father compels me to do so.
Valuing Competencies Scale

**Appendix – G**

**Value Scale Response Sheet**

**Name:**  
**Name of School:**  

**Gender:** Male/Female  
**Type of School:** Govt/Aided/Private  

There should be only one answer for every statement. There is no right or wrong answers, so, please give your response on all the items. Put a tick (✓) mark against each statement. Your answers will be kept confidential. The expansion of abbreviation for SA, A, U, D, SD are given below.

SA: Strongly Agree  
A: Agree  
U: Uncertain  
D: Disagree  
SD: Strongly Disagree

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