



DAMTSI Activity Book



Developing **A**ccountable and **M**oral, **T**rustworthy
and **S**uccessful **I**ndividuals





"One of the key attributes that will set us apart from others is the value of integrity. We must be a nation of honest, reliable and trustworthy people."

His Majesty's Address on the 14th RUB Convocation, 2019



དཔལ་ལྷན་འབྲུག་གཞུང་། ངོ་ལྷན་བཀའ་སློམ་ལྷན་ཚོགས།

**ROYAL GOVERNMENT OF BHUTAN
ANTI-CORRUPTION COMMISSION**

‘NATION’S CONSCIENCE’
“LEAD BY EXAMPLE”
“If you care, you will dare”



Foreword

Corruption is a complex and dynamic phenomenon, a crime that is insidious, could happen anywhere, and takes myriad and changing forms. It breeds inequality and injustice, impedes socio-economic development, deteriorates the fundamental values that underpin our Gross National Happiness society, and undermines the very security and sovereignty of the Nation. Our Constitution provides that every person bears the fundamental duty to act against corruption. Above all, in the prophetic words of His Majesty The King “...one of the key attributes that will set us apart from others is the value of integrity. We must be a nation of honest, reliable and trustworthy people”.

An intrinsic cause of corruption is the depletion of moral values. As such, promoting the development of individuals of integrity and a society that is truly intolerant of corruption is the most viable and sustainable approach in fighting corruption. Such a culture has to be consistently fostered through both short and long term measures i.e. not only through detection and deterrence but also through awareness and value education starting at a very early age.

It is in this context, the Anti-Corruption Commission (ACC) in consultation with the relevant agencies, implements the Youth Integrity Program (YIP), including programs targeted for early childhood. The aspiration of the YIP is for a generation of upright citizens who embrace and promote a culture of integrity, transparency and accountability and are able to bring about change in the lax attitude and behavior of general citizens towards corruption.

The habits of integrity are the expectations to which we need to hold children from a young age. Bad habits developed early are the hardest to break. It is crucial that values such as *honesty*, *responsibility* and *fairness* are instilled and habituated in our children at a very early age for far-reaching impact on their character development. These fundamental values are at the heart of this *DAMTSI Activity Book*. It is designed to establish a basic foundation of moral values and nurture positive character and moral intelligence in our children in the formative years of their life through center-based and parenting education. The ACC is optimistic that it will contribute to the wholesome growth of our children and towards the *development* of *accountable*, *moral*, *trustworthy* and *successful* individuals i.e. *damtsi* in word and meaning.

Tashi Delek!

(Deki Pema)
Chairperson
29th March 2022



Foreword

As the world grapples to cope with changing times, Bhutan cannot afford to remain a bystander and watch the drama of change. We are already experiencing the end of the 4th industrial revolution, and it will not be long before we encounter the 5th industrial revolution, and accordingly, our future generations need preparation to embrace it confidently. If we want to see prosperity tomorrow, we need to prepare today, as nothing comes as a miracle if we have not prepared well enough. The future generations of Bhutanese should not be victims of change because of our ignorance today. As His Majesty, the 4th King remarked “The future of Bhutan lies in the hands of our children”, their future will depend on our efforts and the quality of education that they receive today.

Toward this, the Ministry of Education (MoE) has been relentlessly focusing on expanding access to Early Child Care Development (ECCD) centers as a priority in working towards the achievement of 50 percent access by 2023 as per the target set for the 12th Five-Year Plan. There has been an exponential increase in the number of ECCD centers being established. Since young children are in their most formative stage of life which also coincides with the development stage where the rapid brain development makes the period most critical and sensitive, maximum opportunity awaits for optimum development as well as vulnerability to negative influences.

Youth Integrity Education is integral to our learners as integrity is the basis of social harmony and action. Nonetheless, teaching the meaning and importance of integrity to young children is challenging. So, we need to shape a child’s integrity by treating them with respect and dignity and listening to their feelings and concerns without judging them. Hence, ECCD centers and parents have a pivotal role to help children understand and uphold the values of integrity towards building constructive and contributory citizens for a just and harmonious society for all times to come. As John Dewey said, “If we teach today as we taught yesterday, we rob our children of tomorrow.” The Harvard center on the Developing Child has also stressed that “When we invest wisely in children and families, the next generation will pay that back through a lifetime of productivity and responsible citizenship. When we fail to provide children with what they need to build a strong foundation for healthy and productive lives, we put our future prosperity and security at risk.”

Therefore, the early orientation of moral values, personality traits, and competencies by way of the child’s own experience and role modeling by adults is critical when brain development is most rapid and the opportunity for optimal internalization is maximum. Thus, the DAMTSI Activity Book for ECCD learners is a propitious initiative to impart Integrity education from a very young age. The MoE is optimistic that this initiative will enable our children to perform better in life as they grow up to become accountable, moral, trustworthy, and successful individuals.


(Karma Galay)
Director General

05.04.2022



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Introduction

Intrinsically, corruption is caused by the degeneration of values. Since the ultimate and sustainable anti-corruption measure is behavioral change of citizens, ethics and integrity education is paramount to promote the highest level of integrity thereby producing honest generations.

The Transparency International 2014 Report on *Asia Pacific Youth: Integrity in Crisis* reveals that young people face challenges in upholding their integrity standards, and they are willing to behave corruptly if it yields personal benefit. They believe that people have more chances of achieving success in life if they lie, cheat, break the law and act corruptly. Similarly, the ACC's 2022 survey report on *Youth Integrity Assessment* reveals that 26 percent of the youth are willing to cheat or lie if it is going to benefit them and 24.5 percent of teachers feel that values and integrity are degenerating among the present youth as compared to the youth of yesteryears.

As more than 45 percent of the Bhutanese population consists of youth and children, early interventions for young children are essential to ensure their holistic development and prepare them for the future. By teaching the meaning and significance of moral values from an early age, the children can acquire skills, knowledge, and behaviors that will help break the chain of corruption.

Furthermore, early childhood is the most momentous period of children's development as the period coincides with rapid brain development. The period from birth to five years is the most critical and sensitive given that 85% of human brain development takes place in this short window of time, laying the foundations for all competencies and qualities of a person. Just as children go through different stages of physical, emotional, social and cognitive development in the early years, children also grow morally and ethically as they get older. The foundation for moral and ethical behavior begins to form in the first five years, and early care and education impact morally throughout life.

Towards this, the Anti-Corruption Commission in collaboration with the Ministry of Education has developed the DAMTSI Activity Book for "*Developing Accountable and Moral, Trustworthy and Successful Individuals*". DAMTSI Activity Book is designed to educate both children and the parents on integrity towards laying a strong foundation for the moral development of children and developing a sense of intolerance to corruption from an early phase of their childhood.

The DAMTSI Activity Book consists of three competencies namely Honesty, Responsibility and Fairness under the subdomain "*Moral Development*" of the "*Spiritual, Moral and Cultural Development*" domain of the Early Childhood Care and Development (ECCD) program. It includes 42 activities for children and 15





parenting education activity cards for parents focusing on building a strong sense of honesty, responsibility, and fairness among the ECCD children through a wide range of centre-based activities and parenting education. It also includes a Trainer's Guide to familiarize trainers and practitioners on core concepts and principles related to integrity education for children, and to equip them with the skills necessary to implement the Activity Book effectively and efficiently.



The goodness of a person is at its purest in the young and this is the root from where all hope and optimism about the future springs.

- His Majesty The King





Honesty





1. Competency: Honesty

Honesty is the foundation of trust, and being honest takes a lot of moral courage. The person who values the principle of honesty builds up a strong character which is essential for success and to lead a fulfilling life. What precedes honesty is the ability to judge the difference between right from wrong and good from bad. Children establish a sense of honesty when adults encourage and teach them the virtuous attributes of honesty such as speaking the truth based on facts, acting truthfully, avoiding doing immoral things, keeping one's word, being trustworthy, and practising fair actions are the virtuous attributes in building honest citizens.

Framework to Promote Honesty

Competency/ Value	Indicators	Activities for Children	Activities for Parents
The children are able to uphold honesty.	1. The child is able to respond truthfully.	1. The Honest Woodcutter 2. Whispering Game 3. Jumping the Line	1. Norzip Penjor
	2. The child is able to keep promises/commitments.	4. Keeping Promises 5. Keep Your Promise, and Earn a Reward!	2. Keeping Promises
	3. The child is able to admit one's mistakes honestly.	6. Puppet Story 7. Creating a Story Board	3. Dorji Owns Up His Mistake
	4. The child is able to return lost-and-found items to the Centre/owner honestly and promptly.	8. Hunting for Objects 9. Campus Tour	
	5. The child is able to report misbehaviours and unfairness honestly and promptly.	10. Vegetable Race 11. Yarab Choed-ba Lhab Gay	
	6. The child is able to ask permission before taking things and taking leave.	12. Card Game	4. Ask Permission
	7. The child is able to appreciate acts of honesty.	13. Gratitude Board	5. Gratitude Jar



**Activity for Children****Activity 1**

Name of the Activity: The Honest Woodcutter

Type of Activity: Story

Competency: Children will be able to exhibit honesty.

Learning Objective: The child will be able to say the importance of telling truth at the end of the story.

Materials: Moral Story -The Honest Woodcutter

The Honest Woodcutter



Once, there lived a woodcutter named Dorji, who lived a very simple life. He was poor but he was a good man and worked hard. One day while chopping down a branch, Dorji's axe slipped and fell into the river. He tried searching for his axe but couldn't.

He sat down by the river bank and started weeping. Hearing him crying, God appeared and promised to help him find his axe. He dove into the water and brought an axe completely made of gold. Dorji said that it wasn't his axe and refused to accept it. The God dove again and returned with a silver axe, Dorji refused again and said that his axe was made of steel. The God went into the water for one last time and returned with Dorji's axe. Overjoyed, Dorji thanked the God.

Impressed by his simplicity and honesty, the God decided to give Dorji the gold and silver axe too. Dorji went home happily.



**Activity for Children****Description of the Activity/Instructions:**

1. Sit in a semi-circle with the children and say "Today I am going to narrate a story".
2. Ask children to look at the picture of the story and guess the story title.
3. Acknowledge children for guessing and introduce the title of the story.
4. As you narrate the story, ask children to predict what will happen next.
5. The facilitator will lead the discussion and share the moral of the story.
6. The Facilitator will tell the importance of being truthful and the consequences of telling lies.

Note:

1. The facilitator will narrate other stories on *honesty or truthfulness*.
2. The facilitator will role-model by telling the truth and encourage the children to be truthful at all times.

Activity 2**Name of the Activity:** Whispering Game**Type of Activity:** Game**Competency:** Children will be able to exhibit honesty.**Learning Objective:** The child will be able to tell the truth.**Materials:** Nil**Description of the Activity/ Instructions:**

1. Let the children sit in a circle and tell them that we will play a *Whispering Game*.
2. The facilitator will demonstrate how to play the game.
3. The facilitator will first whisper two or three words into a child's ear sitting on the right-hand side of the facilitator. For example, (সুপার মার্কেট) *nga shop mehab*, (অসম্মানিত) *nga awoo meku*, etc.
4. Then the child will whisper the words that he/she heard to the child's ear sitting next to him/her.
5. Continue until the word/s has been passed to all the children in the circle.
6. In the end, let the last child say aloud the word/s he/she heard followed by the rest of the students.
7. The facilitator will say the correct word/s and let the children repeat the word/s.
8. Explain the importance of being honest and telling the truth. Encourage the children to ask if they have not understood the word/s instead of lying or making things up, and highlight the consequences of speaking without understanding the facts.





Activity for Children

Note:

The facilitator will role-model by telling the truth and encourage the children to tell the truth at all times.

Activity 3

Name of the Activity: Jumping the Line

Type of Activity: Game

Competency: Children will be able to exhibit honesty.

Learning Objective: The child will be able to differentiate between a lie and a truth.

Materials: Sticky tape/chalk, set of true or false questions, space to play, note pad with a statement of lies and truths

Description of the Activity/ Instructions:

1. Make a straight-line using chalk or sticky tape.
2. Tell the children that *Jumping the Line* game will be played.
3. Mark one side of the line as LIE and the other side as TRUTH. Ask the children to stand on the line.
4. Tell the children that the facilitator will tell some statements.
* If a child thinks it is LIE, the child will jump towards the LIE side of the line. *For example, the facilitator shows a chilli and says "This is a potato."*
* If a child thinks it is a TRUTH, then the child will jump towards the TRUTH side of the line. *For example, the facilitator shows a pencil, and says "This is a pencil."*
5. Play the game with the children.
6. Let a child volunteer to lead the game by telling LIE and TRUTH statements.
7. After the game, the facilitator will lead the discussion on what they have learned from the game. Explain the importance of telling the truth and the consequences of lying.

Note:

1. The facilitator will share the experiences of the children telling the truth and lies in the Centre.
For example, lying to a facilitator to visit the toilet on the pretext of going out, lying that they have washed their hands on the pretext of eating first.
2. The facilitator will praise the children for telling the truth or being honest and explain the consequences of lying.





Activity for Children

Activity 4

Name of the Activity: Keeping Promises

Type of Activity: Game

Competency: Children will be able to exhibit honesty.

Learning Objective: The child will be able to keep promises.

Materials: A box, a set of pictorial positive habit cards (Use activity cards "Home Rules").

Description of the Activity/Instructions:

1. Let the children sit in a circle.
2. The facilitator moves around with the promise box containing pictorial positive habit cards and asks each child to pick a card from the box.
3. A child then shows the card to the friends and makes a promise: For example, the child who has the *brushing teeth* card will say, "I promise to brush my teeth daily".
4. Repeat until all children get their turns.
5. The facilitator will tell the importance of keeping promises in daily lives and the consequences of breaking their promises.

Note:

1. Ask children to make their promises during circle time.
2. Ask children to draw their promises and display them in the room.
3. The facilitator will role-model by making and keeping promises in front of the children. Encourage the children to keep promises in daily activities/lives (learning area, indoor and outdoor activities, playtime, etc.).

Activity 5

Name of the Activity: Keep Your Promise, and Earn a Reward!

Type of Activity: Experiment

Competency: Children are able to exhibit honesty.

Learning Objective: The child will be able to keep promises and commitments.

Materials: Chocolates/cupcakes for every child

Description of the Activity/Instructions:

1. Arrange the chocolates for all children and give them a bar of chocolate each.
2. Let the children make promises not to eat the chocolate.
3. Leave the children on their own for ten minutes.
4. After the given time, check and reward the children who have kept their promises with another chocolate.
5. Discuss the importance of keeping promises and the consequences of breaking them.





Activity for Children

Note:

1. This activity can be varied by having smaller groups doing it while others are watching them.
2. The facilitator should take a lead role in keeping promises and encourage children in keeping promises whenever appropriate in daily activities/lives.
3. The facilitator can share the story "The Honest Cow and the Tiger" (Refer Annexure)

Activity 6

Name of the Activity: Puppet Story

Type of Activity: Role-play

Competency: Children will be able to exhibit honesty.

Learning Objective: The child will be able to admit one's mistakes honestly.

Materials: Two puppets and a puppet screen

Description of the Activity/ Instructions:

1. The facilitator demonstrates the puppet story:
 - ✓ Puppet 1 does something negative (such as kicking a toy)
 - ✓ Puppet 2 says: "Mabay mabay, dhe leshom men" ກ້າດວດກ້າດວດ ດຳນິນຸ່ງ ກ້າດວດ
 - ✓ Puppet 1 says: "Gom mat threl, nga zoel so nu" ກ້າດວດກ້າດວດ ດຳນິນຸ່ງ ກ້າດວດ
 - ✓ Puppet 2 says: "Dra dra, lekso yeh" ດຳນິນຸ່ງ ກ້າດວດກ້າດວດ
2. Give two puppets and let children act out using the puppets.
3. Repeat this with the following actions:
 - a. Taking away other's things without permission
 - b. Telling something that is not true
 - c. Hitting or pushing a friend
 - d. Littering or throwing rubbish around
 - e. Yelling at a friend
4. The facilitator will lead the discussion on the importance of admitting one's mistake and the consequences of not owning up one's mistake.

Note:

1. The facilitator will role-model in admitting one's mistake and accept the mistakes owned up by the children positively.
2. Encourage the children admit to their mistakes while carrying out different learning activities and in daily lives.





Activity for Children

Activity 7

Name of the Activity: Creating a Story Board

Type of Activity: Game

Competency: Children are able to exhibit honesty.

Learning Objective: The child will be able to admit one's mistakes.

Materials: A set of picture cards (Use "Dorji Owns Up His Mistake" activity cards)

Description of the Activity/ Instructions:

1. The facilitator will tell a story using 4 picture cards as follows:
 - a. A picture of a child breaking an object
 - b. A picture showing the child responding/ feeling about it (nervous)
 - c. A picture showing how an adult reacted to the event (calming)
 - d. A picture showing how the adult helped the child fix it
 - e. A picture showing the child committing to admit her mistakes
2. Discuss the following questions:
 - a. If you were the child in the picture, how would you have felt?
 - b. What do you think about the reaction of the adult?
 - c. What would you have done if you were the adult in the picture?
3. Explain how hard it will be to speak the truth, but being truthful is always the best. Also, explain that parents may be sad or disappointed by something that had happened, but they always want their children to tell the truth.

Note:

1. The facilitator will role-model in admitting one's mistake and accept the mistakes owned up by the children positively.
2. Encourage the children to admit their mistakes while carrying out different learning activities and in daily lives.

Activity 8

Name of the Activity: Hunting for Objects

Type of Activity: Game

Competency: Children are able to exhibit honesty.

Learning Objective: The child will be able to return lost-and-found items to the centre/owner honestly and promptly.

Materials: Classroom play materials





Activity for Children

Description of the Activity/Instructions:

1. The facilitator will arrange a pair of objects such as bottle caps, blocks, pencils, etc.
2. Divide the children into small groups.
3. Give one object to every child and hide the other one.
4. Then ask the children to look for the pair.
5. If a child finds the wrong object, he/she will give the object to the child with the right pair.
6. The child who receives the right object will thank his /her friends.
7. Continue till all children find their correct pair of objects.
8. The facilitator will lead the discussion and tell the importance of returning lost-and-found items honestly.

Note:

1. The facilitator will praise the children who returned the lost-and-found items honestly during the circle time and encourage other children to do the same.
2. The facilitator will role-model by returning the lost-and-found items in presence of all the children.

Activity 9

Name of the Activity: Campus Tour

Type of Activity: Others

Competency: Children are able to exhibit honesty.

Learning Objective: The child will be able to return lost-and-found items to the Centre/owner honestly and promptly.

Materials: Centre play materials

Description of the Activity/Instructions:

1. The facilitator will keep the play materials in and around the campus.
2. Take the children for a campus tour where the play materials are kept.
3. Pretend that the facilitator is unaware of the play materials and see who all informs/returns the materials to the facilitator.
4. Acknowledge the children for informing/returning the play materials found.
5. The facilitator will lead the discussion and tell the importance of returning the play materials found.
6. Repeat this for the following days to instill and practise the value.





Activity for Children

Note:

1. Encourage the children to return the found items by putting them in the lost-and-found box.
2. The facilitator will praise the children who returned the lost-and-found items honestly during circle time and encourage other children to do the same.
3. The facilitator will role-model by returning the lost-and-found items in presence of all the children.

Activity 10

Name of the Activity: Vegetable Race

Type of Activity: Game

Competency: Children are able to exhibit honesty.

Learning Objective: The child will be able to report misbehaviors and unfairness during the game honestly.

Materials: Vegetables

Description of the Activity/ Instructions:

1. The facilitator will set up the game by placing any 3 vegetables in lines.
2. Draw the starting line 3 meters away from the vegetables.
3. Divide the children into groups.
4. The facilitator will demonstrate how to play the game.
 - a. Let a member from each group line up at the starting point.
 - b. The facilitator will blow the whistle to start the race.
 - c. The children will run towards the vegetable to pick up the first vegetable and put it into their respective sack placed at the starting point.
 - d. The children of other group will observe and report the misbehaviors and unfairness.
 - e. Repeat the process till the children finish picking up the last vegetable.
 - f. Repeat the game with other members of the group.
5. The group who has completed the game honestly will be declared as the winner.
6. The facilitator will lead the discussion on the importance of being honest by reporting misbehaviors and unfairness in the game, and consequences of tolerating misbehaviors and unfairness.

Note:

1. Encourage children to play the game honestly and report misbehaviors and unfairness during special activity time, outdoor play, closing time, etc.





Activity for Children

Activity 11

Name of the Activity: Yarab Choed-ba Lhab Gay

Type of Activity: Rhyme

Competency: Children are able to exhibit honesty.

Learning Objective: The child will be able to practise honesty in daily lives.

Materials: Rhyme lyrics

ཡ་རབས་སྟོན་པ་ལྟ་བུ་གོ།

གནད་བཤེད་པའི་ཅུང་།།	སློབ་ཤིང་གསལ་བུ་ལྟ་བུ་གོ།།
རང་གིས་འབྲུ་སྟེ་མ་འབག།།	རང་གི་འཇོལ་བ་ཉེ་གོ།།
དོགས་ཀྱི་ཅུང་ལཱ་ལོག་སྟོན།།	དྲུང་པོའི་མི་ལཱ་ཡིད་ཆེས།།
དྲུང་པོའི་ཐོག་ལས་ཅེད་མི་ཅེ།།	ཡ་རབས་སྟོན་པ་ལྟ་བུ་གོ།།

Description of the Activity/ Instructions:

1. Let children form a circle.
2. Firstly, the facilitator will sing the rhyme (ཡ་རབས་སྟོན་པ་ལྟ་བུ་གོ།).
3. Let the children repeat after the facilitator.
4. Then the facilitator and children will sing together with actions.
5. The facilitator will tell the importance of being honest and the consequences of being dishonest.

Note:

1. Encourage children to uphold honesty in their daily lives.
2. Use video clips and props while singing rhymes.

Activity 12

Name of the Activity: Card Game

Type of Activity: Game

Competency: Children are able to exhibit honesty.

Learning Objective: The child will be able to ask permission using appropriate cards.





Activity for Children

Materials: Cards

Description of the Activity/ Instructions:

1. The facilitator will prepare two cards (Red & Green) and keep them in a corner.
2. Explain the purpose of the cards, **Red card** for toileting and **Green card** for asking permission to get play materials such as blocks, toys, softballs, etc.
3. The facilitator will demonstrate the use of cards for asking permission.
4. Let children ask permission by using cards.
5. Explain the importance of asking permission and the consequences of not asking permission.

Note:

1. Encourage children to seek permission by using appropriate cards during learning area time, morning meetings, etc.

Activity 13

Name of the Activity: Gratitude Board

Type of Activity: Others

Competency: Children are able to exhibit honesty.

Learning Objective: The child will be able to appreciate honesty.

Materials: Gratitude board with a pocket against each child's name & paper strips.

Description of the Activity/ Instructions:

1. The facilitator will explain the purpose of having a gratitude board.
2. Whenever the children exhibit honest behaviors, the facilitator will add a paper strip in their respective pockets on the gratitude board.
3. During the closing meeting, the facilitator and children will sit together and count the number of strips they earned.
4. The facilitator along with the children will acknowledge and praise the children who have the maximum number of paper strips.
5. The facilitator will highlight the importance of appreciating others for being honest.

Note:

1. Honest behaviors: telling truth, keeping promises/commitments, admitting one's mistake, returning lost-and-found items to the owner/Centre, reporting misbehaviors/unfairness, asking permission before taking things, etc.
2. The facilitator will role-model by appreciating and praising the children for being honest in presence of all the children.





Activity for Parents

Activity 1

Name of the Activity: Nozip Penjor

Type of Activity: Story Telling

Competency: Children are able to exhibit honesty.

Learning Objective: The parent will be able to reinforce the importance of telling the truth to promote honesty.

Materials: Activity Cards (Nozip Penjor)

How to use cards:

1. The facilitator will provide the Activity Cards to the parents during the parenting session.
2. The facilitator will demonstrate how to use the Activity Cards emphasizing the importance of keeping promises and commitments.
3. The parents will carry out the activity with their children at home as per the Activity Cards.
4. The parents will share their experiences of carrying out the particular activity and other variations, if any, during the next parenting session.

Note:

1. The facilitator will explain to parents the importance of honesty and how they can promote honesty through other interesting activities such as songs and stories.
2. The facilitator will remind the parents to role-model and encourage their children to tell the truth at all times.

Activity 2

Name of the Activity: Keeping Promises

Type of Activity: Rhymes

Competency: Children are able to exhibit honesty.

Learning Objective: The parent will be able to reinforce the importance of keeping promises to promote honesty.

Materials: Activity Cards (Keeping Promises)

How to use cards:

1. The facilitator will provide the Activity Cards to the individual parents during the parenting session.
2. The facilitator will demonstrate how to use the Activity Cards emphasizing the importance of keeping promises and commitments.





Activity for Parents

3. The parents will carry out the activity with their children at home as per the Activity Cards and explain the importance of keeping promises and the consequences of breaking promises to the children.
4. The parents will share their experiences of carrying out the particular activity and other variations, if any, during the next parenting session.

Note:

1. The parents will role-model by making and keeping promises in front of the children.
2. Discuss how parents can modify the activity at home through games and experience sharing to encourage the child(ren) to keep his /her promises at all times.
3. The facilitator will share the recorded version of the rhyme via WeChat or other messaging apps.

Activity 3

Name of the Activity: Dorji Owns Up His Mistake

Type of Activity: Others

Competency: Children are able to exhibit honesty.

Learning Objective: The parent will be able to reinforce the child to admit his/her mistakes to promote honesty.

Materials: Activity Cards (Dorji Owns Up His Mistake)

How to use cards:

1. The facilitator will provide the Activity Cards to the individual parents during the parenting session.
2. The facilitator will demonstrate how to use the Activity Cards emphasizing the importance of admitting one's mistakes.
3. The parents will carry out the activity with their children at home as per the Activity Cards and explain the importance of admitting their mistakes and the consequences of hiding their mistakes.
4. The parents will share their experiences of carrying out the particular activity and other variations, if any, during the next parenting session.

Note:

1. The parents will role-model by admitting their mistakes in front of the children.
2. The facilitator will remind parents to encourage the child(ren) to admit their mistakes and accept them positively.





Activity for Parents

Activity 4

Name of the Activity: Ask Permission

Type of Activity: Rhyme (གཏུཔ་བསམ་པ་བློ་སྒྲིལ་གྱི་གྲུང་པ།)

Competency: Children are able to exhibit honesty.

Learning Objective: The parent will be able to reinforce the importance of asking permission to promote honesty.

Materials: Activity Cards (Ask Permission)

How to use cards:

1. The facilitator will provide the Activity Cards to the individual parents during the parenting session.
2. The facilitator will demonstrate how to use the Activity Cards emphasizing the importance of asking permission.
3. The parents will carry out the activity with their children at home as per the Activity Cards and explain the importance of seeking permission from parents and consequences of not asking permission.
4. The parents will share their experiences of carrying out the particular activity and other variations, if any, during the next parenting session.

Note:

1. The facilitator will remind the parents to role-model and encourage the children to ask permission.
2. The facilitator will share the recorded version of rhyme via WeChat or other messaging apps.

Activity 5

Name of the Activity: Gratitude Jar

Type of Activity: Others

Competency: Children are able to exhibit honesty.

Learning Objective: The parent will be able to reinforce the importance of appreciating honest acts to promote honesty.

Materials: Activity Cards (Gratitude Jar)

How to use cards:

1. The facilitator will provide the Activity Cards to the individual parents during the parenting session.
2. The facilitator will demonstrate how to use the Activity Cards emphasizing the importance of positive behavior.
3. The parents will carry out the activity with their children at home using the Activity Cards as per the following instructions:



Activity for Parents

- a. The parent will explain the purpose of having a gratitude jar.
 - b. The parent will carefully observe the child's behavior and put cards in the jar whenever the child shows/exhibits the behavior indicated in the card.
 - c. By evening all family members will sit together and count the cards.
 - d. The other family members will appreciate the child.
 - e. The parent will highlight the importance of appreciating others for being honest.
4. The parent will share their experiences of carrying out the particular activity and other variations, if any, during the next parenting session.

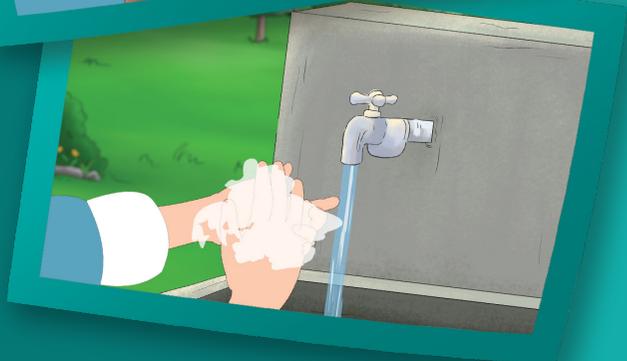
Note:

1. The facilitator will explain the importance of appreciating honest acts of the children to the parents and remind them to role-model in appreciating the honest acts of the children.





Responsibility





2. Competency: Responsibility

Having a sense of responsibility is a quality that is related to doing things we are expected or supposed to do and accepting the consequences of our actions. An individual with a highly developed sense of responsibility is more likely to succeed in every area of life. To be responsible as an adult in the later part of life, children need to be taught the trait of responsibility from an early age. A responsible individual can be defined as someone who possesses personal traits such as being reliable, doing things to the best of their ability, keeping one's word, acknowledging mistakes, being accountable for their behavior, and contributing toward one's family, community, and society.

Framework to Promote Responsibility

Competency/ Value	Indicators	Activities for Children	Activities for Parents
Children are able to take responsibility.	1. The child is able to identify and follow the Centre's rules.	1. Follow the Rules 2. Sonam Says 3. Twinkle... Twinkle...	1. Home Rules
	2. The child is able to carry out the assigned roles in a given time.	4. Making a Book 5. Sorting Items	2. Sorting of Items
	3. The child is able to carry out assigned roles and responsibilities.	6. Let's Cook Together 7. Responsibility Card 8. Starboard 9. Nge Gi Gyenkhu	3. Let's Cook Together 4. Nge Gi Gyenkhu
	5. The child is able to take care of personal belongings and Centre's resources.	10. Sand Play 11. Nurturing a Plant	
	6. The child is able to accept one's mistakes.	12. Sorry! It is my fault	5. Be like Wangyal
	7. The child is able to be answerable for one's words and actions.	13. Who is responsible for...? 14. I am Responsible	





Activity for Children

Activity 1

Name of the Activity: Follow the Rules

Type of Activity: Song

Competency: Children are able to take up their roles and responsibilities.

Learning Objective: The child will be able to identify and follow Centre's rules.

Materials: Lyrics of the song

Description of the Activity/ Instructions:

(Lyrics of the song)

I Can Follow the Rules

*I can follow the rules
Can follow the rules (2 times)
And I follow the rules*

*I can listen to my teacher
Listen to my teacher (2 times)
And I follow the rules*

*I can keep my hands clean
Keep my hands clean (2 times)
And I follow the rules*

*I am nice to everybody
Nice to everybody (2 times)
And I follow the rules*

1. Tell the children that "We are going to sing a song called 'I Can Follow the Rules'."
2. Ask all the children to stand in a circle so that they can see and hear the facilitator demonstrate.
3. Make them observe and listen to the facilitator as he/she demonstrates.
4. Sing the song again and ask all children to sing and dance along.
5. Continue singing and dancing several times.
6. The facilitator will lead the discussion on the importance of following rules and the consequences of breaking the rules.

Note:

1. Remind the children to follow the rules of the Centre.
2. The facilitator should role-model by following the Centre's rules.
3. The facilitator should make it fun by joining the children.





Activity for Children

Activity 2

Name of the Activity: Sonam Says

Type of Activity: Game

Competency: Children are able to take up their roles and responsibilities.

Learning Objective: The child will be able to follow the instructions to get familiarized with Centre's rules.

Materials: Classroom materials

Description of the Activity/ Instructions:

1. Tell the children that "We are going to play a fun game called: Sonam Says".
2. Ask all the children to stand in a semicircle so that they can see and hear you.
3. Explain, "We will play a fun game where I will tell you to do something and you should do it **ONLY** if I start by saying, "Sonam Says".
4. Say, "Sonam says ... pick up the paper!". Enthusiastically pick up the paper and watch the children pick as well.
5. Say, "Sweep the floor!". If any of the children pretend to sweep, correct them "I didn't say Sonam Says!", tell them to sit down. Any children who did not sweep the floor can keep standing and stay in the game.
6. Keep giving the instructions, sometimes starting with "Sonam says!" and sometimes without saying it. Do it for 10 minutes or continue until only one child is left standing. The last child left will be declared the winner of the game.
7. Explain the importance of following the Centre's rules and consequences of breaking the rules, and encourage the children to follow the Centre's rules daily.

Note:

1. Have one of the children be "Sonam" (The child gives the instructions).
2. Use another name instead of "Sonam".
3. When playing this game outside, ask the children to follow more instructions such as weeding, picking up papers, arranging toys, etc.
4. The children will be encouraged to follow the Centre's rules. (Be sure to make the game fun with your tone of voice and not just orders.)

Activity 3

Name of the Activity: Twinkle... Twinkle...

Type of Activity: Rhymes

Competency: Children are able to take up their roles and responsibilities.





Activity for Children

Learning Objective: The child will be able to follow the Centre's rules.

Materials: Learning area materials, Twinkle... Twinkle... lyrics

Description of the Activity/ Instructions:

1. After every activity, the facilitator will sing the "Twinkle.... Twinkle..." song.
*"Twinkle... Twinkle... little star,
Time to clean up where you are,
Put the toys back in their place,
Keep a smile on your face."*
2. The children sing along with the facilitator until the learning area gets cleaned.
3. Praise/appreciate the children for cleaning the learning/play areas.
4. Explain the importance of following the Centre's rules and the consequences of breaking it.

Note:

1. Let the children sing the "Twinkle.... Twinkle...." song while cleaning their learning areas/ places.

Activity 4

Name of the Activity: Making a Book

Type of Activity: Art and creativity

Competency: Children are able to take up their roles and responsibilities.

Learning Objective: The child will be able to complete the task in a given time.

Materials: Easily available leaves, papers, watercolors, paintbrushes.

Description of the Activity/ Instructions:

1. Take the children for a nature walk and ask them to collect different types of leaves while returning.
2. After making sure that every child has at least one leaf, bring them back to the Centre.
3. Demonstrate how to color and paste the leaves on the paper.
4. Provide each child with a paper, paint brush, and watercolor.
5. Let the children make the print of leaves in 30 minutes.
6. Collect and compile the painted paper developed by the children, and make it in a form of a book.
7. Tell the children why it is important to complete the task in a given time.





Activity for Children

Note:

1. Try with different leaves, stones of different sizes and colors.
2. The children can paint in groups and create a book.
3. Let the children perform other tasks in a given time to let them know the importance of time management.

Activity 5

Name of the Activity: Sorting of Items

Type of Activity: Games

Competency: Children are able to take up their roles and responsibilities.

Learning Objective: The child will be able to carry out the assigned task in a given time.

Materials: Any items like vegetables (chillies, potatoes, beans, onions, tomatoes, etc.), toys, blocks, etc.

Description of the Activity/ Instructions:

1. Tell the children "We are going to play a 'Sorting Items' game."
2. Mix the items and demonstrate sorting the items in front of the children.
3. Let the children sort the items and make them put the items in the identified boxes/containers within the given time. Help those children who are unable to sort.
4. Once the children finish sorting, acknowledge them.
5. Lead the discussion on the importance of time management or completing a task within a given time.

Note:

1. Encourage the children to complete the assigned tasks in a given time.
2. The facilitator can use other available items such as dairy products, grains, fruits, and locally available materials (real).

Activity 6

Name of the Activity: Let's Cook Together

Type of Activity: Others

Competency: Children are able to take up their roles and responsibilities.

Learning Objective: The child will be able to take up assigned roles.

Materials: Different types of vegetables, kitchen sets and ingredients





Activity for Children

Description of the Activity/ Instructions:

1. Let children wash the vegetables they bring from home.
2. Divide them into groups according to the vegetables they brought.
3. Instruct children to peel, chop and wash vegetables in their groups.
4. Instruct the children to put all the vegetables in a pot.
5. Let the children add the ingredients and start cooking.
6. After cooking, the facilitator and the children will taste the curry.
7. Let the children share their experiences on the roles assigned.
8. Explain the importance of taking up the assigned roles/tasks.

Note:

1. Remind parents on the importance of making children participate in household chores.
2. Encourage children to help their parents at home.

Activity 7

Name of the Activity: Responsibility Card

Type of Activity: Game

Competency: Children are able to take up their roles and responsibilities.

Learning Objective: The child will be able to carry out different roles and responsibilities at the Centre.

Materials: Picture cards on different roles and responsibilities with the name of the roles.

Description of the Activity/ Instructions:

1. Prepare different picture cards of roles and responsibilities of the ECCD Centre, for example, cleaning tables, watering plants, arranging footwear, arranging lunch boxes, shelving toys, helping each other, etc.
2. When all the children arrive at the centre, the facilitator will display the cards.
3. Let the children pick a card each and assign them the roles reflected in the card.
4. Explain the assigned roles and responsibilities to the child.
5. The children will gather at the end of the day and share their experiences, i.e., whether they have accomplished the given task or not.
6. If a child fulfills his/her responsibilities, the whole class will appreciate by giving cheers.
7. For those who fail to fulfill their responsibilities, the others will help to complete the task and make him/her repeat the particular task the following day.





Activity for Children

Note:

1. Assign various age- appropriate task/responsibilities at the Centre and home.

Activity 8

Name of the Activity: Starboard

Type of Activity: Follow-up activity of Responsibility Card

Competencies: Children are able to take up their roles and responsibilities.

Learning Objective: The child will be able to carry out the assigned roles and responsibilities enthusiastically.

Materials: Attendance board with child profile, photos of children, responsibility card, star (paper made/cutouts)

Description of the Activity/ Instructions:

1. The facilitator prepares the profile board (*attendance board*) with photos of the children.
2. The facilitator will explain that the child will be rewarded with a star for carrying out their daily responsibilities sincerely (**roles picked from the Responsibility cards**).
3. Based on the observation, the facilitator will paste a star on the children's profile board.
4. At the end of the week, the facilitator will count the number of stars pasted on the board together with the children, and the one who gets the highest number of stars will be declared as a "*The Super Responsible Child of the Week*".
5. The facilitator will ensure that the roles assigned are carried out sincerely and consistently.

Note:

1. Assign different roles and responsibilities at the centre and home, and appreciate their work.

Activity 9

Name of the Activity: Nge gi Gyenkhu

Type of Activity: Song

Competencies: Children are able to take up their roles and responsibilities.

Learning Objective: The child will be able to identify and carry out their responsibilities in daily life.

Materials: Chart





Activity for Children

Description of the Activity/ Instructions: (ཇལ་ཕྱོགས་རྒྱུ་གི་གྲྭ་རྒྱུ)

འགན་ཁུར་འབག། ༢ རང་གི་ལག་ལེན་ལྟུ་ཞིའི་ འགན་ཁུར་འབག།
 འགན་ཁུར་འབག། ༢ རྟན་གཞི་བཀག་གི་ རྟོན་ལུ་ཡིན།༢
 འགན་ཁུར་འབག། ༢ རྟོང་སངས་སེམས་བཞག་གིའི་ འགན་ཁུར་འབག།
 འགན་ཁུར་འབག། ༢ ཉེ་བཤར་རྒྱས་གྲུང་གོམས།།༢

1. Let the children sit in a circle.
2. Sing (ཇལ་ཕྱོགས་རྒྱུ་གི་གྲྭ་རྒྱུ) in front of the children with action. Explain the meaning of rhyme to the children.
3. Let the children sing and imitate.
4. Children can take turns to lead the activity.
5. Encourage the children to carry out their responsibilities all the time.

Note:

1. The song can be sung whenever necessary and simple responsibilities can be mentioned in the first stanza/verse. For example,

འགན་ཁུར་འབག། ༢ རྒྱལ་དཔལ་རྒྱལ་ཞིའི་ འགན་ཁུར་འབག།
 འགན་ཁུར་འབག། ༢ རྟན་གཞི་བཀག་གི་ རྟོན་ལུ་ཡིན། ༢
 འགན་ཁུར་འབག། ༢ རྟོང་སངས་སེམས་བཞག་གིའི་ འགན་ཁུར་འབག།
 འགན་ཁུར་འབག། ༢ ཉེ་བཤར་རྒྱས་གྲུང་གོམས།། ༢

Activity 10

Name of the Activity: Sand Play

Type of Activity: Game

Competency: Children are able to take up their roles and responsibilities.

Learning Objective: The child will be able to take care of personal belongings and Centre's resources.





Activity for Children

Materials: Containers of different sizes, scoops, sand, shovel, bucket, jug and water

Description of the Activity/ Instructions:

1. Take the children outside to play in a sandpit.
2. Take all the required materials and the facilitator will demonstrate building a sandcastle.
3. Divide into group of 5 members (depending upon the number of children in the Centre) and appoint a group leader.
4. Hand over the materials to the group leader, and instruct the group leader to lead the group ensuring all the members get equal opportunities and responsibilities.
5. Instruct children to complete their tasks within the given time (based on the Centre's convenience).
6. Let the children build sandcastles in their groups by using the materials provided.
7. After building the sandcastle, the facilitator will reward the group with the best sandcastle built in the given time (rewards in the form of cheers and praises).
8. The group leaders will lead the members in washing the materials and handing them over to the facilitator.
9. The facilitator will ensure that all the materials are in good condition and cleaned.
10. The facilitator will praise the leader and group members for carrying out their role effectively.
11. The facilitator will explain the importance of taking care of personal belongings and Centre's resources, and remind them of the consequences.

Note:

1. Role-play on cooking.
2. Encourage children to take up responsibilities of taking care of personal belongings and Centre's resources at all times.

Activity 11

Name of the Activity: Nurturing a Plant

Type of Activity: Others

Competency: Children are able to take up their roles and responsibilities.

Learning Objective: The child will be able to take ownership of their belongings.

Materials: Plant, pot, watering can and soil





Activity for Children

Description of the Activity/ Instructions:

1. Tell the children to bring a plant and a pot.
2. The facilitator will demonstrate how to plant in front of the children.
3. Let the children plant their plants and the facilitator will help those who are not able to plant.
4. The facilitator will paste their names on their respective pot to create a sense of ownership.
5. Encourage them to water and take care of their plant.
6. The facilitator will explain why it is important to take care of one's belongings as well as the Centre's resources.

Note:

1. Let children take care of their belongings and Centre's resources at all times.

Activity 12

Name of the Activity: Sorry! It is my fault

Type of Activity: Game

Competency: Children are able to take up their roles and responsibilities.

Learning Objective: The child will be able to accept one's mistakes/wrongdoings and apologize.

Materials: None

Description of the Activity/ Instructions:

1. Make rules/good habits chart.
2. Discuss the rules/good habits with the children.
3. Tell the children that if they do not live up to their responsibilities or follow the rules there will be consequences. As a facilitator, you must set these beforehand so the children know about them.

For example, if a child snatches others' toys/belonging, make them say "Sorry! It is my fault" (apologize) and make them return it immediately. Make the other child say "Thank you" after getting back his/her toys.

4. The facilitator will discuss the importance of apologizing and expressing gratitude.

Note:

1. Remind the children that they will have to apologize whenever they fail to follow good habits.
2. The facilitators will have to be consistent in implementing the rules.





Activity for Children

Activity 13

Name of the Activity: Who is responsible for....?

Type of Activity: Role-play

Competency: Children are able to take up their roles and responsibilities.

Learning Objective: The child will be able to identify the responsibilities of different professions.

Materials: Puppets of different professions, picture card of different professions, costumes of different professions

Description of the Activity/ Instructions:

1. Let the children sit in a semi-circle.
2. Display the puppet of teachers, doctor, police, chef, carpenter, shopkeeper, monk, etc. respectively, and describe their roles.
3. The children will choose the puppet of their choice.
4. Ask "Who is responsible for...?" and the child with that particular puppet will stand up and answer by showing the puppet. For example, "Who is responsible for.... treating sick people?", the child with the doctor puppet will stand up and say, "Doctor is responsible for treating sick people."
5. Continue with the remaining puppets.
6. Let the children say at least one responsibility of the common professions.
7. The facilitator will explain the importance of the roles and responsibilities of different professions.

Note:

1. Let the children know the importance of individual responsibility.
2. The facilitator can use a printed name of different professions or pictures in place of the puppets. The children can choose different professions, and talk about them.
3. Costumes show (Role-play of different professions) during an annual concert. The children can wear costumes of their choice, and describe the role of the selected profession.

Activity 14

Name of the Activity: I am Responsible

Type of Activity: Role-play

Competency: Children are able to take up their roles and responsibilities.

Learning Objective: The child will be able to be answerable to one's actions.





Activity for Children

Materials: Play materials, toys/things

Description of the Activity/ Instructions:

1. Select two children and brief them on how to act out on their given roles.
2. Instruct one child to break/throw the things/toys in front of other children and blame each other. For example, child "A" will pretend to throw/break the things/toys, and then blame child "B". child "B" will tell that he/she did not break/throw the things/toys, but it was child "A's" responsibility.
3. Let the children sit in a semicircle.
4. Tell them that a role-play will be done and let the selected child act in front of the children as instructed.
5. Ask child "A" and "B" who is responsible for breaking/throwing the things/toy.
6. Ask the class who broke the toys/things.
7. Explain the importance of admitting/accepting one's responsibilities/mistakes and apologize (for example, "I am sorry, I am Responsible for breaking it", etc.) whenever they commit mistakes.

Note:

1. Let the children accept their mistakes or ask them to apologize/admit to their mistakes.

For example, during "Story Time", if a child tears a page, encourage him to admit his mistake and apologize.





Activity for Parents

Activity 1

Name of the Activity: Home Rules

Type of Activity: Others

Competency: Children are able to take up their roles and responsibilities.

Learning Objectives: The parent will be able to encourage the child to follow the rules to promote responsibility.

Materials: Activity Cards (Home Rules)

How to use the card:

1. The facilitator will provide the Activity Cards to the parents during the parenting sessions.
2. The facilitator will demonstrate how to use the Activity Cards emphasizing the importance of the rules.
3. The parents will carry out the activity with their children at home as per the Activity Cards.
 - a. Parents explain the home rules using activity card.
 - b. Parents instruct the children that they must follow the rules.
 - c. Parents shall guide the children in following the rules whenever necessary.
 - d. Observe the children and remind them to follow the rules constantly.
 - e. Parents will acknowledge the children for following the rules.
4. The parent will explain the importance of following the rules and the consequences of breaking the rules.
5. The parent will share their experiences of carrying out the activities during the next parenting session.

Note:

1. The facilitator will encourage the parents to set more rules in discussion with their children and implement it consistently.

Activity 2

Name of the Activity: Sorting of Items

Type of Activity: Games

Competency: Children are able to take up their roles and responsibilities.

Learning Objective: The parent will be able to facilitate the child to carry out the assigned task in a given time to promote responsibility.

Materials: Vegetables (chillies, potatoes, beans, onions, tomatoes, etc.), containers, Activity Cards (Sorting of Items)





Activity for Parents

How to use the card:

1. The facilitator will provide the Activity Cards to the parents during the parenting session.
2. The facilitator will demonstrate how to use the Activity Cards highlighting the importance of carrying out the assigned activity in a given time.
3. The parents will carry out the activity with their children at home as per the Activity Cards.
4. The parent will explain the importance of completing the assigned task in a given time and the consequences of not completing it on time.
5. The parent will share their experiences of carrying out the activities during the next parenting session.

Note:

1. The facilitator will remind the parents to role-model and encourage their children to complete assigned tasks in the given time.
2. The facilitator will explain the variation of the activity with other available items like kitchen items, clothes, fruits, cereals, etc.

Activity 3

Name of the Activity: Let's Cook Together

Type of Activity: Others

Competency: Children are able to take up their roles and responsibilities.

Learning Objective: The parent will be able to reinforce the child to carry out the assigned roles to promote a sense of responsibility.

Materials: Different types of vegetables, kitchen sets, ingredients, and Activity Cards (Let's Cook Together).

How to use the card:

1. The facilitator will provide the Activity Cards to the parents during the parenting session.
2. The facilitator will demonstrate how to use the Activity Cards highlighting the importance of carrying out the assigned roles sincerely.
3. The parents will carry out the activity with their children at home as per the Activity Cards.
4. The parents will let children share their experiences on the roles assigned, and explain the importance of completing the assigned task and the consequences of failing to complete the assigned task.
5. The parents will share their experiences of carrying out the activities during the next parenting session.





Activity for Children

Note:

1. The facilitator will remind the parents to role-model and encourage the children to complete the assigned task.

Activity 4

Name of the Activity: Nge gi Gyenkhu

Type of Activity: Song

Competency: Children are able to take up their roles and responsibilities.

Learning Objective: The parent will be able to reinforce the child to take responsibility at home.

Materials: Activity Cards (Nge Gi Gyenkhu)

How to use the card:

1. The facilitator will provide the Activity Cards to the parents during the parenting session.
2. The facilitator will demonstrate how to use the Activity Cards emphasizing on carrying out the responsibilities sincerely.
3. The parents will carry out the activity with their children at home using the Activity Cards as per the following directions:
 - a. Sing the song in front of the children and let the children learn the song.
 - b. Parents will guide the children in practising the songs for few days.
 - c. Sing along with the children.
 - d. Demonstrate the responsibility by singing in front of the children, e.g., singing while sweeping and make the children sing while carrying out their responsibilities.
 - e. Explain the importance of carrying out their responsibilities sincerely and the consequences of failing to carry out one's responsibilities.
4. The parents will share their experiences of carrying out the particular activity and other variations, if any, during the next parenting session.

Note:

1. The facilitator will remind the parents to role-model and facilitate child(ren) to take up some responsibilities at home (like taking the plate after eating, throwing sweet wrappers & waste in the dustbin, washing their feet after reaching home from the Centre, keeping their shoes in proper places, shelving toys, etc.).





Activity for Children

Activity 5

Name of the Activity: Be Like Wangyal!

Type of Activity: Story

Competency: Children are able to take up their roles and responsibilities.

Learning Objective: The parents will be able to reinforce their child to take ownership of his/her belongings to promote responsibility.

Materials: Activity Cards (Be Like Wangyal)

How to use cards:

1. The facilitator will provide the Activity Cards to the individual parents during the parenting session.
2. The facilitator will demonstrate how to use the Activity Cards emphasizing the importance of taking ownership of the Centre's resources and their belongings.
3. The parents will carry out the activity with their children at home as per the Activity Cards.
4. The parents will share their experiences of carrying out the particular activity and other variations, if any, during the next parenting session.

Note:

1. The facilitator will remind parents to role-model and encourage the child(ren) to take care of the Centre's resources and their belongings at all times.





Fairness



3. Competency: Fairness

Being fair involves someone believing that everybody in the group has an equal opportunity and benefit. Teaching children the basic attributes such as practising turn-taking, noticing fair and unfair acts, acting fairly and with respect, playing by the rules, thinking that one's action will affect others, not blaming others for your mistake, and not taking advantage of other people can help develop a sense of fairness in young minds.

Framework to Promote Fairness

Competency/ Value	Indicators	Activities for Children	Activities for Parents
Children are able to exhibit fairness.	1. The child is able to take turn.	1. Memory Game 2. Domino 3. Team Coloring	1. Let's Sing!
	2. The child is able to stay in queue.	4. In and Out 5. Route Game 6. Knock Down the Bottles	
	3. The child is able to demonstrate fair play.	7. Musical Run 8. Kado the Rabbit Learns to be Fair	2. Ku Ku
	4. The child is able to treat everyone equally.	9. Experience Sharing 10. Everyone is Equal	3. Let's be Equal!
	5. The child is able to make consultative decisions.	11. Building Tower 12. Shape Formation 13. Wool Web 14. Exploring Nature	4. Let's Make Collage
	6. The child is able to discuss fair and unfair actions.	15. Yarab Choeba	5. Yarab Choeba

Activity for Children

Activity 1

Name of the Activity: Memory Game

Type of Activity: Game

Competency: Children are able to exhibit fairness.

Learning Objective: The child will be able to take turns to play the memory game.

Materials: Memory cards

Description of the Activity/ Instructions:

1. Shuffle the cards and lay them on the table, facing down.
2. The facilitator will use the magic bag to number the players, who will take turns as per the number assigned (the Magic bag contains series of numbers).
3. The child who gets number one will start the game and will be followed by the child who gets the next number.
4. On each turn, a child will turn over any two cards (one at a time) and keeps them if the child successfully matches a pair (for instance, two cows, two dogs), and that child gets another turn.
5. When a child turns over two cards that do not match, those cards are turned face down again (in the same position) and the next child takes the turn.
6. The trick is to remember the location of the cards.
7. The child with the most pairs at the end of the game will be the winner.
8. The facilitator will lead the discussion on the importance of taking turns after the activity and the consequences of not following their turns.

Note:

1. The facilitator will role-model and encourage the children to take turns during hand washing activities, toileting, outdoor plays, learning areas, circle times, attendance and storytelling, etc.

Activity for Children

Activity 2

Name of the Activity: Domino

Type of Activity: Game

Competency: Children are able to exhibit fairness.

Learning Objective: The child will be able to take turns to play the domino.

Materials: Domino cards (dots, alphabets, numbers)

Description of the Activity/ Instructions:

1. Divide the children into groups.
2. Provide a set of dominos to each group.
3. In each group:
 - i. One child will start the game by placing a domino card.
 - ii. The next child will find the matching card and place it next to the previous card.
 - iii. The game will continue till they finish placing all the cards with matching dots/numbers/alphabets.
 - iv. The group that completes placing domino cards first will be the winner.
4. The facilitator will lead the discussion on the importance of taking turns after the activity and the consequences of not following their turns.



Notes:

The facilitator will role-model and encourage the children to take turns while washing hands, toileting, outdoor plays, learning areas, circle times, attendance and storytelling, etc.

Activity 3

Name of the Activity: Team Colouring

Type of Activity: Game

Competency: Children are able to exhibit fairness.

Learning Objective: The child will be able to take turns in coloring pictures.

Materials: Sketch drawing and crayon

Description of the Activity/ Instructions:

1. Divide the children into small groups.
2. Demonstrate how to carry out the activity.
3. Provide each group with an outline of a drawing and assorted crayons.
4. Let the children in the group take turns to colour.



Activity for Children

5. The group with the finest colored picture will be declared as the winner.
6. The facilitator will lead the discussion on the importance of taking turns after the activity and the consequences of not following their turns.

Note:

1. The facilitator will role-model and encourage the children to take turns during hand washing activities, toileting, outdoor plays, learning areas, circle times, attendance and storytelling, etc.

Activity 4

Name of the Activity: In and Out

Type of Activity: Game

Competency: Children are able to exhibit fairness.

Learning Objective: The child will be able to stay in queue while playing the game.

Materials: Marker, pencils, cartons, watercolor, chart paper, scissors

Description of the Activity/ Instructions:



1. Divide the children into groups.
2. Let the children get lined up.
3. The Facilitator demonstrates how to play the game following the steps shown in the diagram.
4. Let the children stay in queue and complete the game.
5. The facilitator will lead the discussion on the importance of staying in queue after the activity and consequences of queue-jumping.

Note:

1. The facilitator will role-model and encourage the children to stand in queue while washing hands, toileting, outdoor plays, learning areas, attendance, etc.

Activity 5

Name of the Activity: Route Game

Type of Activity: Game

Competencies: Children are able to exhibit fairness.

Learning Objective: The child will be able to stay in queue while playing the route game.

Materials: Marker, pencils, cartons, watercolor, chart paper, and scissors.

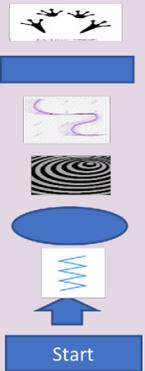




Activity for Children

Description of the Activity/ Instructions:

1. Divide the children into groups.
2. Let the children get lined up.
3. The facilitator demonstrates how to play the game.
Say "Stand on the starting point."
 - Walk on the zig -zag line.
 - Hop inside the square.
 - Spin twice.
 - Walk on the irregular line.
 - Jump on the rectangular box.
 - Hop like a frog placing the hands and legs on the four small circles.
 - Jump onto the finishing point.
 - Let the children stay in the queue and complete the game.
4. The facilitator will lead the discussion on the importance of staying in queue after the activity and the consequences of queue-jumping.



Note:

1. The facilitator will role-model and encourage the children to stand in queue while washing hands, toileting, outdoor plays, learning areas, attendance, etc.

Activity 6

Name of the Activity: Knock Down the Bottles

Type of Activity: Game

Competency: Children are able to exhibit fairness.

Learning Objective: The child will be able to follow queue while playing the game.

Materials: Bottles and balls

Description of the Activity/ Instructions:

1. Place the bottle on smooth surface or on table.
2. Divide the children into small groups.
3. Children will stand in queue.
4. Provide a child with ball.
5. Let children take turn to knock down the bottles with a ball.
6. The facilitator will lead the discussion on what they have learned from the activity (importance of staying in queue and consequences of queue-jumping).



Activity for Children

Note:

1. The facilitator will role-model and encourage the children to stand in queue while washing hands, toileting, outdoor plays, learning areas, snack time, attendance, etc.

Activity 7

Name of the Activity: Musical Run

Type of Activity: Game

Competency: Children are able to exhibit fairness.

Learning Objective: The child will be able to demonstrate fair play.

Materials: Chairs/ mat, music player (rhythm sticks, drum, bottle shakers, etc.)

Description of the Activity/ Instructions:

1. Divide the children into groups (maximum of 10 children).
2. Place block (9 blocks for 10 children, 14 blocks for 15 children) in circle.
3. Let the child stand near the block in circle.
4. Play the music and let the children will run around the blocks in circle.
5. When the music stops, children will pick the block each.
6. The child who couldn't pick the block will be considered OUT.
7. Remove another block and continue until only one child is left.
8. The facilitator will lead the discussion on the importance of fair play and consequences of being unfair.

Note:

1. The facilitator will encourage the children to play fairly during indoor and outdoor activities.

Activity 8

Name of the Activity: Kado the Rabbit Learns to be Fair

Type of Activity: Story

Competency: Children are able to exhibit fairness.

Learning Objective: The child will be able to tell the importance of being fair after listening to the story.

Materials: Story



Activity for Children

Description of the Activity/ Instructions:

1. Gather all the children and let them sit comfortably during interactive reading time.
2. The facilitator will do an interactive reading on 'Kado the Rabbit Learns to be Fair.'
3. The facilitator will lead the discussion on the lesson learnt from the story (importance of being fair and consequences of being unfair).

Kado the Rabbit Learns to be Fair

Kado loved his brothers and sisters. But he wasn't always fair to them. When it was time to eat, he took more than his share. Kado didn't share his room with his brothers and sisters. When they had races, he started before the other bunnies. One day when Kado didn't wait for his turn, his mother said, "Kado you are not fair to your brothers and sisters. You should wait for your turn; you should share and play games by rules." After that Kado tried hard to be fair with his brothers and sisters. He treated them the same way he wanted to be treated. He felt good about himself and had a lot more fun with his brothers and sisters.

Note:

1. The facilitator will remind and encourage the children to be fair at all times.

Activity 9

Name of the Activity: Experience Sharing

Type of Activity: Others

Competency: Children are able to exhibit fairness.

Learning Objective: The child will be able to share his/her personal experiences on how equally their parents and facilitators treat them.

Materials: None

Description of the Activity/ Instructions:

1. Let the children sit in a circle.
2. The facilitator will share his/her experiences on how he/she is treated equally or unequally by the parents, teachers, friends, etc.

Example;

I am the eldest amongst my siblings in my family. I have two younger sisters. My parents treat us equally. When I ask my parents to give me the toys that my sisters have, they tell my sisters to share the toys instead of telling me that they are younger than me and I should sacrifice my toys for them.



Activity for Children

- The facilitator will let the children share their personal experiences on how they are treated by their parents, facilitators, and friends.

The facilitator will take note of the cases and facilitate discussions with the parents and other relevant key stakeholders.

Note:

- The facilitator will encourage children to treat everyone equally in the Centre and beyond.

Activity 10

Name of the Activity: Everyone is Equal

Type of Activity: Role Play

Competency: Children are able to exhibit fairness.

Learning Objective: The child will be able to demonstrate how to treat others equally through pretend play.

Materials: None

Description of the Activity/ Instructions:

- Divide the children into small groups.
- The facilitator will demonstrate equal treatment among the ECCD children.
- Let the group choose one of the scenarios given below and prepare for pretend play with the help of the facilitators.
 - Role of parents (Equal treatment of siblings during shopping or assigning household chores, etc.)
 - Role of Facilitators (Equal treatment of ECCD children during circle time or learning area time or hand washing, etc.)
 - Role of friends (Equal treatment of friends during outdoor play or pretend play, learning area, etc.)
- The group will do the pretend play on the chosen scenario and others will watch.
- The facilitator will lead whole class discussion on what they have learnt from the pretend play (Importance of treating others equally and consequences of unequal treatment).

Note:

- The facilitator to treat children equally and encourage children to treat everyone equally at the Centre and beyond.



Activity for Children

Activity 11

Name of the Activity: Building Tower

Type of Activity: Game

Competency: Children are able to exhibit fairness.

Learning Objective: The child will be able to build a tower through discussion.

Materials: Blocks

Description of the Activity/ Instructions:

1. Divide the children into groups.
2. Provide each group with an equal number of blocks.
3. Let the groups discuss and build a tower using the blocks provided.
4. The group that can build the highest-standing tower within a set amount of time will be the winner.
5. The facilitator will let the children share their experiences in building the tower (Importance of consultative decision making).

Note:

1. The facilitator will encourage the children to consult parents, elders, facilitators, and friends while taking decisions or solving problems.

Activity 12

Name of the Activity: Shape Formation

Type of Activity: Game

Competency: Children are able to exhibit fairness.

Learning Objective: The child will be able to create a shape through group discussion.

Materials: Ropes

Description of the Activity/ Instructions:

1. Divide the children into groups.
2. Let the children stand in circles.
3. Tie the ends of a rope together and lay it in the middle of the circle of the group.
4. Let the group members stand close enough that each person can reach down and pick up the rope.
5. Tell them to create a shape- a square, a triangle, a rectangle, etc.
6. The children will form the shape through discussion among the group members.





Activity for Children

7. The group who can form the shape well within the given time will be the winner.
8. The facilitator will let the children share their experiences in creating the shape (Importance of consultative decision making).

Note:

1. The facilitator will encourage the children to consult parents, elders, facilitators and friends while taking decision or solving a problem.

Activity 13

Name of the Activity: Wool Web

Type of Activity: Games

Competency: Children are able to exhibit fairness and responsibility.

Learning Objective: The child will be able to unwind the wool web through discussion.

Materials: Twine thread

Description of the Activity/ Instructions:

1. The facilitator will demonstrate how to play the game.
2. Divide the children into groups.
3. Give each group a ball of twine thread.
4. Let the groups discuss and create a web using the twine thread.
5. Let the children unwind the web through discussion among the group members.
6. The first group to unwind the web wins the game.
7. The facilitator will let the children share their experiences after playing the game (Importance of consultative decision making).

Note:

1. The facilitator will encourage the children to consult parents, facilitators and friends while taking discussion or solving a problem.

Activity 14

Name of the Activity: Exploring Nature

Type of Activity: Creative Art

Competency: Children are able to exhibit fairness.

Learning Objective: The child will be able to make collage through discussion.

Materials: Locally available materials (Stones, leaves, sticks, flowers, etc.)





Activity for Children

Description of the Activity/ Instructions:

1. Divide the children into groups.
2. Nominate a group leader for each group to lead in carrying out the given task.
3. The facilitator will give the following instructions for the field trip:
 - You all will walk in a group around the centre.
 - Collect the things while walking.
 - After the field trip you will discuss and make collage from the materials collected.
4. The groups will present their collage to all.
5. The facilitator will lead the discussion on the importance of consultative decision making.

Note:

1. The facilitator will encourage the children to consult parents, elders, facilitators and friends while taking decision or solving a problem.

Activity 15

Name of the Activity: Yarab Choepa

Type of Activity: Rhymes

Competency: Children will be able to exhibit fairness.

Learning Objective: The child will be able to discuss about the fairness.

Materials: None

Description of the Activity/ Instructions:

1. Let the children stand in a circle.
2. The facilitator will sing "Yarab Choepa" rhyme and let the children listen.
3. The facilitator will explain the rhyme to the children.

ཡ་རབས་སྟོན་པ།

ང་བཅས་ཡ་ལུ་འདི་ཚུ། ཡ་རབས་བཟང་པོའི་སྟོན་པ། ལྷི་ལའ་ཕྱེ་མོ་ཅིག་ཕྱེ་ཅུང་། རྣང་ན་སྦྱོང་ལུ་འབད་ཅུང་། ཚབ་གསང་ནང་ལུ་
འགྲོ་ཅུང་། གཤམ་ཚུབ་ནི་མེད་པ། གྲུལ་ནང་སྟོན་ནི་ལག་ཚེ།

ང་བཅས་ཡ་ལུ་འདི་དགའ་ཤོས། ཕྱོད་མོ་དང་སྦྱོང་ལུ་འབད་ནི། གྲམ་གྲམ་འབད་ནི་མེད་པ། རྣང་པོའི་ཐོག་ལས་འབད་ག། ནང་གི་ཚ་
རོགས་འདི་ཚུ། རྣང་དང་རྣང་འབད་ཅུང་། རྣང་མེད་བསྐྱུར་ནི་མེད་པ། འདྲ་མཉམ་ཐོག་ལས་སྟོན་ག།





Activity for Parents

Activity 1

Name of the Activity: Let's Sing!

Type of Activity: Song

Competency: Children are able to exhibit fairness.

Learning Objective: The parent will be able to reinforce the child to take turns in singing song to promote fairness.

Materials: Activity Cards (Let's Sing)

How to use the card:

1. The facilitator will provide the Activity Cards to the parents during the parenting session.
2. The facilitator will demonstrate how to use the Activity Cards emphasizing on the importance of taking turns.
3. The parents will carry out the activity with their children at home as per the Activity Cards and discuss about the importance of taking turns and consequences of not following their turn.
4. The parents will share their experiences of carrying out the particular activity and other variations, if any, during the next parenting session.

Note:

1. The facilitator will remind the parents to role-model and encourage their children to take turns in household chores such as washing dishes, fetching water, cleaning, sharing play materials, etc.

Activity 2

Name of the Activity: Ku ku

Type of Activity: Game

Competency: Children are able to exhibit fairness.

Learning Objective: The parent will be able to support the child to play by rules to promote fairness.

Materials: Activity Cards (Ku ku)

How to use the card:

1. The facilitator will provide the Activity Cards to the individual parents during the parenting session.
2. The facilitator will demonstrate how to use the Activity Cards emphasizing on the importance of playing by rules.





Activity for Parents

3. The parents will carry out the activity with their children at home as per the Activity Cards and discuss about the importance of taking turns and consequences of not following their turn.
4. The parents will share their experiences of carrying out the particular activity and other variations, if any, during the next parenting session.

Note:

1. The facilitator will remind the parents to role-model and encourage their children to play fairly with their siblings and friends.

Activity 3

Name of the Activity: Let's be Equal!

Type of Activity: Rhyme

Competency: Children are able to exhibit fairness.

Learning Objective: The parent will be able to reinforce the children to treat everyone equally to promote fairness.

Materials: Activity Cards (Let's be Equal!)

How to use cards:

1. The facilitator will provide the Activity Cards to the individual parents during the parenting session.
2. The facilitator will demonstrate how to use the Activity Cards emphasizing the importance of treating everyone equally.
3. The parents will carry out the activity with their children at home as per the Activity Cards.
4. The parents will share their experiences of carrying out the particular activity and other variations, if any, during the next parenting session.

Note:

1. The facilitator will remind parents to role-model and encourage the child(ren) to treat everyone equally.
2. The facilitator will share the recorded version of rhyme via WeChat or other messaging apps.





Activity for Parents

Activity 4

Name of the Activity: Let's Make Collage

Type of Activity: Creative Art

Competency: Children are able to exhibit fairness.

Learning Objective: The parent will be able to support the child to make collage through discussion to promote consultative decision making.

Materials: Activity Cards (Let's Make Collage) and locally available materials (Stones, leaves, sticks, flowers, etc.).

How to use the card:

1. The facilitator will provide the Activity Cards to the parents during the parenting session.
2. The facilitator will demonstrate how to use the Activity Cards highlighting on the importance of making consultative decision.
3. The parents will carry out the activity with their children at home using the Activity Cards and discuss the importance of making consultative decision.
4. The parents will share their experiences of carrying out the particular activity and other variations, if any, during the next parenting session.

Note:

1. The facilitator will remind the parents to involve children in making decision whenever relevant.

Activity 5

Name of the Activity: Yarab Choeba

Type of Activity: Rhyme

Competency: Children are able to exhibit fairness.

Learning Objective: The parent will be able to facilitate the children to discuss about the fair/unfair action.

Materials: Activity Cards (Yarab Choeba) and a rhyme chart.

How to use the cards

1. The facilitator will provide the Activity Cards to the parents during the parenting session.
2. The facilitator will demonstrate how to sing the rhyme.
3. The parents will carry out the activity with their children at home as per the Activity Cards.





Activity for Parents

4. Discuss on fair and unfair actions related to children, and their importance and consequences.
5. The parents will share their experiences of carrying out the particular activity and other variations, if any, during the next parenting session.

Note:

1. The facilitator will remind the parents to treat their children equally in day-to-day activities.
2. Share a recorded version of the rhyme via WeChat or other messaging apps.





Trainer's Guide

The training package is designed to be delivered face-to-face in an interactive and activity-based method, and is expected to be fun and stimulating both for trainers and participants. The package is designed to support trainers and implementers to enhance their knowledge on integrity education in ECCD and equip them with skills in implementing the Activity Book. The two-day training program includes orientation on how to deliver the sessions and conduct the activities for both children and parents. It is expected that the participants will gain confidence, not just as facilitators, but also as role models for children.

1. Objectives

By the end of the training, the participants will be able to:

- a. Sensitize trainers and implementers on the importance of Integrity Education.
- b. Familiarize the implementers on the intervention package and specific activities.
- c. Equip trainers with skills in training of implementers.
- d. Equip implementers with skills to implement the activities.

2. Notes for Trainers and Implementers

- a. The difficulty level of activities can be varied as per the age and ability of the children.
- b. The activities are to be conducted preferably in local language.
- c. The activities can be conducted repeatedly as and where relevant across different themes.
- d. The activities which involve risks should be conducted under the guidance of the parents and facilitators.
- e. While the learning activities could be integrated into regular daily schedules of ECCD centres, the parenting activity cards could be used with parents during parenting education sessions.





3. Schedule

Day	Session 1 (9:00-10:30 AM)	BREAK (10:30-11:00 AM)	Session 2 (11:00-12:30 PM)	BREAK (12:30-1:30 PM)	Session 3 (1:30-3:00 PM)	BREAK (3:00-3:30 PM)	Session 4 (3:30-5:00 PM)
Day 1	<ul style="list-style-type: none"> • Introduction • Overview of the Training 		<ul style="list-style-type: none"> • Overview of the Activity book • Demonstration 		Simulation on Activity for Children-Honesty		Simulation on Activity for Parents-Honesty
Day 2	Simulation on Activity for Children-Responsibility		Simulation on Activity for Parents-Responsibility		Simulation on Activity for Children-Fairness		<ul style="list-style-type: none"> • Simulation on Activity for Parents-Fairness • Closing • Evaluation and feedback

4. Day 1 Session 1

Overview of the training

Activity	Objective	Training materials	Training process	Duration
Introduction	By the end of the session, the participant will be able to know each other and their expectations from the workshop.	<ol style="list-style-type: none"> 1. Sticky pad 2. Chart papers 3. Marker pens 4. Container 	<p>Step 1.</p> <ol style="list-style-type: none"> 1.1. The trainer will begin the session by officially welcoming participants to the training and introducing himself/herself. 1.2. The participants will be asked to pick up a rolled paper from the container to choose their partners. The ones with the same number will sit in pairs and each will be given a sticky pad. 1.3. The participants will introduce themselves to their partner and write their expectations of the workshop on the sticky pad provided. 1.4. Ask them to introduce their partners to the floor and read out the partner's expectations. 1.5. Collect all the sticky pads and display them on chart paper. 	30 minutes





Overview of the training	The participant will be able to:	1. PPT slides	2.1. Presentation on the importance of Integrity Education as an antidote to corruption.	10 minutes
	i. State the importance of integrity education in preventing corruption.		2.2. Presentation on contextualizing Integrity Education in Early Childhood Care and Development followed by a group discussion on the following points:	25 minutes
	ii. Explain the basis of integrating integrity education in Early Childhood Care and Development.		i. The nature of child development in the early years. ii. The efficacy of learning and development in the early years. iii. The relationship between integrity education and early child development outcomes.	
	iii. State the objectives of the training package.		2.3. Orient the objectives and schedule of the training.	10 minutes
Ground rules		1. Chart paper 2. Marker pen 3. Cello tape	3.1. Invite participants to list ground rules for the training. 3.2. The trainer will write the ground rules on the chart paper and display them on the wall for compliance.	15 minutes

5. Day 1 Session 2

Overview of the Activity Book

Activity	Objective	Training materials	Training process	Duration
Orientation on Framework	The participants will be able to state the competencies of Integrity Education.	1. Activity Book	1. Orient on the Integrity Education framework detailing the child development domain (moral), three competencies, indicators and activities to the participants.	15 minutes
Orientation on Children's and Parent's activities	The participants will be able to identify the Children's and Parents' activities.	2. Activity Book	1. Orient the activities under each competency. 2. Familiarize the participants with the activities.	30 minutes





<p>Demonstration Activity 13 Wool Web (Page 46)</p>	<p>The participants will be able to simulate other activities based on the demonstration.</p>	<p>1. Twine thread</p>	<p>Step 1. Preparation</p> <p>1.6. Introduce the Activity and state the objectives of the Activity. * This activity will exhibit fairness by playing the web game. * The participant will be able to make and unwind the web through consultative decision making.</p> <p>Step 2. Demonstration</p> <p>2.1 The trainer will demonstrate the activity and have few participants identified as observers who will later provide feedback on <i>what went well, what did not go well and what could be improved.</i></p> <p>Step 3. Closure</p> <p>3.1 Emphasize key points and objectives of the sessions. 3.2 Highlight any specific notes.</p>	<p>45 minutes</p>
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6. Day 1 Session 3

Competency: Honesty (Activity for Children)

Activity	Objective	Training materials	Training process	Duration
<p>Simulation (Activity for Children on Honesty)</p>	<p>The participant will be able to simulate a game on 'Hunting for Objects' to inculcate honesty by returning lost and found items to the owner promptly.</p>	<p>1. Classroom objects</p>	<p>Step 1. Preparation</p> <p>1.7. Introduce the session and state the objectives of the session (say that the session will include the simulation of two activities from the Activity book)</p> <p>1.8. Divide participants into two groups and assign the activity. Activity 1: <i>Hunting for Objects</i> (Page 10). Activity 2: <i>The Honest Woodcutter</i> (Page 5).</p>	<p>20 minutes</p>





	<p>The participant will be able to simulate the story ‘The Honest Woodcutter’ to demonstrate the importance of telling truth.</p>	<p>1. Story on The Honest Woodcutter</p>	<p>1.9. The assigned group will prepare for simulation as per the instructions given in the Activity book.</p> <p>Step 2. Simulation</p> <p>2.1. The groups will simulate the activity.</p> <p>2.2. While the assigned group simulates, the other group will observe the simulation objectively.</p> <p>Step 3. Feedback</p> <p>3.1. Right after each simulation, the group will present a reflection on the simulation highlighting; <i>what went well, what did not go well and what could be improved.</i></p> <p>3.2. The observing group will share their feedbacks.</p> <p>Step 4. Closure</p> <p>4.1 Emphasize key points and objectives of the sessions.</p> <p>4.2 Highlight any specific notes.</p>	<p>40 minutes (20 minutes for each group)</p> <p>20 minutes (10 minutes feedback session for each group)</p> <p>10 minutes</p>
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7. Day 1 Session 4

Competencies: Honesty (Activities for Parents)

Activity	Objective	Training materials	Training process	Duration
<p>Simulation (Activity for Parents on Honesty)</p>	<p>The participant will be able to simulate the story ‘Nozip Penjor’ to demonstrate the importance of telling truth.</p>	<p>1. Activity Cards</p>	<p>Step 1. Preparation</p> <p>1.10. Introduce the session and state the objectives of the session (say that the session will include the simulation of two activities from the Activity Book)</p> <p>1.11. Divide participants into two groups and assign the activity. Activity 1: <i>Nozip Penjor</i> (Page 15) Activity 2: <i>Dorji Owns Up His Mistake</i> (Page 16)</p>	<p>20 minutes</p>





			1.12. The assigned group will prepare for simulation as per the instructions given in the Activity book.	40 minutes (20 minutes for each group)
	The participant will be able to simulate the activity “ Dorji Owns Up His Mistake ” to promote honesty.	1. Activity Cards	<p>Step 2. Simulation</p> <p>2.3. The groups will simulate the activity.</p> <p>2.4. While the assigned group simulates, the other group will observe the simulation objectively.</p> <p>Step 3. Feedback</p> <p>3.1. Right after each simulation, the group will present a reflection on the simulation highlighting; <i>what went well, what did not go well and what could be improved.</i></p> <p>3.2. The observing group will share their feedbacks.</p> <p>Step 4. Closure</p> <p>4.1. Emphasize key points and objectives of the sessions.</p> <p>4.2. Highlight any specific notes.</p>	
				10 minutes

8. Day 2 Session 1

Competency: Responsibility (Activity for Children)

Activity	Objective	Training materials	Training process	Duration
Simulation (Activity for Children on Responsibility)	The participant will be able to simulate the activity “ Making a Book ” within a given time to promote responsibility.	1. Leaves 2. Papers 3. Watercolors 4. Paint brushes	<p>Step 1. Preparation</p> <p>1.1. Introduce the session and state the objectives of the session (say that the session will include the simulation of two activities from the Activity Book)</p> <p>1.2. Divide participants into two groups and assign the activity. Activity 1: Making a Book (Page 23) Activity 2: Nge gi Gyenkhu (Page 26).</p>	20 minutes





	The participant will be able to simulate the activity by singing the song “Nge gi Gyenkhu” to promote individual responsibility.	1. Lyrics of the song “Nge gi Gyenkhu” (in App Bokto tune or any tune of their choice)	<p>1.3. The assigned group will prepare for simulation as per the instructions given in the Activity book.</p> <p>Step 2. Simulation</p> <p>1.1 The groups will simulate the activity.</p> <p>1.2 While the assigned group simulates, the other group will observe the simulation objectively.</p> <p>Step 3. Feedback</p> <p>3.1. Right after each simulation, the group will present a reflection on the simulation highlighting; <i>what went well, what did not go well and what could be improved.</i></p> <p>3.2. The observing group will share their feedbacks.</p> <p>Step 4. Closure</p> <p>4.1 Emphasize key points and objectives of the sessions.</p> <p>4.2 Highlight any specific notes.</p>	<p>40 minutes (20 minutes for each Group)</p> <p>20 minutes (10 minutes for each group)</p> <p>10 minutes</p>
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9. Day 2 Session 2

Competency: Responsibility (Activity for Parents)

Activity	Objective	Training materials	Training process	Duration
Simulation (Activity for parents on responsibility)	The participant will be able to simulate the “ Sorting of Items ” within a given time.	<p>1. Vegetables (chillies, potatoes, beans, onions, tomatoes, etc.),</p> <p>2. Activity Cards</p>	<p>Step 1. Preparation</p> <p>1.1. Introduce the session and state the objectives of the session (say that the session will include the simulation of two activities from the Activity Book)</p> <p>1.2. Divide participants into two groups and assign the activity. Activity 1: Sorting of Items (Page 24) Activity 2: Be Like Wangyal! (Page 35).</p>	20 minutes





	<p>The participant will be able to simulate the activity “Be Like Wangyal!” to promote responsibility.</p>	<p>1. Activity Cards</p>	<p>1.3. The assigned group will prepare for simulation as per the instructions given in the Activity book.</p> <p>Step 2. Simulation</p> <p>1.1. The groups will simulate the activity. 1.2. While the assigned group simulates, the other group will observe the simulation objectively.</p> <p>Step 3. Feedback</p> <p>3.1. Right after each simulation, the group will present a reflection on the simulation highlighting; <i>what went well, what did not go well and what could be improved.</i> 3.2. The observing group will share their feedbacks.</p> <p>Step 4. Closure</p> <p>4.1. Emphasize key points and objectives of the sessions. 4.2. Highlight any specific notes.</p>	<p>40 minutes (20 minutes for each group)</p> <p>20 minutes (10 minutes feedback session for each group)</p> <p>10 minutes</p>
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10.Day 2 Session 3

Competency: Fairness (Activity for Children)

Activity	Objective	Training materials	Training process	Duration
<p>Simulation (Activity for Children on Fairness)</p>	<p>The participant will be able to simulate “In-and-Out” to promote fairness.</p>	<p>1. Marker pen 2. Chart paper</p>	<p>Step 1. Preparation</p> <p>2.5. Introduce the session and state the objectives of the session (say that the session will include the simulation of two activities from the Activity Book) 2.6. Divide participants into two groups and assign the activity. Activity 1: In-and-Out (Page 40) Activity 2: Building Tower (Page 45).</p>	<p>20 minutes</p>





	<p>The participant will be able to simulate “Building Tower” activity to promote consultative decision making.</p>	<p>1. Building blocks</p>	<p>2.7. The assigned group will prepare for simulation as per the instructions given in the Activity book.</p> <p>Step 2. Simulation</p> <p>2.8. The groups will simulate the activity.</p> <p>2.9. While the assigned group simulates, the other group will observe the simulation objectively.</p> <p>Step 3. Feedback</p> <p>3.1. Right after each simulation, the group will present a reflection on the simulation highlighting; <i>what went well, what did not go well and what could be improved.</i></p> <p>3.2. The observing group will share their feedbacks.</p> <p>Step 4. Closure</p> <p>4.1. Emphasize key points and objectives of the sessions.</p> <p>4.2. Highlight any specific notes.</p>	<p>40 minutes (20 minutes for each group)</p> <p>20 minutes (10 minutes feedback session for each group)</p> <p>10 minutes</p>
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11. Day 2 Session 4

Competency: Fairness (Activity for parents)

Activity	Objective	Training materials	Training process	Duration
<p>Simulation (Activity for Parent on Fairness)</p>	<p>The participant will be able to simulate “Let’s be Equal!” activity to promote equal treatment.</p>	<p>1. Activity card</p>	<p>Step 1. Preparation</p> <p>2.10. Introduce the session and state the objectives of the session (say that the session will include the simulation of two activities from the Activity book).</p> <p>2.11. Divide participants into two groups and assign the activity. <i>Activity 1: Let’s be Equal! (Page 50)</i></p>	<p>20 minutes</p>





			<p><i>Activity 2: Let's Sing!</i> (Page 49).</p> <p>2.12. The assigned group will prepare for simulation as per the instructions given in the Activity book.</p>	
	The participant will be able to simulate "Let's Sing!" activity to promote consultative decision making.	1. Activity Cards	<p>Step 2. Simulation</p> <p>1.1. The groups will simulate the activity.</p> <p>1.2. While the assigned group simulate, the other group will observe the stimulation objectively.</p> <p>Step 3. Feedback</p> <p>3.1. Right after each simulation, the group will present a reflection on the simulation highlighting; <i>what went well, what did not go well and what could be improved.</i></p> <p>3.2. The observing group will share their feedbacks.</p> <p>Step 4. Closure</p> <p>4.1. Emphasize key points and objectives of the session.</p> <p>4.2. Highlight any specific notes.</p>	<p>40 minutes (20 minutes for each group)</p> <p>40 minutes (20 minutes for each group)</p> <p>10 minutes</p>





12. Evaluation of the Training

Training Title:

Venue:

Date:

Thank you for attending the Training. We would like to know if this was a valuable learning experience for you and would appreciate your honest responses to the following questions. Your feedback is anonymous and will only be used to help evaluate and improve future Trainings.

DEMOGRAPHICS

Your Gender (Circle one): A. Male B. Female

Your Highest Education Level (Circle one):

A. Post Graduate B. Graduate C. Diploma/Certificate D. High School

Your Current Occupation (Circle one):

A. Dzongkhag Education Officer

B. Principal

C. ECCD Facilitator

SECTION 1: REACTION TO THE WORKSHOP CONTENT

Please rate the Training on the following items (*Circle the most appropriate number for each item*). We would also be grateful to receive additional comments if any in the space provided under Comments.

Sl. No.	Items	Poor	Fair	Good	Very Good	Excellent	Comments (if any)
1	Flow and organization of the content	1	2	3	4	5	
2	Relevance of the subject matter	1	2	3	4	5	
3	Opportunities for interaction in the training	1	2	3	4	5	
4	Effectiveness of the Group Activities	1	2	3	4	5	
5	Duration of the workshop (Please specify)	1	2	3	4	5	



SECTION 2: FACILITATION

Please rate the Facilitation Skill of the Trainer(s) on the following items (**Circle the most appropriate number for each item**). We would also be grateful to receive additional comments if any in the space provided under *Comments*.

Sl. No.	Items	Poor	Fair	Good	Very Good	Excellent	Comments (if any)
1	Knowledge of the Subject Matter	1	2	3	4	5	
2	Clarity of Responses to the Questions	1	2	3	4	5	
3	Communication Skills (language, clarity, audibility, pace, etc.)	1	2	3	4	5	
4	Time Management	1	2	3	4	5	

SECTION 3: REACTION TO THE ADMINISTRATION, FACILITIES & LOGISTICS

Please rate the workshop on the following items (**Circle the most appropriate number for each item**). We would also be grateful to receive additional comments if any in the space provided under *Comments*.

Sl. No.	Items	Poor	Fair	Good	Very Good	Excellent	Comments (if any)
1	Setting (Conference Room & Facilities)	1	2	3	4	5	
2	Meals and Refreshment	1	2	3	4	5	

SECTION 4: ADDITIONAL COMMENTS

Please share if you have any other comments:

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Thank you for taking the time to complete this Evaluation Form.





Activity Cards (Sample)

Honesty
Activity for Parents

སློབ་ལཱ་དང་ཡུ།
Activity 1

ནོར་འཛིན་དཔལ་འབྱོར།
Nozip Penjor

Card 1 of 10

ནོར་འཛིན་དཔལ་འབྱོར།
Nozip Penjor

དཔལ་འབྱོར་ རྒྱལ་ཚེ་ལ་ནང་ ནོར་འཛིན་ཞེས།
Penjor is looking after his cattle in the forest.

Card 2 of 10

HELP!

དཔལ་འབྱོར་གྱིས་ ཁོ་མོ་ནོར་ རྒྱལ་གྱིས་ཐམས་པོ་ཟེས་ གཡུ་ས་ཁའི་མི་ཚུ་
སྐད་ཐུག་བའ་ཐོ་ཞེས།

Penjor calls his fellow villagers saying that his cow is being attacked by a tiger.

Card 3 of 10

ནོར་འཛིན་དཔལ་འབྱོར།
Nozip Penjor

གཡུ་ས་ཁའི་མི་ཚུ་ དཔལ་འབྱོར་གྱི་ནོར་ རྒྱལ་སྐྱབས་འཚན་ཐང་འབྱོ་ཞེས།
Villagers run towards the forest to help Penjor save the cow.

Card 4 of 10



ནོམ་ཇིཔ་དཔལ་འབྱོར་།
Nozip Penjor

HA!
HA!
HA!



དཔལ་འབྱོར་། དགོད་པ་སྒྲེལ་། ང་གིས་ཁྱེད་ཚོ་། དཀྱིག་དཀྱིག་པ་ཡིན་ཟེར་སྟེ།
གཡུས་ཁའི་མི་ཚོ་། ཁོ་ལྟ་ཅིག་པ་ཐམས་ཅད་།

Penjor laughs and says that he was just joking with them.
The villagers are angry with Penjor.

Card 5 of 10

ནོམ་ཇིཔ་དཔལ་འབྱོར་།
Nozip Penjor



ཉེ་ཇི་མ་ཅིག་། ཉུག་དོ་མ་འོང་ཉེ་། རྒྱུ་ལྷ་།
གཞི་དཔལ་འབྱོར་ལ་མ་དུ་། དཔལ་འབྱོར་གྱིས་། དུ་།
རུང་གཡུས་ཁའི་མི་ཚོ་། རྟོན་རྒྱ་ཐམས་ཅད་།

One day a tiger attacks Penjor's
cows and he calls his fellow
villagers for help.

HELP!



Card 6 of 10

ནོམ་ཇིཔ་དཔལ་འབྱོར་།
Nozip Penjor



མི་ཚོ་གིས་། དཔལ་འབྱོར་ལྷ་། མ་ཉུག་པར་། ཁོང་རའི་ལྷ་འདི་རང་། འབད་ལོད་ཀྱི་རྟུག།

The villagers ignore Penjor's call and continued their normal
work in the field.

Card 7 of 10

ནོམ་ཇིཔ་དཔལ་འབྱོར་།
Nozip Penjor

HELP!
HELP!



དཔལ་འབྱོར་གྱིས་། རྒྱུ་ལྷ་གིས་ཐམས་ཅད་ལྷོ་། འཕྲོ་མཐུད་དེ་རང་འཕོ་རྟུག།

Penjor continues to call villagers for help saying that the
tiger is eating his cow.

Card 8 of 10





ཚོང་ལྷོ་འཕེལ་འབྱོར།
Nozip Penjor



གཞུས་ཁའི་མི་ཚུ་འོང་ཕྱི་ དཔལ་འབྱོར་ལྟ་ དུས་ནམ་རའ་བཅད་རུང་ རོགས་ལྟ་ཤོབ་
ཀྱང་འུ་མི་འོང་ཟེར་ ཚོགས་མཉམ་གཉེན་ལྟ་ དཔལ་འབྱོར་ སྤོའ་ཕྱོད་ལྷོ་དགོཔ་ཐུང་
ལྷོ།

The Villagers scold Penjor and tell him never to lie again.
Penjor regretted for lying.

Card 9 of 10

ཚོང་ལྷོ་འཕེལ་འབྱོར།
Nozip Penjor

གསོལ་བྱ།

- ༡ ་ མམ་གེས་ སྤོང་ལྟ་ཤོག་ཐུང་ ལག་ལེན་འཇམ་ཚོག་ལས་ ལའོ་ལྟ་ སུང་གཉེན་འདྲི
- ༢ ་ སུང་གཉེན་ཚུ་ཚོ་མམ་ལས་ འོག་གི་དུ་མཚུ་འདྲི་ནི།
 - སུང་འདྲི་ གཅི་གི་སྐོར་ལས་ལོན་པས་?
 - རྒྱུད་ལྷོས་ སུང་འདྲི་ དུག་པ་ལེག་?
 - རྒྱུད་ལྷོས་ དཔལ་འབྱོར་ལྟ་སྐོར་ལས་ ག་དེ་སྤེལ་ཚོ་ལམ་སེལ་?
 - རྒྱུད་དཔལ་འབྱོར་ལོན་པ་ཅིན་ གཅི་སྤེལ་བཅད་མེད་?
 - གཅི་འབཅད་ གཞུས་ཁའི་ མི་ཚུ་གེས་ ལོ་ལྟ་ ཚུ་རོགས་འབཅད་ཁར་ མ་འོང་མ་ལོན་ན་?
 - ཤོབ་ཀྱང་འདྲི་འདྲི་ ལོགས་ཤོམ་ལོན་ན་ གཅི་འབཅད་?
- ༣ ་ མམ་གེས་ ལའོ་ ལྟ་ ཤོབ་ཀྱང་འདྲི་འདྲི་ ལོགས་ཤོམ་ལོན་ཟེར་ གཅི་ལོ་བཟོན་ཉེ་
སྤེལ་ནི་དང་ གཞུས་ཉེ་ ཤོབ་ཀྱང་མ་ཅིན་ རང་ལུ་རལ་ཤོན་འོང་ཟེར་སྤེལ་ནི།

Instructions:

1. The parent will narrate the story using picture cards.
2. At the end of the story, the parent will ask the following questions:
 - What is the story about?
 - Did you like the story?
 - What do you think about Penjor?
 - What would you do if you were Penjor?
 - Why did the villagers refuse to come and help Penjor?
 - Is it good to tell lies? Why?
3. The parent will explain the consequences of telling lies (people won't trust/believe us, we will always suffer)

Card 10 of 10

Honesty
Activity for Parents

སྤོང་ལྟ་གཉེས་པ།
Activity 2

ལས་སྤོང་ས་ལྟ་ གནས་དགོཔ།
Keeping Promises

Card 1 of 4

ལས་སྤོང་ས་ལྟ་ གནས་དགོཔ།
Keeping Promises

དལ་གཅེས་སྤོང་འབཅད་ནི།
དལ་ལུས་ཚོད་ལྷོན་ནི།
དལ་ཀྱང་སྤོང་འབཅད་ནི།
ལས་ལེན་མམ་གེས་མཚན་གནད་།

Card 2 of 4



ལས་བྱེད་ལུ་ ཀུན་མཁུ་གོ་བ།
Keeping Promises

ང་གིས་འཇམ་པ་འཛིང་མི་འདད།
ལ་གིས་རྟོག་པ་ཡང་མི་སྲིབ།
ལག་པ་གིས་ཡང་མ་ཡང་མི་བརྟུ།
ལས་བྱེད་ས་ང་གིས་འཇམ་པ་གོ།



Card 3 of 4

ལས་བྱེད་ལུ་ ཀུན་མཁུ་གོ་བ།
Keeping Promises

བཀོད་ཚུ།

- ༡ ་ མམ་དང་ཨ་ལཱ་ གྲུ་ལྟོ་སྟོར་མཚན་དང་ ཡང་ལོང་ ཡང་ན་ ས་ལམ་བོད་ནི།
- ༢ ་ མམ་གིས་ ལོ་གྲུ་འཇེན་མཚན་ ཨ་ལཱ་ཚུ་གིས་ གྲུ་ནི།
- ༣ ་ མམ་དང་ཨ་ལཱ་ མཉམ་ཐུབ་གྱི་ཚོགས་ལས་ ལོ་གྲུ་འཇེན་ནི།
- ༤ ་ མམ་གིས་ འགོ་ཁྲིད་འཇམ་དེ་ ལོ་གྲུ་ལོ་གོ་དོན་ བཤད་ཚུ་ལྟོ་ལྟོ་དང་ ཨ་ལཱ་ ལུ་ ལས་ལེན་འཇམ་པ་བཟུག་ནི།

Instructions:

- 1. The parent and the child(ren) stand/sit in a circle.
- 2. The parent will sing the rhyme and let the children listen.
- 3. Sing the rhyme together.
- 4. The parent will lead the discussion on the messages of the rhyme and let child(ren) make a promise.

Card 4 of 4

Honesty
Activity for Parents

སྟོང་ལུ་གཞུ་མ་ཡ།
Activity 3

རྫོང་ཇི་གིས་ ཁོ་རའི་འཛོལ་བ་ལུ་
ལས་ལེན།
Dorji Owns Up His
Mistake



Card 1 of 7

རྫོང་ཇི་གིས་ ཁོ་རའི་འཛོལ་བ་ལུ་ ལས་ལེན།
Dorji Owns Up His Mistake



རྫོང་ཇི་གིས་ ཅེད་ཚམས་ རྟུག་མས་ཐུག།
Dorji broke the toy.

Card 2 of 7





རྗེ་གིས་ ཁོ་འདི་འཇོལ་བ་ལུ་ ཁས་ལེན།
Dorji Owns Up His Mistake



ཁོ་འདི་འཇོལ་བ་འདི་ ཁས་ལེན་འབད་དེ་ ཡམ་ལུ་སྤྲུག།
He admits his mistake to his parent.

Card 3 of 7

རྗེ་གིས་ ཁོ་འདི་འཇོལ་བ་ལུ་ ཁས་ལེན།
Dorji Owns Up His Mistake



ཡམ་གིས་ ཁོ་འདི་འཇོལ་བ་ ཁས་ལེན་འབད་མི་ལུ་ དལ་འདེད་བཟུང་འུག།
The parent appreciates him for admitting his mistake.

Card 4 of 7

རྗེ་གིས་ ཁོ་འདི་འཇོལ་བ་ལུ་ ཁས་ལེན།
Dorji Owns Up His Mistake



ཡམ་གིས་ རེད་ཚུས་ བཅོམ་ལྷུ་བཟུང་འུག།
The parent repairs his toy.

Card 5 of 7

རྗེ་གིས་ ཁོ་འདི་འཇོལ་བ་ལུ་ ཁས་ལེན།
Dorji Owns Up His Mistake



རྗེ་གིས་ ཁོ་འདི་འཇོལ་བ་ལུ་ ཁས་ལེན་འབད་དེ་གི་སྐྱེ་ ལེམས་ཟག་གཅད་འུག།
Dorji commits to admit his mistakes hereafter.

Card 6 of 7



གནང་ལཱ།
Ask Permission

མགོ་དུ་རྒྱ།

- ༡༽ མཚན་པ་ལཱ། རྒྱལ་སྤོང་སྤོང་མཚན་པ་ ཡང་ཡང་ ཡང་ན་ ལམ་ལོད་ཤི།
- ༢༽ མཚན་པ་ ལོ་སྤྱོད་ལཱ་མཚན་པ་ ལཱ་སྤོང་གི་ཕྱེ་ཤི།
- ༣༽ མཚན་པ་ལཱ། མཚན་པ་ལཱ་ལཱ་ ལོ་སྤྱོད་ལཱ་མཚན་པ་
- ༤༽ མཚན་པ་ ལོ་སྤྱོད་ལཱ་མཚན་པ་ ལོ་སྤྱོད་ལཱ་མཚན་པ་ ལོ་སྤྱོད་ལཱ་མཚན་པ་

Instructions:

1. The parent(s) and the child(ren) stand/sit in a circle.
2. The parent will sing the rhyme and let the children listen.
3. Sing the rhyme together.
4. The parent will lead the discussion on the messages of the rhyme and let the child(ren) practice asking permission at home.

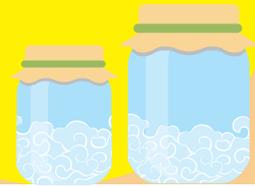
Card 4 of 4

Honesty

Activity for Parents

སྤོང་ལཱ་ལཱ།
Activity 5

དགའ་ཚོར་གྱི་རྒྱ་མི།
Gratitude Jar



Card 1 of 5

དགའ་ཚོར་གྱི་རྒྱ་མི།
Gratitude Jar



ཚོ་ མཚན་པ་དགོ།
Tell the truth.

Card 2 of 5

དགའ་ཚོར་གྱི་རྒྱ་མི།
Gratitude Jar



གནང་ལ་ ལཱ་དགོ།
Ask permission.

Card 3 of 5



དགའ་ཚོང་གི་ཆུ་མོ།
Gratitude Jar

གནད་ཁྱིའལ་ ལོག་ཕྱིར་དགོ།
Return lost and found items.

Card 4 of 5

དགའ་ཚོང་གི་ཆུ་མོ།
Gratitude Jar

རང་གི་འཚོལ་པ་འདི་ ཁམས་ལེན་འཇམ་དུ་དགོ།
Admit one's mistake.

Card 5 of 5

Responsibility
Activity for Parents

སློབ་ལཱ་དང་ཡ།
Activity 1

**ཁྱིམ་ནང་གི་ སློབ་གྲྭ།
Home Rules**

Card 1 of 7

ཁྱིམ་ནང་གི་སློབ་གྲྭ།
Home Rules

ཕྱི་ལོ་གཉིས་ཀྱི་ལཱ་ ཚེས་གཉིས་ ལྷན་དགོ།
Brush twice a day.

Card 2 of 7



ཁྱིམ་ནང་གི་སྒྲིག་ལམ།
Home Rules



ལག་པ་སྒྲུབ་ཏུ་བྱ་དགོ།
Wash hands.

Card 3 of 7

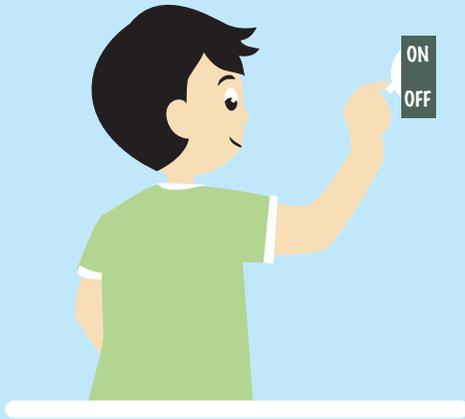
ཁྱིམ་ནང་གི་སྒྲིག་ལམ།
Home Rules



ཚུ་ལག་ལེན་འཇམ་པ་དགོ་པ་མེད་པ་ཅི་ཕྱི་ བསྟུགས་བཞག་དགོ།
Close water tap when not in use.

Card 4 of 7

ཁྱིམ་ནང་གི་སྒྲིག་ལམ།
Home Rules



སྒྲིག་མེ་ལག་ལེན་འཇམ་པ་དགོ་པ་མེད་པ་ཅི་ཕྱི་ གསལ་དུ་བཞག་དགོ།
Switch off the light when not in use.

Card 5 of 7

ཁྱིམ་ནང་གི་སྒྲིག་ལམ།
Home Rules



རྒྱུང་མཚོང་དང་འགྲུལ་ལམ་ལྡན་ལྟེ་ ལག་ལེན་འཇམ་པ་གྱི་མི་ འཕྲུལ་ཚོད་ མཉམ་པ་ལས་དུ་བྱ་དགོ།
Reduce screen time.

Card 6 of 7



མིའང་གི་སྤྱི་ལུགས།
Home Rules



དུས་ཚོད་ལངས་ ཟུམ་དགོ།
Sleep on time.

Card 7 of 7

Responsibility
Activity for Parents

སློབ་ལཱ་གཉེན་ལཱ།
Activity 2
ཕྱི་སེལ་རྒྱུ་བཞག་གི།
Sorting of Items



Card 1 of 4

ཕྱི་སེལ་རྒྱུ་བཞག་གི།
Sorting of Items



- ད་བཅའ་ཚུ་ ཕྱི་སེལ་རྒྱུ་བཞག་གི་མེད་མོ་མེད་ཤིང་།
- ཚོད་ལས་ཚུ་ སླ་བཟེ་སླེ་མཚན་གཉེ་ ཡེལ་ ལུ་ ཕྱི་སེལ་རྒྱུ་བཞག་མཚངས་ ཉུ་ཞུ་བྱི་ཤི་ཤི།
- ཡེལ་ ལུ་ སློབ་ལཱ་འདི་ དུས་ཚོད་ལངས་ མཚན་གསལ་དུ་གོ་བཟེ་ དུ་ཞུ་གསོ་འབད་དགོ།
- Parent says 'We are going to play a sorting game' to their child.
- Mix the vegetables and demonstrate sorting vegetables in front of the child.
- Remind the child that he/she should complete the task in the given time.

Card 2 of 4

ཕྱི་སེལ་རྒྱུ་བཞག་གི།
Sorting of Items



- དེ་གི་འབྲམ་ལས་ ཡེལ་ ལུ་ ཚོད་ལས་ཚུ་ སླ་བཟེ་སླེ་ བྱི་ཤི་ཤི་མཚངས་ ཕྱི་སེལ་རྒྱུ་བཞག་གཉེ་ ཚོད་ལས་ཚུ་ ཅེ་ག་འབྲམ་ལས་མེད་མེ་ཚུ་ དོས་འཕྲིན་འབད་དེ་ཡོད་པའི་ ཉུ་ཞུ་དལ་མཚན་གསལ་ མཚན་གསལ།
- ཡེལ་ སློབ་ལཱ་འབད་མཚན་ལུ་ ག་དེ་དུག་དུག་ ལུ་ལྷོ་ལྷོ་འབད་དེ་འདི་གཞུ་ཞེ།
- Let the child sort the vegetables and make them put the vegetables in the identified boxes/containers within the given time.
- Parents can support their child in sorting.

Card 3 of 4



ཕྱི་ལོ་ལྟར་གྱི་
Sorting of Items



- ཡུལ་གྱིས་ ལྷོང་ལྷོ་ལམ་དུ་ཚུལ་དུ་ དཀའ་ཚུལ་བསྐྱེད་དེ་ ལག་ལེན་བྱེད་པའི་སྐབས་དུ་གོ།
- ལྷོ་གཅིད་ལམ་དུ་ རྒྱལ་ཚུལ་ལམ་ ལམ་དུ་དགོ་པའི་སྐབས་ལས་ དེ་ལྟར་ལོ་ལམ་དུ་གོ།
- Parent acknowledges her/his child once the child finish sorting.
- Parent emphasizes on the importance of time management or completing a task in a given time.

Card 4 of 4

Responsibility
Activity for Parents

སྐྱོད་ལྷོ་གསུམ་པུ།
Activity 3

བཞེས་སྐྱོ་མཉམ་གཅིག་ ལམ་དུ་གོ།
Let's Cook Together



Card 1 of 7

བཞེས་སྐྱོ་མཉམ་གཅིག་ ལམ་དུ་གོ།
Let's Cook Together



གོ་སྐོམ་ དུང་པུ།
 ༡ ། མཚན་གྱིས་ དུ་སེལ་ དུ་བཅའ་སྐྱོ་ ཚུལ་ལམ་གྱི་ བཅོ་སྒྲིལ་ལྟེ་ ཡུལ་ ལྷོ་ ལྷོ་བཞེས།
 ༢ ། ཡུལ་ ལྷོ་ ཚུལ་ལྟེ་ ཕྱི་ལོ་གྱི་སྐོམ་ལས་ ལྷོ་ལྷོ་བཞེས།

- Step 1
1. The parent says 'We are going to cook a curry' to the child.
 2. Give the vegetables to the child and instruct him/her to wash vegetables.

Card 2 of 7

བཞེས་སྐྱོ་མཉམ་གཅིག་ ལམ་དུ་གོ།
Let's Cook Together



གོ་སྐོམ་ གཉིས་པུ།
 ༡ ། མཚན་གྱིས་ ཡུལ་གྱི་གུ་དུ་ལམ་ ཚུལ་ལྟེ་ ཡུལ་གྱི་ལྷོ་བཞེས་ལྟེ་ བཅོ་སྒྲིལ།

- Step 2
1. The parent will peel and chop the vegetables in front of the child.

Card 3 of 7



བཞེས་སློབ་སྦྱོར་གཅིག་ འབད་གོ།
Let's Cook Together



གོ་རིམ་ གསུམ་ཡ།
༡༽ ལལ་ལུ་ ལུ་ ཚོད་པེ་ཚུ་ ཡུལ་ཤེས་ ཐུག་པུ་བཟུག་ནི།

Step 3
1. Tell the child to put all the vegetables in the pot.

Card 4 of 7

བཞེས་སློབ་སྦྱོར་གཅིག་ འབད་གོ།
Let's Cook Together



གོ་རིམ་ བཞི་ཡ།
༡༽ ལལ་ལུ་ ལུ་ ཚོད་པེ་གི་ ཡུལ་སློབ་ཚུ་ ཐུག་པུ་བཟུག་ནི།

Step 4
1. Tell the child to add ingredients.

Card 5 of 7

བཞེས་སློབ་སྦྱོར་གཅིག་ འབད་གོ།
Let's Cook Together



གོ་རིམ་ ལ་ཡ།
༡༽ མཚན་པུ་ལལ་ལུ་ གཉིས་ཚུ་གི་ གཅིག་ཁར་སྤོ་ ཚོད་པེ་བཟོ་ནི།

Step 5
1. Parent and child will start cooking together.

Card 6 of 7

བཞེས་སློབ་སྦྱོར་གཅིག་ འབད་གོ།
Let's Cook Together



གོ་རིམ་ ཐུག་ཡ།
༡༽ ཚོད་པེ་འདི་ བཟོ་ཚུ་ཞིན་པེ་ལས་ མཚན་པུ་ལལ་ལུ་ གཅིག་ཁར་སྤོ་ རྩོམ་པུ་བཟོ་ནི།

Step 6
1. After cooking, the parent and the child will taste the curry.

Card 7 of 7



Responsibility
Activity for Parents

སློང་ལཱ་ལཱ།
Activity 4
དེའི་འགན་ཁུར།
Nge gi Gyenkhu



Card 1 of 3

འཕྲིན་ལྷན་ཁྲིམས་
Nge Gi Gyenkhu

ཡམ་གཤིས་ ལཱ་ལཱ་ ལཱ་ ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་ འཕྲིན་ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་
ལས་ ལཱ་ལཱ་ ལཱ་ འཕྲིན་ལྷན་ཁྲིམས་

Parents will demonstrate to the child by singing and sweeping in front of the child. Let the child sing and sweep.



Card 2 of 3

འགན་ཁུར་འཕྲིན་ ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་
འགན་ཁུར་འཕྲིན་ ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་
འགན་ཁུར་འཕྲིན་ ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་
འགན་ཁུར་འཕྲིན་ ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་

ལཱ་ལཱ་གཤིས་ ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་ ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་

Let the child sing and pick up the waste/sweet wrappers, etc.

འགན་ཁུར་འཕྲིན་ ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་
འགན་ཁུར་འཕྲིན་ ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་
འགན་ཁུར་འཕྲིན་ ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་
འགན་ཁུར་འཕྲིན་ ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་འཕྲིན་ལྷན་ཁྲིམས་



Card 3 of 3

Responsibility
Activity for Parents

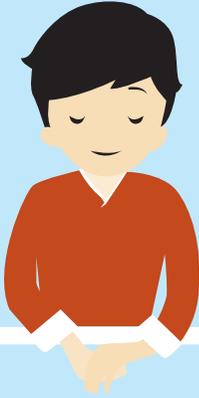
སློང་ལཱ་ལཱ།
Activity 5
དེའི་འགན་ཁུར་ལྷན་ཁྲིམས་
འཕྲིན་ལྷན་ཁྲིམས་
Be Like Wangyal



Card 1 of 8



དབང་རྒྱལ་བཟུང་སྟེ་ འབད།
Be like Wangyal



དེ་དེ་དབང་རྒྱལ་ཡི་ཟློན། ཁོ་ལོ་ལུ་ ལེགས་སྐྱོམ་ཅིག་ཡི་ཟློན།
This is Wangyal. He is a good boy.

Card 2 of 8

དབང་རྒྱལ་བཟུང་སྟེ་ འབད།
Be like Wangyal



ཁོ་གིས་ ཉེ་མ་དང་ཁྱིམ་ནང་གི་ ཅེ་དུ་རྩལ་སྤྱོད་ བདག་འཛིན་ལེགས་
སྐྱོམ་འཇམ་ཡི་ཟློན།
He takes good care of toys at home and the center.

Card 3 of 8

དབང་རྒྱལ་བཟུང་སྟེ་ འབད།
Be like Wangyal



ཁོ་གིས་ རོ་སྤོང་སྤྱོད་ བདག་འཛིན་ལེགས་སྐྱོམ་འཇམ་ཡི་ཟློན།
He loves to take care of the plants.

Card 4 of 8

དབང་རྒྱལ་བཟུང་སྟེ་ འབད།
Be like Wangyal



ཁོ་གིས་ དཔེ་དེ་སྤྱོད་ལང་ བདག་འཛིན་ལེགས་སྐྱོམ་འཇམ་ཡི་ཟློན།
He takes good care of books.

Card 5 of 8



དབང་རྒྱལ་བཟུང་སྟེ་ འབད།
Be like Wangyal

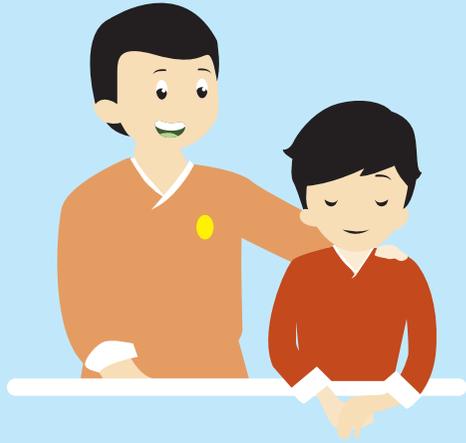


ཁོ་རང་གི་ གོ་ལུ་སྤྱོད་པ་ བཟུང་བཟུང་ལཱ་ལོ།

He folds his own clothes.

Card 6 of 8

དབང་རྒྱལ་བཟུང་སྟེ་ འབད།
Be like Wangyal



ཁོ་ལཱ་ ཚ་རྒྱལ་དང་ ཨ་ཕ་ ཨ་འུ་ ལྷོ་བཟུང་སྟེ་གོ་བཟུང་གིས་ དུམ་རང་བཟུང་ལཱ་ལོ།

He is always appreciated by his friends, teacher and parents.

Card 7 of 8

དབང་རྒྱལ་བཟུང་སྟེ་ འབད།
Be like Wangyal

གོ་དོན་ལྟུང་།

- ༡༽ ཡམ་གཞིས་ སྤོང་ལཱ་སྤྱོད་ཀྱི་ཕྱི་དང་ ལག་ལེན་འཇམ་ཚོགས་ལས་ ཨ་ལཱ་ ལཱ་ སྤང་གཏུང་ གི།
- ༢༽ སྤང་གཏུང་ཚུ་འཛིན་ལས་ འོག་གི་དེ་བུ་ལཱ་ འདི་གི།
 - སྤང་འདི་ གཞི་གི་སྤོང་ལས་ལོ།
 - སྤོང་ལཱ་ སྤང་འདི་དག་ལ་ཡིག་?
 - སྤོང་ལཱ་ དམངས་ལྷན་སྤོང་ལས་ གཞི་སྤོང་ཚུ་ལོ།
 - སྤོང་ དམངས་ལྷན་སྤོང་སྟེ་ འབད་ཀྱི་ལོ། གཞི་སྟེ་
 - སྤོང་ལཱ་ དམངས་ལྷན་སྤོང་ གཞི་སྟེ་ འབད་ཀྱི་ལོ།
- ༣༽ ཡམ་གཞིས་ ཨ་ལཱ་ ལཱ་ རང་གི་ཅ་ཚུ་དང་ ཏུ་བཟུང་གི་ཅ་ཚུ་ ལོགས་སྤོང་སྟེ་ བདག་འཛིན་འབད་དགོ་པའི་སྤོང་ལས་ བཟུང་སྟེ་དགོ།

Instructions:

1. The parent will narrate the story using the picture cards.
2. At the end of the story, the parent will ask the following questions:
 - What is the story about?
 - Did you like the story? Why?
 - What do you think about Wangyal?
 - Would you like to be like Wangyal? Why?
 - How will you become like Wangyal?
3. The parent will emphasize on the importance of taking care of the center resources and the self-belongings, and the consequences of being irresponsible.

Card 8 of 8

Fairness

Activity for Parents

སྤོང་ལཱ་དང་ལཱ།
Activity 1

ཞུ་བས་ལཱ་ འཇུག་གོ།
Let's Sing



Card 1 of 2



ཞབས་ཅུ་ ལའོན་གྱི།
let's Sing

ལོ་སྒྲིལ།

- ལལ་ལུ་དང་ལམ་གཅིག་ལམ་ ལོ་དྲི་ནི།
- ལལ་ལུ་དང་ལམ་ སྒོ་སྒྲིལ་ལམ་ ཞབས་ཅུ་ལའོན་གྱི།

Instructions:

- The Parent(s) and the child(ren) will sit together.
- The parent(s) and child(ren) will take turns to sing songs.

Card 2 of 2

Fairness

Activity for Parents

སྒྲིལ་ལུ་གཉེན་ལལ།
Activity 2

ཀུ་ཀུ
Ku ku



Card 1 of 2

ཀུ་ཀུ།
Kuku

ལོ་སྒྲིལ།

- བཟའ་ཚང་ནང་ཡོད་པའི་ བཟའ་ཚང་ཚུ་མཉམ་ འཛོམས་ཐོག་ལས་ ཕེད་མོ་ཅིག་ ཕེད་ནི།
- བཟའ་ཚང་ནང་གི་ མམ་ ཡང་ན་ ལལ་གཅིག་གིས་ ཕེད་མོ་ཕེད་མུ་དུ་ འབད་ ཚོགས་པ་དང་མཚོགས་པ་གི་སྒོ་སྒྲིལ་ལས་བཤད་ནི།
- ཕེད་མོ་ནང་ གལ་གཏོགས་ཡོད་མེ་ཅིག་གིས་ རུས་ལུ་ལུང་ལུ་ཅིག་གི་ཕྱོད་ལུ་ མིག་ཏུ་ཡུལ་མུ་ ཚེ་རིགས་གཞན་ཚུ་ གཞུམ་པམ་འཁྲོ་ནི།
- ཚེ་རིགས་ཚུ་ གཞུམ་ཚུ་འཁྲོ་མུ་ལས་ གུ་གུ་ཟེད་སྤུམ་དང་ འཛོམས་པམ་འཁྲོ་ནི།
- མཇུག་པམ་ འཛོམས་པམ་མེ་འདི་ རྒྱལ་འཛོམས་ཡིན།

Instructions:

- Gather all the members (parents/siblings/children) to play the game.
- One of the parents or siblings explains the rules of the game.
- One player closes his/her eyes for a brief period while the other players hide.
- The seeker then opens his/her eyes and tries to find the hiders.
- The one who is found at last will be the winner of the round.

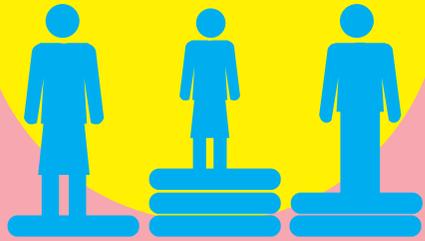
Card 2 of 2

Fairness

Activity for Parents

སྒྲིལ་ལུ་གཉེན་ལལ།
Activity 3

འདྲ་མཉམ་སྒྲེ་ བལྟི་གོ།
Let's be Equal



Card 1 of 5





Fairness
Activity for Parents

སྐྱོད་ལཱ་བཞུགས་པ།
Activity 4

སྐྱུར་བསྐྱོགས་ཀྱི་ཕར་བཅོལ་གོ།
Let's Make Collage

Card 1 of 2

སྐྱུར་བསྐྱོགས་ཀྱི་ཕར་བཅོལ་གོ།
Let's Make Collage

པོ་འདྲིམ་པ།

- ཡམས་དང་ཨ་ལུ་ཚུ་ ལྷིམ་གྱི་མཐའ་འཁོར་ལུ་ བཤུལ་བས་འབྱོར་ནི།
- བཤུལ་བས་འབྱོར་པ་དང་ མཐའ་འཁོར་ལུ་མེད་པའི་ ཅུང་མུ་ཚུ་ བསྐྱོམ་ནི།
- ཡམས་དང་ཨ་ལུ་ཚུ་གིས་ ཅུང་མུ་བསྐྱོམ་མེ་ཚུ་ ལག་ལེན་འབྲེལ་བའི་ བལུན་བྲོལ་གྱི་ རྫོག་ལས་ སྐྱུར་བསྐྱོགས་ཀྱི་ཕར་བཅོལ་གོ།

Instructions:

- The parent(s) and child(ren) will walk around the house.
- Collect the locally available materials while walking.
- The parent(s) and the child(ren) will discuss and make collage using the materials collected.

Card 2 of 2

Fairness
Activity for Parents

སྐྱོད་ལཱ་བཞུགས་པ།
Activity 5

ཡ་རབས་སྐྱོད་པ།
Yarab Choeba

Card 1 of 3

ཡ་རབས་སྐྱོད་པ།
Yarab Choeba

ཡ་རབས་བཟང་པོ། ང་བཅས་ཡིན། རྫོང་གི་སྐྱུང་ཕྱུང་། ཡུལ་ལྗོངས་ལ།
ཡ་རབས་བཟང་པོ། ང་བཅས་ཡིན། ལག་ལ་ཅིག་འབྱུང་པ། གྲུལ་རྒྱུ་ལོ་དེ།
ཡ་རབས་བཟང་པོ། ང་བཅས་ཡིན། ལཱ་ཅིག་འབད་ཅུང་། ཡུལ་ལྗོངས་ལ།
ཡ་རབས་བཟང་པོ། ང་བཅས་ཡིན། བསྐྱེད་ཀྱི་བཟང་པོ། ལེ་མས་ལས་བཞག།

Card 2 of 3





ཡར་ལས་ལྷོ་དཔལ།
Yarab Choeba

མགོ་དུ་རྒྱ།

- ནང་མི་བཟའ་ཚང་ཚུ་ འཛོམས་ཞུ་ཞུ་མཁའ་ ལུ་བལྟོད་ནི།
- ཨ་ཡ་ ཡང་ན་ ཨ་འི་གོས་ ཨ་ལྟའི་ལྟ་སྐྱུ་འཛེན་མེད་ ཨ་ལུ་ཚུ་གོས་ཉུན་ནི།
- ཡམ་དང་ཨ་ལུ་ཚུ་ གཅིག་ཁར་སྐྱེ་འཛེན་ནི།
- ཨ་ཡ་དང་ཨ་འི་གོས་ ལོ་སྐྱའི་གནད་དོན་ལྟོ་སྐོས་ཁས་ གོས་བལྟུར་བལྟུན་གོས་ འབད་ནི།

Instructions:

- All the family members sit together.
- Father/mother sing the rhyme and let children listen.
- Sing the rhyme together.
- Father/mother will lead discussion on the messages of the rhyme.

Card 3 of 3



Annexure

The Honest Cow



Once upon a time, there lived a cow with her calf in a farmer's shed. She went to the forest for grazing in the morning and returned to her shed in the evening. When she returned, her calf drank milk.

One day, while the cow was grazing, a tiger caught her. The tiger wanted to kill the cow and eat her. So, the cow requested the tiger, "Please leave me, or else my calf will die in hunger. I will come back after giving milk to my calf". The tiger listened and then said, "No, if I let you go now, you will never come back". "I promise you that I will come back," the cow pleaded. Hearing this, the tiger let the cow go.

The cow returned to her shed and gave milk to her calf. Then, she walked towards the forest telling her calf that she will come back soon. The cow cried and called for the tiger. Seeing that the cow had come back, the tiger was surprised. The tiger hasn't seen such sincerity, morality, and honesty from any animal. He was very pleased to see such kind of character, and said, "I will not kill you. I will protect you from other wild animals in the future. I want the character you possess to spread to other animals as well." The tiger went back to the forest, and the cow also returned to her calf.

“ I will not be corrupt and I will not tolerate corruption in others.”

- His Majesty The King

If You Care, You Will Dare!

COBRIPTION
Your **NO** counts