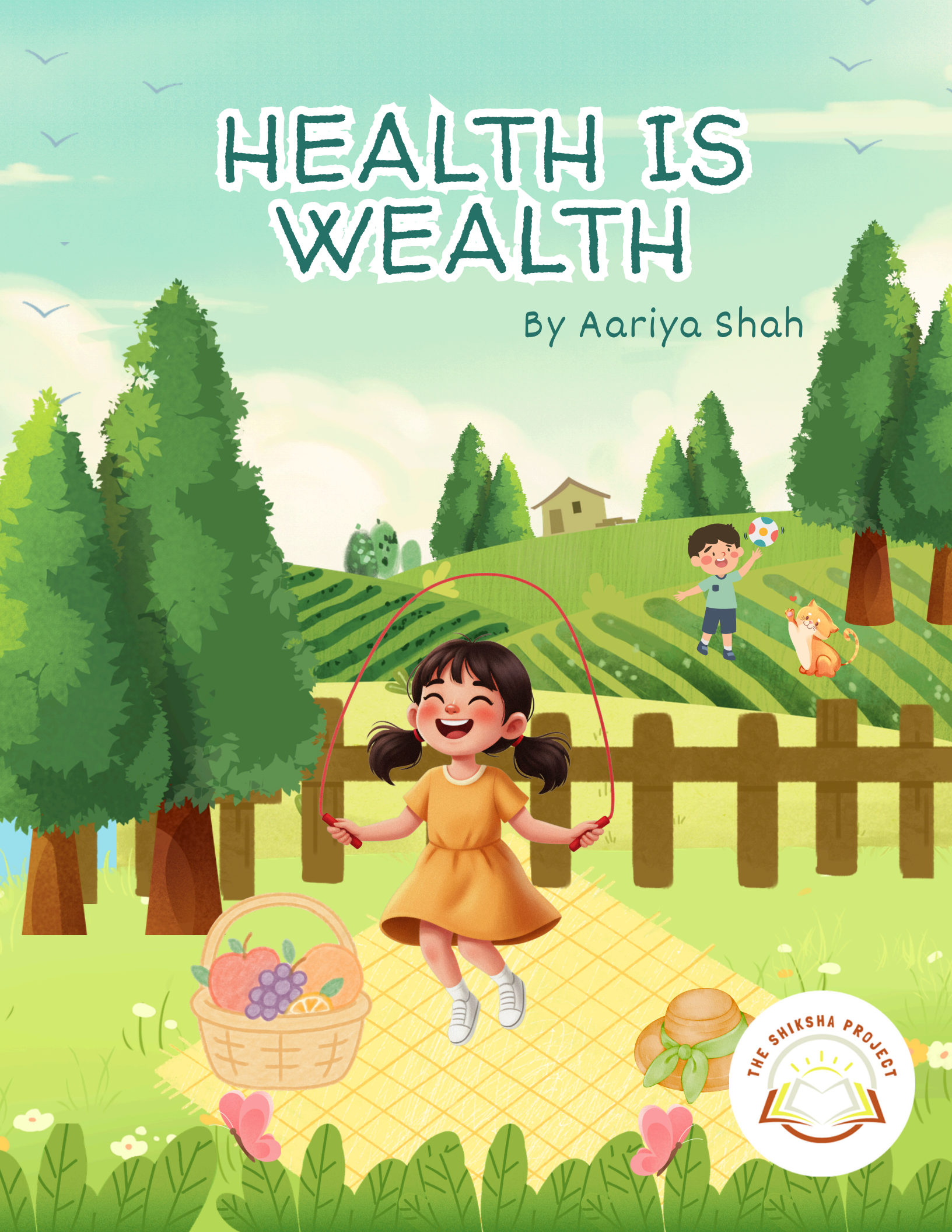


HEALTH IS WEALTH

By Aariya Shah



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The text here serves as a guideline and is not intended as advice. Several texts have been useful in preparation of this resource and they are cited in the document.

First Edition 2026



SUBJECT:

Value-based education through storytelling, creative activities, encouraging reflection and the development of English language skills in students in the age group of 8 to 18 years.

OBJECTIVE:

To impart value-based education to students whose circumstances, exposure and environment do not necessarily provide them with this nature of guidance and life skills. To expand students' thought process, language skills and work towards their brighter futures by encouraging confidence, awareness, responsibility to the self and to their surroundings along with good work ethics, with the broader goal of improving individual and community health and well-being



STEPS TO ADMINISTERING EACH LESSON PLAN:

BEGINNING THE LESSON:

Start the lesson by asking students to remove their shoes and place them neatly in a designated area. Make them sit in neatly arranged rows and columns or in a circle. Teach them any English gratitude-based and non-religious affirmation for them to recite at the beginning of each class. Recite the affirmation together. Recap the previous class quickly to jog their memory and collect/discuss any homework given to students in the previous class. Make sure each student has a notebook and some stationery.

READING AND EXPLAINING THE STORY:

Read the story slowly in English. Ask the students what they understood or any words or phrases they picked up as you were reading. Read the story again in English, stopping at each line and explaining any words or phrases (in Hindi or any suitable alternate language) that the students don't understand. Illustrations are also useful in explaining certain concepts to the students. Tip: It is a personal preference to write down difficult words and have students record them in their books so they can create a word bank for themselves.

EXPLAINING THE VALUES HIGHLIGHTED IN THE STORY:

After the story has been understood, ask the students what they think the value highlighted is or what they learned from this story. Explain and discuss what the values are, what they mean and why the students should incorporate the values in their lives. Tip: I suggest jotting down all their responses and the values highlighted for the students to copy down in their books so they can create a list of the values that they can work on imbibing over time. The requirements for each of the lesson plans, activities designed to highlight the values in the book and homework are unique to each lesson plan and are included after each lesson.

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LESSON # 5-MENTAL HEALTH – HALF LIGHT HALF SHADOW – AN AKBAR AND BIRBAL STORY

A number of tales have existed about the great Mughal Emperor Akbar and his clever adviser Birbal and have been passed down through the oral tradition of storytelling over the years.

One day, Emperor Akbar was sitting in his court and asked Birbal some questions. The answer Birbal gave to Akbar's question irked Akbar. Akbar, in anger, said, "You always tease me with your words. Did you come here just to argue with me?" Birbal didn't respond, which angered Akbar even more. In his rage, Akbar ordered, "You no longer have a place in my kingdom. Leave immediately."

Birbal quietly left the court and went to live in a faraway village. Akbar felt a little relieved by his departure, but soon he began to realize that something was missing in his court without Birbal. Birbal's cleverness and intelligence were invaluable to Akbar, and he felt a void without him.

One day, Akbar said to his queen, "I have realized my mistake. I want to bring Birbal back, but I don't know where to find him. I must find him immediately." The queen suggested a plan, which appealed to Akbar. The next day, Akbar had a public announcement made across his kingdom: "Whoever comes to my palace under the condition of being in both half-sun and half-shade will receive five hundred gold coins as a reward." Upon hearing this announcement, the people of the kingdom were foxed. They wondered, "What does it mean to be under half-sun and half-shade?" No one could figure it out.

In a distant village, Birbal, disguised as a common man, was staying at a poor farmer's house. When he heard the announcement, he thought that he should help the farmer who had provided him shelter. He said to the farmer, "Hold a cot over your head and go to Emperor Akbar's palace. He will reward you." The farmer, following Birbal's advice, picked up the cot and headed towards Akbar's palace.

When the farmer arrived at Akbar's palace, he was notified. Akbar saw him and, pleased, gave him five hundred gold coins as a reward. Akbar then asked, "Who suggested you come to the palace with a cot over your head?" The farmer replied, "A guest who stayed at my house suggested I do this. He is a wise person."

Akbar instantly understood that this person could be none other than Birbal and immediately went to the farmer's house with him. When he met Birbal, he apologized and said, "Birbal, I misunderstood you. You are the greatest treasure of my kingdom. I expelled you from the court in anger, but now I realize that without you, my kingdom is incomplete. Please forgive me and come back to the court." Birbal returned to the court and once again became Akbar's beloved and respected minister.



कहानी (मानसिक सेहत)

आधा प्रकाश आधी छाया – एक अकबर और बीरबल कहानी

महान मुगल सम्राट अकबर और उनके चतुर सलाहकार बीरबल के बारे में कई कहानियाँ मौजूद हैं और वर्षों से कहानी कहने की मौखिक परंपरा के माध्यम से व्यतीत की गई हैं।

एक दिन बादशाह अकबर अपने दरबार में बैठे थे। उन्होंने बीरबल से कुछ सवाल किए। बीरबल ने हँसकर अतरंगी जवाब दिए, पर अकबर को वह बात अच्छी नहीं लगी। अकबर नाराज़ होकर बोले, “तुम हमेशा अपनी बातों से मुझे चिढ़ाते हो। क्या तुम दरबार में सिर्फ़ बहस करने आते हो?” बीरबल ने कुछ नहीं कहा। यह देखकर अकबर और भी गुस्सा हो गए। गुस्से में उन्होंने हुक्म दिया, “अब तुम्हें मेरे राज्य में जगह नहीं है। अभी के अभी यहाँ से चले जाओ!”

बीरबल चुपचाप दरबार छोड़कर दूर के एक गाँव में रहने चले गए। शुरू में अकबर को लगा कि बीरबल चले गए तो अच्छा हुआ। लेकिन धीरे-धीरे उन्हें एहसास हुआ कि दरबार बिना बीरबल के अधूरा है। बीरबल की अक्ल और समझदारी अकबर के लिए बहुत कीमती थी।

एक दिन अकबर ने अपनी बेगम से कहा, “मैंने गलती की है। मुझे बीरबल को वापस बुलाना चाहिए, पर पता नहीं वे कहाँ हैं।” बेगम ने एक योजना बताई, जो अकबर को पसंद आ गई। अगले दिन पूरे राज्य में ऐलान हुआ “जो भी आदमी इस शर्त पर दरबार में आएगा कि वह आधी धूप और आधी छाँव में खड़ा होगा, उसे पाँच सौ सोने के सिक्के इनाम मिलेंगे।” यह सुनकर लोग हैरान रह गए, “आखिर कोई आधी धूप और आधी छाँव में कैसे खड़ा हो सकता है?” किसी को समझ नहीं आया।

उसी समय, बीरबल गाँव में एक गरीब किसान के घर मेहमान बनकर रह रहे थे। उन्होंने यह ऐलान सुना और किसान से कहा, “तुम अपने सिर पर खाट (चारपाई) रखकर दरबार जाओ। वही आधी धूप और आधी छाँव होगी।” किसान ने बीरबल की सलाह मानी और खाट सिर पर रखकर अकबर के दरबार पहुँचा।

अकबर ने यह देखा और खुश होकर किसान को पाँच सौ सोने के सिक्के इनाम में दिए। फिर अकबर ने किसान से पूछा, “यह बुद्धि किसकी है? किसने तुम्हें यह तरीका बताया?” किसान बोला, “मेरे घर में ठहरे एक अतिथि ने मुझे ऐसा करने को कहा। वे बहुत समझदार हैं।”

अकबर तुरंत समझ गए कि यह और कोई नहीं, बीरबल ही हैं। वे किसान के साथ गाँव पहुँचे और बीरबल से मिले। अकबर ने पछताते हुए कहा, “बीरबल, मैंने तुम्हें गलत समझा। तुम मेरे राज्य का सबसे बड़ा खज़ाना हो। गुस्से में मैंने तुम्हें निकाल दिया, लेकिन अब मुझे समझ में आया कि तुम्हारे बिना मेरा दरबार अधूरा है। मुझे माफ़ कर दो और वापस दरबार चलो।” बीरबल मुस्कुराए और अकबर को माफ़ कर दिया। फिर वे दरबार लौट आए और हमेशा की तरह अकबर के सबसे प्यारे और आदरणीय मंत्री बन गए।



THE VALUES HIGHLIGHTED

- This story highlights that decisions made in anger are often misplaced, and later lead to regret. It also highlights that relationships should be nurtured with understanding and forgiveness, not with anger and arrogance.
- सीख- इस कहानी से हमें यह सीख मिलती है कि गुस्से में किए गए फैसले ज़्यादातर गलत होते हैं और बाद में हमें पछताना पड़ता है। इसलिए हमें हमेशा सोच-समझकर और शांत मन से निर्णय लेना चाहिए। यह भी समझना ज़रूरी है कि रिश्ते गुस्से और घमंड से नहीं, बल्कि प्यार, समझदारी और माफ़ करने की आदत से मज़बूत होते हैं। जब हम दूसरों को माफ़ करते हैं और उन्हें समझते हैं, तो हमारे रिश्ते और गहरे और मज़बूत बनते हैं।

REQUIREMENTS FOR THIS LESSON:

- Storybook (if available)
- A set of emotion cards (with feelings written or shown with faces, e.g., happy, sad, angry, excited)
- Hat/bowl/bag to draw cards from
- Lesson Administrator to print out the enclosed "Scenario Assessment Game" in time for the lesson
- A whiteboard (if easily available)
- The students should have a notebook and stationary each

ACTIVITY:

Activity 1 (Recommended for students in the age group of 8-12 years):

1. Feelings Charades

Objective: To help children identify emotions, such as anger, worry, sadness etc. and talk about what to do when they feel these emotions and how to cope with these emotions effectively. By acting out and identifying different feelings, children learn to:

- Name and recognize emotions in themselves and others
- Express feelings using facial expressions and body language
- Develop empathy by thinking about how others might feel
- Improve communication through non-verbal cues

Activity: A Game of Charades:

- Create or print emotion cards. Some common emotions to include: Happy Sad, Angry, Scared, Excited, Embarrassed, Proud, Nervous, Tired, Surprised
- Fold cards and place them in a bowl or container
- Divide the students into groups
- Ask the students to choose one person from each group to come up and pick a card from the container and act out the feeling written on the card. No words are to be used, only actions and expressions to show the emotion on the card.
- The rest of the group will guess what the feeling being acted out is.

Discussion Prompt: After a few rounds, pause and ask:

- "What made it easy or hard to guess the feelings?"
- "Have you ever felt [emotion]? What happened?"
- "What can we do when we feel that way?"

Conclude the discussion by reinforcing emotional awareness and empathy.

Bonus Activity: Teach the students some methods to manage and cope with emotions better; such as, calm-down yoga, breathing exercises, physical release, reflection etc. when faced with emotions that they find difficult to manage effectively.

- Set up 3 "emotion-release stations":
- Breathing exercise: deep belly breaths, "Smell the flower, blow out the candle" and "Balloon breathing" (inhale arms up, exhale arms down)
- Physical release: Quick cardio bursts (jumping jacks, skipping, or squats)
- Mindful reflection (1-minute gratitude journaling)

Discussion Prompt: Students rotate through stations and reflect on the effectiveness of these tools in coping with emotions. Conclude the discussion by highlighting that movement + mindfulness reduce stress and boost clarity.

ACTIVITY:

Activity 2 (Recommended for students in the age group of 13-18 years):

2. Scenario Assessment Game

Objective: Understanding the different options available to them can help students choose thinking and behaviour more appropriate to their own and others' needs.

Activity: Work through several scenarios from the "Scenario Assessment Game" (enclosed) with the students that typically lead to emotions such as anger, a sense of low self-esteem, anxiety and stress and discuss three possible responses for each one.

- Discussion Prompt: Encourage the students to explain why two of the possible response options are not helpful or the best outcome for everyone involved. Then discuss why one of the options, of the three response options given, leads to a better result for everyone involved.

HOMEWORK:

- Encourage the students to reflect on the values highlighted and how they felt after the activities as well. In the next class, ask the students to share their reflections with the class, if they are comfortable.
- Ask students to think about a real situation in their life (past or present) that made them feel a strong emotion like frustration, sadness, anger, jealousy, anxiety, etc. It can be from school, home, friends, or online life. Ask them to write 1-2 paragraphs after reflecting on the following questions: 1) Describe the situation 2) What emotion(s) did you feel? 3) How did you respond at the time? 4) Looking back, do you think your response helped or made it worse? Why?
- Discuss the responses in the next class

RESOURCE FOR LESSON #5: HALF LIGHT HALF SHADOW – AN AKBAR AND BIRBAL STORY

Scenario Assessment Game

Scenario 1 - You studied hard for your math test but ended up getting a lower grade than expected.

1. Give up trying because it feels like studying doesn't help.
2. Blame the teacher and complain to friends about how unfair it is.
3. Talk to the teacher to understand your mistakes and ask how to improve.

Why is Option c) the better option?

Taking ownership and seeking feedback shows emotional resilience and a growth mindset. It helps you learn and perform better next time.

Scenario 2 - You saw on social media that your friends had a party and didn't invite you

1. Ignore them and start avoiding them at school.
2. Calmly ask one of them why you weren't invited and express how you feel.
3. Post something passive-aggressive online to make them feel guilty.

Why is Option b) the better option?

Open communication gives your friends a chance to explain and helps you express your feelings maturely without damaging relationships.

Scenario 3 - Your friends want you to skip class to go get food. You feel uncomfortable about it.

1. Politely say no and explain why skipping doesn't feel right to you.
2. Go along with it just this once to keep them happy.
3. Pretend to be sick and go home so you don't have to decide.

Why is Option a) the better option?

Respecting your own boundaries builds self-confidence and prevents future pressure. It also shows you're responsible and think long-term.

Scenario 4 - You feel like your parents don't listen to your opinions during discussions.

1. Yell during conversations to make sure you're heard.
2. Ask for a calm time to talk and explain how you feel when you're interrupted.
3. Stop talking to them altogether because they won't understand anyway

Why is Option b) the better option?

Choosing a calm, respectful approach increases the chances that your parents will listen and take your feelings seriously.

Scenario 5 - You're feeling overwhelmed trying to balance school, extracurriculars, and volunteer work.

1. Keep pushing through and sacrifice sleep to get everything done.
2. Re-evaluate your commitments and talk to a counsellor/mentor about managing your schedule.
3. Quit everything immediately without a plan.

Why is Option b) the better option?

Getting support and adjusting your workload is a smart way to maintain balance without burning out.