

Grade VI

# TEACHER'S HANDBOOK FOR HAPPINESS CLASS



State Council of Educational Research and Training, Delhi  
and  
Directorate of Education, Govt. of NCT of Delhi

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and  
Directorate of Education, Govt. of NCT of Delhi

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**Patron**

**Sh. Manish Sisodia**

Deputy Chief Minister and Minister of Education, Govt of NCT of Delhi

**Cheif Advisors**

Sh. H. Rajesh Prasad, Principal secretary (Education), Govt. of NCT of Delhi

**Advisor**

Sh. Himanshu Gupta, Director of Education, Govt. of NCT of Delhi

Sh. Rajanish Singh, Director

**Guidance**

Sh. Nahar Singh, Joint Director Academic SCERT, Delhi

**Cheif Editor**

Dr. Anil Kumar Teotia, Chairman, Happiness Curriculum Committee

**Editors**

Dr. Shyam Sundar, Assistant Professor, DIET Daryaganj

Dr. Karamvir Singh, Assistant Professor, DIET Daryaganj

Publication Officer: Dr. Mukesh Yadav, SCERT Delhi

Publication team : Mr. Navin Kumar, Ms. Radha, Mr. Jai Bhagwan

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## CONTRIBUTORS

**Ms. Vandana Gaur Vashisht**

Asst. professor, SCERT, Delhi

**Ms. Savita**

Asst. Professor, DIET Keshavpuram

**Ms. Neetu Singh Pawar**

Asst. Professor, DIET Dilshad Garden, Delhi

**Mr. Rajesh**

Asst. Professor, DIET Dilshad Garden, Delhi

**Dr. Chitra Khurana**

Asst. professor, DIET, Pritampura, Delhi

**Dr. R.P. Verma**

Mentor Teacher, Directorate of Education,  
GNCT of Delhi

**Ms. Mamta Pandey,**

Lecturer English, RPVV, Shalimar Bagh, Delhi

**Ms. Neha Sharma**

Asst. Professor, DIET Keshavpuram

**Dr. Tapsa Verma**

Asst. Professor, SCERT, Delhi

**Ms. Kapil Parashar**

Asst. Professor, DIET Dilshad Garden, Delhi

**Ms. Hitender Visani**

Asst. Professor, DIET Dilshad Garden, Delhi

**Mr. Manoj Mangala**

Mentor Teacher, Directorate of Education, GNCT of  
Delhi

**Ms. Manju**

Lecturer English, GGSSS No.1 Najafgarh, Delhi



MANISH SISODIA

मनीष सिसोदिया



सत्यमेव जयते

DEPUTY CHIEF MINISTER

GOVT. OF NCT OF DELHI

उप मुख्यमंत्री, दिल्ली सरकार

DELHI SECTT, I.P. ESTATE,

दिल्ली सचिवालय, आई.पी.एस्टेट,

NEW DELHI-110002

नई दिल्ली-110002

Email : msisodia.delhi@gov.in

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#### MESSAGE

I personally feel that the primary purpose of education is to enable human beings to live happily and contribute towards helping others to lead a happy life.

In other words the basic objective of the entire education, from pre-school education to the university level, is to make us capable of living in harmony with fellow human beings as well as with the nature. Many people including my friends and critiques question me, if Happiness is an integral part of every school subject then why do you need Happiness Curriculum separately?

The objective of Happiness Curriculum is to make our students understand the meaning of real happiness in their present and future life and to make them understand the meaning of contributing to others' lives and helping them in leading a happy life.

Can Happiness be measured? Can it be compared? What is the science behind being happy from within as compared to being happy by comparing ourselves with others? Is it so that we have considered the materialistic pleasure as real happiness? The Happiness Curriculum is a scientific answer from within to all these and other similar questions.

It has been three years when we introduced the Happiness Curriculum as a new subject at elementary level in all the Government Schools of Delhi catering to the needs of more than ten lac students daily. During this short period itself, this curriculum has been acclaimed and appreciated worldwide beyond expectations. Education leaders, Professors and Social Reformers all across the world have been visiting the Government Schools of Delhi to have an on-site experience of the Happiness Class in progress. Political leaders, especially Education Ministers, beyond party lines from almost all the states of India and many other Nations have also been visiting our schools and have appreciated our efforts towards humanisation of education. We have ample number of instances where the impact of Happiness Curriculum is evident through the behaviour of our students. Aggression and delinquency is coming down and attention span is increasing. Students as well as Teachers feel at peace after the introduction of this unique initiative. There are instances where the students have taken learnings from the Happiness Curriculum to their parents and neighbourhood and they try to replicate the same in the society. Majority of the heads of the schools feel that there has been considerable improvement in discipline among students after the introduction of the Happiness Curriculum. Students, Teachers, Heads of the schools and even the community members have been applauding this initiative whole heartedly. Students and Parents have been reported saying that mutual respect between the two has increased after this initiative; children have started contributing in household chores, expressing gratitude towards parents for their contribution in their lives. This is undoubtedly a big leap towards humanization of education and will certainly be a tool to achieve the real goal of education. This is not what we say but the same has been emphatically proven in the studies conducted at National and International level.



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On one hand, the entire world is busy in making futile attempts to address the global issues of terrorism, global warming and corruption while on the other hand we are making an attempt to find solution to the global challenges through humanization of education for which introduction of Happiness Curriculum in the Government Schools of Delhi is the first step. I am of the strong belief that developing world class infrastructure, providing techno savvy classrooms and digitalization of education are not the ultimate goals of education rather these are only the necessities. However, the real purpose of education is to prepare our youth to face the present challenges of life and prepare them to build a better future and a world free from the undesirable global challenges like terrorism, corruption, global warming, etc. Happiness Curriculum in the Government Schools of Delhi is the right step in this direction.

During this short span of three years itself several countries like Nepal and Sri Lanka are so impressed that they are trying to introduce similar kind of curriculum in their own education system. Keen interest shown by the first lady of the United States, Ms. Melania Trump, to witness a live class of Happiness Curriculum during her visit to India in 2020 is an indicator of the eagerness among worldwide community to know about this innovative initiative of the Government of Delhi. As many as 16 States like, Uttarakhand, Tamil Nadu, Andhra Pradesh, to name a few, are also keen to replicate the concept of the Happiness Curriculum in their school education. This shows that the Happiness Curriculum has been able to successfully establish, across the globe, that the biggest problems of the world can be addressed through education only. Various educational organisations and the media across the world is looking forward towards Delhi as a ray of hope because it is the world's largest initiative where the Happiness Curriculum is catering to the needs of more than ten lac students every day in more than one thousand Government Schools of Delhi.

I am sure and confident that the Happiness Curriculum developed by the competent and capable team will lead to the heights of achieving the real goals of education. I also expect that this material will address the expectations of various states of India and different nations around the world. The success of this curriculum will purely be dependent on the level of replicating it into their own behaviour by the teachers involved in transaction of the same.

I extend my heartfelt best wishes to Students, Teachers, Parents and the entire society for the success of this innovative initiative.

  
(MANISH SISODIA)

**H. RAJESH PRASAD  
IAS**



सत्यमेव जयते

प्रधान सचिव ( शिक्षा )  
राष्ट्रीय राजधानी क्षेत्र  
दिल्ली सरकार  
पुराना सचिवालय, दिल्ली-110054  
दूरभाष: 23890187 टेलीफैक्स : 23890119

Pr. Secretary (Education)  
Government of National Capital Territory of Delhi  
Old Secretariat, Delhi-110054  
Phone : 23890187, Telefax : 23890119  
E-mail : secyedu@nic.in

**MESSAGE**

It gives me immense pleasure in presenting the English version of Teacher's Handbook of Happiness Curriculum prepared by dedicated and meticulous team of the SCERT/ DIET faculty and Happiness Mentors of the Directorate of Education, Delhi.

I hope this document will certainly address the demand of the Happiness Curriculum at international level. I wish teachers will make optimum use of the handbook in transaction of the concept of Happiness, to young learners, as envisioned while designing the Happiness Curriculum.

I would like to appreciate the efforts of the team who prepared this material under the guidance of Dr. Anil Kumar Teotia, Chairman, Happiness Curriculum Committee.

**(H Rajesh Prasad)**



**HIMANSHU GUPTA, IAS**  
Director, Education & Sports



Directorate of Education  
Govt. of NCT of Delhi  
Room No. 12, Civil Lines  
Near Vidhan Sabha,  
Delhi-110054  
Ph.: 011-23890172  
E-mail : diredu@nic.in

**MESSAGE**

They say, Happiness is not a goal. It is a by-product of a life well lived.

Launched in 2018, the Happiness Curriculum aims to strengthen the foundation of happiness & well being for our students during their most creative years of schooling, beginning with Kindergarten. Taking into consideration the large scale demand of the Happiness Curriculum content, the team of Directorate of Education and SCERT, Delhi has developed the Happiness Curriculum material in English. I congratulate the Chairman, Happiness Curriculum Committee and his entire team for this commendable job.

I hope, the English version of the Happiness Curriculum Handbooks will take this curriculum places and help teachers, across the globe, see happiness in its Indian & universal perspectives.

My best wishes to Team Happiness!

**(HIMANSHU GUPTA)**



**Rajanish Singh**

*Director*



**State Council of Educational  
Research and Training**

(An autonomous Organisation of GNCT of Delhi)

Varun Marg, Defence Colony, New Delhi-110024

Tel. : +91-11-24331356, Fax: +91-11-24332426

E-mail: dir12scert@gmail.com

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D.O. No. F.HO.1061/Dir. (ex)/215/58

**Message**

Happiness is when what you think, what you say and what you do are in harmony. Harmony is what we seek within and outside. The journey to bring this peace and happiness to Delhi Government schools has taken a concrete shape during the last three years. There has been a demand, from various states of India and several countries as well, to translate all Happiness books into English. I am feeling extremely glad to present the translated version of Handbooks for Teachers teaching Happiness to the elementary level students.

I hope teachers will replicate this curriculum into their own behaviour so that students are able to see the live models in front of them. It gives me immense pleasure to visualise that the dream once seen for the government school has taken shape.

I appreciate the untiring efforts of the team involved in developing this material.

I wish a great success to this unique initiative towards education revolution.

(Rajanish Singh)



**CELL FOR HUMAN VALUES AND  
TRANSFORMATIVE LEARNING- (CHVTL)**  
**DIET, Daryaganj New Delhi-110002**  
**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING**



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I am grateful to Sh. Himanshu Gupta, Director of Education, government of NCT of Delhi for continues support in every endeavour of Happiness Classes. It gives me immense pleasure to be grateful to Sh. Udit Prakash Rai, the then Director of Education to the government of NCT of Delhi as he has been extending his unconditional support in materialising the vision of the Happiness Curriculum.

My sincere thanks are due to Sh. Rajanish Singh, Director, SCERT for guiding us and providing necessary amenities for developing this material to be delivered at the international level. It would not have been possible without the continuous support received from Dr Nahar Singh, Joint Director (SCERT), so our gratitude is due to him equally.

We are grateful to Sh. A. Nagraj Ji, propounder of the philosophy called Madhyasth Darshan or Co-existentialism. This Darshan is the core basis of the Happiness Curriculum. Besides, we are grateful to Sh. Som Tyagi, who has been putting in his best efforts to build the capacity of team education of Delhi

My sincere thanks are due to Abhibhavak Vidyalaya, Raipur (Chhattisgarh), Abhyuday Sansthan, Dhanora, Hapur (Uttar Pradesh), Abhyuday Sansthan, Achhoti, Raipur (Chhattisgarh) and Maanav Teerth, Bemetra (Chhattisgarh) as these organisations have played a pivotal role in providing foundational knowledge and skill for developing this material.

We are thankful to Mr. Shailander Sharma, Advisor to Director of Education, Govt. of NCT of Delhi and Dr. B.P. Pandey, Nodal Officer Happiness Curriculum, Directorate of Education for their consistent support & guidance at every moment.

I am grateful to the support staff and the ministerial staff for making the process smooth for creating this document.

Last but not the least I am grateful to the members of the families, of the team involved in developing handbooks, for their patience and cooperation and sparing the team for working in this pious task of humanisation of education.

Thank you all

**Dr. Anil Kumar Teotia**  
Chairman,  
Cell for Human Values and Transformative Learning

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## BRIEF OUTLINE OF HAPPINESS CURRICULUM

### 1. Why Do We Need Happiness Curriculum?

#### 1.1 Context & Background

All children are born and raised in different situations. The environment in which children grow up today is inconsistent and unstable, with constantly changing social and economic dynamics, making it hard to imagine what the future in which children of tomorrow will live and work, turn out to be like. Many children grow up in the confines of multi storied apartments with excessive exposure to uncontrolled electronic media, unlimited screen time and little orientation to the natural world and society. Many others grow up in difficult circumstances with little nourishment for the body and the mind, some not even having seen a book or a toy until they go to school. In both cases, there is either an over stimulation or a deficit in these areas with our students leading to a psychological crisis that is spinning out of control.

The challenges in the school system have gone beyond poor learning standards and academic results. A research conducted by Kumar, 2013\* indicates that India has arrived an alarming suicide rate of students. In addition to the challenges of learning and achievement, students come to school with stressors arising from many sources including family-system disturbances, peer-interaction conflicts, socio-cultural components, and vulnerabilities to physical and mental health risk factors. Research revealed 26 suicides reported every 24 hours due to issues including drugs, broken families, fights with friends and breakups. Prolonged exposure to such stressors leads to long term physiological and emotional disturbances, which severely hinders a child's learning and development.

According to the World Happiness Report 2017, India is among the world's least happy nations and ranked 122 among 155 countries in the global ranking, and further slipped to 133 among 155 countries in the World Happiness Report of 2018.

This poses a significant challenge for society and families on how children should be nurtured and prepared for zlife. Lack of trust, insecurity, impulsivity, social comparisons, over achievements, lack of sense of identity and low self-esteem can lead to skewed, imbalanced growth, the repercussions of which could be dreadful and far-reaching.

This compels us to re-think the purpose of education more than merely improving the student's scholastic performance.

We, as adults, have designed educational and school systems for children. How happy are children within these systems? This question requires us to consider the critical linkage between happiness and our current education system (UNESCO, 2016).

In today's fast paced world, we struggle hard to achieve the best of everything but the element of happiness remains missing. However, if one learns to be happy with oneself, stress levels reduce automatically and one develops a deeper insight not only of the self, but also of others. Consequently, a happy being with deeper insight tends to have greater inclination for self-discovery and lower self-deception.

The schools in India need to implement a curriculum which not only promotes development in cognition, language, literacy, numeracy and the arts but also addresses wellbeing and happiness of the students. Thus, a combination of building capabilities in scholastic areas of Literacy, Maths, Science and other subjects with huge emphasis on co-scholastic skills of mindfulness, self-awareness, critical thinking, reflection and inner-stability seem to be the need of the hour. Against this backdrop, the need to raise and prepare future citizens who are mindful, aware, awakened, empathetic, firmly rooted in their identity with wings that can help them thrive in this uncertain world, seems to be necessary now, more than ever before.

## **Happiness – In School Setting**

Education is the basic social need of a society. Educators and schools across the globe are realizing the need for a wellness lesson for school children. Boniwell & Ryan (2012), Applied Positive Psychology Researchers at University of California, Berkeley, have developed a curriculum that is being implemented in UK, France, Australia and Japan. It is also observed that self-aware, sensitive and emotionally mature children are far more successful in life owing to their ability to manage stress, anxiety, trust and relationships with their family and friends. Education thus will have to ensure, it meets society's need with changing time and space, be it moral, societal or even character building.

Numerous researches suggest that the primary purpose of education is to create confident, mindful, responsible and happy individuals who collectively build a happy and harmonious society. In today's world all of us are striving hard to attain happiness and everything we do in life is just a presumed step towards happiness.

The National Curriculum Framework, 2005 also mentions that education must be seen as a liberating process for the learners. According to the aims of education in NCF, 2005, education must be a process of self-discovery and of learning more about one's inner self. However, self-discovery and self-knowledge is diametrically opposed to self-ignorance and self-deception, as a result of which individuals today feed into their inflated egos and continue the vicious cycle of deception of self and others. This leads to cycles of exploitation and injustice in the society, which the education system therefore, must free learners of.

Happiness has now become a part of the global policy agenda. In 2011, the United Nations General Assembly recognized happiness as a fundamental human goal in Resolution 65/309 entitled 'Happiness: towards a holistic approach to development'. According to the 2015 World Happiness Report (Helliwell, et. Al., 2015), schools that prioritize learner well-being have the potential to be more effective, with better learning outcomes and greater achievements in learners' lives (Layard and Hagell, 2015).

Research has begun to show that students learn better if they are happier. Professor Alejandro Adler, of Pennsylvania University (2015), led a study into the effect of happiness classes on performance in



Bhutan. More than 8000 students at 18 schools were assigned either a placebo Curriculum or a happiness curriculum which targeted 10 non-academic life skills including empathy and self-awareness. The study concluded that the happiness curriculum substantially and significantly increased students' performance on standardized tests.

In this context, we can see an increasing emphasis on building awareness and mindfulness amongst learners around the world. Mindfulness is "paying attention in a particular way; on purpose, in the present moment, non-judgmentally" (Jon Kabat Zinn, 1982). It is the practice of bringing attention to our thoughts, feelings and actions as they arise from moment to moment.

Mindfulness is rooted in the science of cognitive neuroscience and child development. It is a highly researched and proven practice by neuroscientists to enhance attention and self-regulation. The amygdala is a region of the brain that determines how much stress we experience and is central in modulating our fear responses. In a study conducted by the National Institute of Health, mindfulness meditation has been shown to reduce the activity of the amygdala and even change the size of this area of the brain. Further, mindfulness improves decision making, leads to greater emotional stability, abstract planning and less reactivity. Regular short practice of mindfulness rewires the neural connections of the part of the brain which enables us to feel happier, calmer, less anxious and stressed.

UNESCO's fundamental principles (four pillars of learning) for reshaping education provide guidelines for educators for fundamental aspects of learning. They are –

Learning to know: to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning.

Learning to do: to provide the skills that would enable individuals to effectively participate in the global economy and society.

Learning to be: to provide self-analytical and social skills to enable individuals to develop to their fullest potential psychologically, affectively as well as physically, for an all-round complete person.

Learning to live together: to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

Aristotle is often cited to have said: 'Happiness is the meaning and purpose of life, the whole aim and end of human existence' (Crisp, 2000) and that Happiness is the only self-sufficient achievement of learning." Indeed, all human endeavours, starting from birth and throughout life, are pursued to this end, and require happiness to be embedded within them. Happiness is seen as something that is based on positive friendships and strong relationships.

The need for interventions that provide meaningful experiences for present wellbeing and future success appears indispensable. Dorothy Nolte says, 'children learn what they live', and it seems to be something both theory and wisdom agree with. The quality of what children experience in their childhood is a key determinant of how they learn develop and live.



Henceforth, taking a step further to address these long-term societal issues and issues of mental health and wellbeing among students, the Delhi government has initiated this project on “Happiness Curriculum” from Nursery to VIII. As Mahatma Gandhi said, “If we want to reach real peace in this world, we should start educating children.” Thus, the introduction of the Happiness Curriculum in schools is to educate children to ensure harmony with their inner being and discover self in the process of learning. If we inculcate happiness in the children right from their childhood, they will grow up to become stress-free and happier adults. This curriculum is just a stepping-stone towards establishing a better, positive and vibrant society with happy individuals.

## **CONCEPT:**

Happiness is the underlying aspiration behind every human activity. Indeed, there is unanimous consensus among human beings. Is happiness something to be understood, experienced and achieved, or does it just come to us at its own time? Do possibilities of happiness lie within us or outside? These are questions that concern adults and children alike.

According to A.Nagraj (1999), ‘a state of no-conflict, synergy, or a state of being in acceptance is happiness.’ He also stated that, when one is in harmony within and with the world outside, one experiences absence of struggle or synergy, and feels the need to make this state sustainable and continuous. Further, an inner state of happiness promotes factors that allow individuals, communities and societies to thrive and flourish.

The concept of sustainable happiness was developed by O’Brien (2008). It is defined as “happiness that contributes to individual, community or global well-being without exploiting other people, the environment or future generations.”

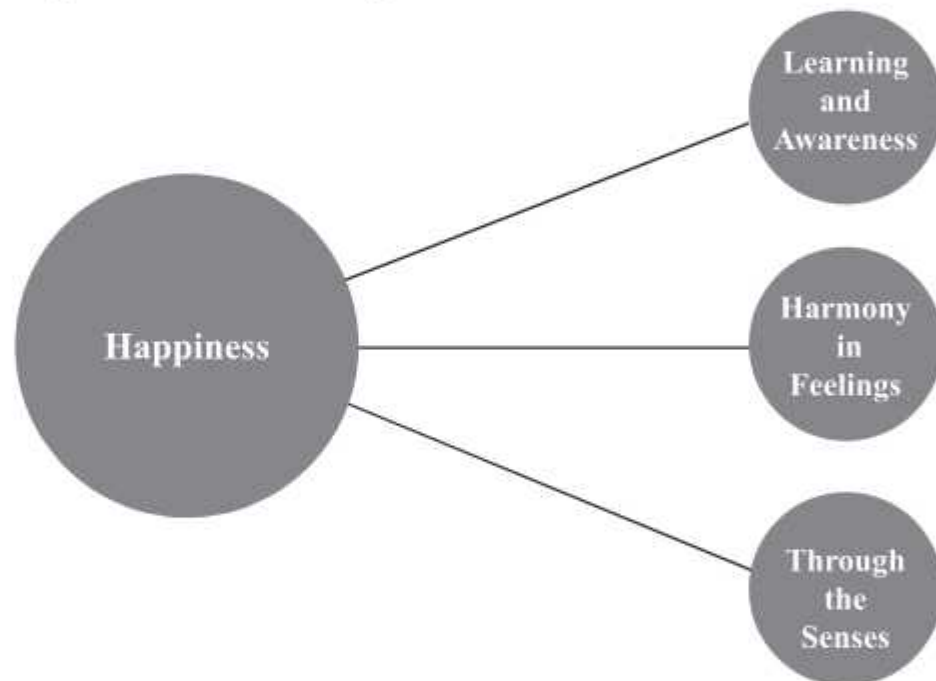
Happiness at the outset can be seen to come from the fulfillment of our desires. Many of our desires are to do with fulfillment through the five senses such as when we play a game, listen to pleasant music, eat tasty meal, smell a flower, etc. The satisfaction we derive out of such actions is in the form of pleasure. In addition to such sensory pleasures, we also experience happiness and satisfaction, when our desire for feelings such as security, love, affection and care are fulfilled in all our relationships.

From a developmental perspective, as children grow up, their cognitive, psychomotor and affective abilities develop further. As per Piaget’s theory of cognitive and affective development (1970), theoretical and hypothetical thinking, and abstract reasoning start to develop. There is a strong desire to seek knowledge, to understand the world and to find meaning and purpose.

A.Nagraj (1999) proposed a model for happiness, in which he addresses the four dimensions of human living as an integrated form of the material, behavioural, intellectual & experiential aspects. These correspond to our senses, feelings, learning (understanding) and awareness. Put together, these form a ‘Happiness Triad’. In other words, human beings seek fulfillment from all these aspects of living, which correspondingly results in happiness, peace, satisfaction, etc. that together constitute ‘human happiness’:

## The Triad for Happiness:

1. **Through our senses:** This is the pleasure we get via inputs through the 5 senses of sight, sound, touch, smell and taste. We can observe/experience that happiness through our senses like eating, watching a film, or listening to music are highly enjoyable but shorter in duration. Happiness from tasting a piece of sweet, or watching a good film could last from few seconds to a couple of hours. Hence, this can be classified as Momentary Happiness, which can be achieved by eating, drinking, listening to a joke, playing a game, watching a film, through the five senses.
2. **Feelings in relationships:** Humans intrinsically desire sustained feelings of affection, care, love, gratitude and values of trust, respect, confidence etc., in relationships with friends and environment. When we feel affection, trust, respect or love for someone, satisfaction from such feelings stays with us for a longer time. We say we feel happy, when we feel these positive emotions towards a person. This is Deeper Happiness, to do with contentment and peace. Their impact on our inner state is longer and helps us 'be' in a relationship.



3. **Learning (change in behaviour according to constructive understanding) and Awareness:** This is to do with being aware of our thoughts, being mindful of our actions and having no conflicts within. This happiness is what we experience when we solve a problem, learn something new, understand a concept or some meaning that stays with us for a much longer period. Hence, Sustainable Happiness, involves clarity of thought, deeper understanding of self, being able to focus, being mindful, finding cause, purpose and interconnectedness in our living, etc.

Sustainable happiness that is born of such understanding is an antidote to social, emotional and behavioural difficulties. A person who derives happiness from learning (constructive understanding reflective from changed behaviour) and awareness and is able to sustain his/her happiness, is

balanced in the face of difficult situations and is able to retain a sense of calm and peace. This individual will also be empathetic, compassionate and will be able to find meaning and purpose in life.

Mindfulness plays a key role in moving towards sustainable happiness. Mindfulness involves acceptance, that is, paying attention to our thoughts and feelings without judging them- without believing, for instance, that there's a "right" or "wrong" way to think or feel in a given moment. In practicing mindfulness, we become aware of our current thoughts and experiences, observe them carefully accept them. This allows us to let go off our thoughts in order to attend to another present moment and experience.

Today, learners are exposed to a high level of sensory happiness in its different varieties and forms. This seems to have become the primary goal to attain in life. We hence see a thrust for higher incomes, which education seeks to fulfill with intense levels of skill building. However, the crucial aspects of harmony, feelings in relationships understanding and awareness are largely ignored in the current education system. The focus is thus partial (only material) leaving the aspects of feelings/relationships and learning/awareness unaddressed. The resulting happiness too, thus, tends to be partial and short lived. Thus, even a highly skilled and competent individual can remain unhappy and dissatisfied, despite excellent academic qualifications, due to conflicting emotions within and lack of clarity of lasting happiness.

This Happiness Curriculum seeks to bridge the above mentioned gap. It is an endeavour to guide the attention of students towards exploring, experiencing and expressing happiness in not just the Momentary but deeper and sustainable forms as well. This will enable the learner to comprehend happiness within self, relationships and society. This will be a paradigm shift where a learner moves from searching happiness externally from senses to be able to ensure it within oneself through learning and awareness and ensure continuity of positive emotions and feelings.

### **3. SYLLABUS OUTLINE:**

The curriculum outline is designed on the basis of the Happiness Triad. The overall purpose is to support students in their journey to Sustainable Happiness through engagement in meaningful and reflective activities. Regular happiness classes will enable students to reflect on the relationship between their feelings, thoughts, behaviour and their impact on themselves, family, other people and natural environment. The syllabus is universal and designed age appropriately. Like any other subject, students (for classes I to VIII) will have a happiness period every day. The Happiness Curriculum Teacher Manual includes description of mindful activities, stories, activities and reflective questions. The intended outcome is to enhance students' level of awareness, mindfulness and deepen learning to lead a happier, meaningful life

#### **CLASS VI**

The happiness curriculum designed for Class VI to VIII consists of developmentally age appropriate mindfulness activities, thought instigating stories and reflective activities. These students can reflect better, gain insight into their thoughts and feelings, and bring about change in behaviour accordingly.



S.No	Units	Modules & Sessions
1	Exploring Happiness through <b>Learning and Awareness</b>	<ol style="list-style-type: none"> <li>1. Learning to be aware of one's thoughts</li> <li>2. Learning to be aware of one's emotions</li> <li>3. Learning to be mindful</li> <li>4. Learning to focus</li> <li>5. Knowing one's desires</li> <li>6. Developing reflective abilities</li> <li>7. Developing critical thinking</li> <li>8. Developing active enquiry</li> </ol>
2	Experiencing happiness in through <b>Feelings</b>	<p><b>Happiness in Family:</b></p> <ol style="list-style-type: none"> <li>1. Trust, Respect</li> <li>2. Gratitude and Care</li> <li>3. Exploring Similarities and Uniqueness between others and myself.</li> <li>4. Understanding interconnectedness in families, schools &amp; society.</li> </ol> <p><b>Happiness in Teacher- Student relationship:</b></p> <ol style="list-style-type: none"> <li>1. Respect</li> <li>2. Gratitude</li> </ol> <p><b>Happiness in Peer relations:</b></p> <ol style="list-style-type: none"> <li>1. Trust</li> <li>2. Affection</li> <li>3. Cooperation and Supportive behaviour</li> <li>4. Communication and Collaboration</li> </ol>
3	Happiness through <b>Active Participation</b>	<ol style="list-style-type: none"> <li>1. Creative expression of oneself</li> <li>2. Communication and Collaboration</li> <li>3. Joy in participation in school</li> <li>4. Joy in participation in family</li> <li>5. Joy in participation in society</li> </ol>



## NOTE FOR TEACHERS

Every human being wants to be happy irrespective of the caste, creed, religion, sex, area or a sect one belongs to. Happiness is the ultimate desire of everyone. In spite of it when we ask someone whether he or she stays happy all the times, the facial expression of the person gets changed. Different people respond differently to this question. So there is a contradiction between the desire and the reality of life. Everyone wants to be happy but everyone is not. In order to unfold this riddle and find an amicable and universal solution to this typical question as to why one cannot be happy forever, the SCERT Delhi along with dedicated educationists from non government sectors of the society has prepared this Happiness Curriculum. Regular practice of the Happiness Curriculum in the class will not only help students to be happy always but will also create interest in teaching learning process and students will start focusing on their studies. The content of this curriculum has been divided into Mindfulness, Stories, Activities and Expression. Happiness teachers are expected to practice with their students as per the guidelines given in the Teacher's Handbook.

Happiness can also be practiced and developed into a habit just like the practice of Science, Mathematics, History, Language, etc. in a formal education system. Teaching and practice of Happiness in the classroom might have been a ridiculous terminology two decades ago but now such practices are being undertaken in various corners of the world. Through Happiness Curriculum, we try to imbibe into our students the habit of being happy all the times and contribute towards the happiness of others.

In order to ensure the practice of happiness among students this subject has been introduced as a compulsory subject at elementary school level in the govt schools of Delhi. Our happiness is primarily governed by thoughts and feelings and state of mind. So the components of this curriculum address all these issues in depth. The material in mindfulness section focuses on awareness where as the primary emphasis of story section is to develop critical thinking among students. Activities focus on thoughtfulness and expression section lays emphasis on the expression of human tendencies and feelings.

The content material of this Teacher's Handbook has been divided into four sections:

1. Section 1: Mindfulness
2. Section 2: Story
3. Section 3: Activities
4. Section 4: Expression

During the mindfulness practice we become aware of our surroundings, our thoughts, feelings and sensations. The regular practice of mindfulness help students perform better. They get emotional stability and progress towards peace and happiness. Regular practice of mindfulness enables students not to react in odd situations rather to respond after giving an in-depth thought to the various aspects of the concept.

This curriculum contains stories which are primarily deemed to bring desirable changes in the behaviour of students. These stories have been created and collected in order to make students think deeply and

Critically. The primary objective of the stories is to develop students into a better human being through self evaluation.

The activities of Happiness Curriculum will help students learn about their role towards their self, family, society and nature through games and activities. This will certainly develop better analytical ability, logical reasoning and decision making among our students. This will further help them look at the universal entities as they are. This curriculum is an attempt to create such an environment where happy and socially useful human beings are developed.

Under the component of Expression every student will be provided with an opportunity to express one's feelings on the last day of the week. During this period they are sharing the positive change in them students will also share with their counterparts the positive changes coming into their own lives so that others get motivated. Questions under expression section have been designed in such a manner that these questions help students to recognise the contribution of others into their own life and to get motivated to contribute into other's lives. Teachers will observe the changes occurring in their students' behaviour during the entire process.

### Weekly Schedule

Happiness Period	Class 6
Manday	Mindfulness
Tuesday	2 to 3 Minutes of Mindfulness at the beginning of the period Story and Discussion- 30 Minutes 1-2 Minutes of Mindfulness at the end of the period
Wednesday	2 to 3 Minutes of Mindfulness at the beginning of the period Story and Discussion- 30 Minutes 1-2 Minutes of Mindfulness at the end of the period
Thursday	2-3 Minutes of Mindfulness at the beginning of the period Activity and Discussion- 30 Minutes 1-2 Minutes of Mindfulness at the end of the period
Friday	2-3 Minutes of Mindfulness at the beginning of the period Activity and Discussion 30 minutes 1-2 minutes of Mindfulness at the end of the period
Saturday	2 to 3 Minutes Mindfulness in the beginning of the period Expression by students for 30 Minutes 1-2 Minutes of Mindfulness at the end of the period

## **Daily Mindfulness Check-in and Check-out**

- Everyday the Happiness class will begin and will end up with mindfulness practice. On Monday or the first working day of the week mindfulness activity will be undertaken as per the guidelines given under this section in this handbook
- Mindful check-in will be for 2 to 3 minutes in the beginning of the class where the students will be asked to focus on their breath. The primary purpose of mindful check-in is to prepare the class for the daily business.
- During the first few days the duration of mindful check-in should be kept 1 minute which can be extended to 2 to 3 minutes in the due course. However on the first working day, which is generally Monday, of the week mindfulness activity will be undertaken as per the guidelines given in the mindfulness section of this handbook.
- In mindfulness, on the days of stories or activities, students are supposed to be instructed to focus on their breath only and no questions are to be asked on mindfulness on these days.
- During the check out the students will be asked to sit silently for 1 to 2 minutes at the end of the class and to focus on whatever had been done in the class during that period.
- Initially this practice can be started with one minute duration which can be extended to 2 minutes in the due course.
- Teachers are emphatically requested to start everyday with mindful check-in and end up the happiness class with mindful check out daily.



## **Mindfulness Section**

### **Section Note**

**For Teachers:** All teachers should read the chapter before taking a class on mindfulness. With the help of this chapter you will be able to take classes on mindfulness for the entire year.

### **What is Mindfulness?**

To understand this, read the sentence given below-

Are you mindful or mind full?

- To be mindful means to be aware of the present moment.
- To be mind full means to be stuck in different thoughts and to be unaware of the present moment.

**Therefore, being aware of and focusing on the present moment is Mindfulness.**

**Mindfulness is the basis of Happiness**

**Points to be understood about this class:**

Mindfulness class will be conducted every week on Monday or the very next day (in case Monday is a holiday). The class will be for 35 minutes which will be divided into three phases:

**1(a) To start with 3-5 minutes of Mindful Check-in.**

**1(b) Discussion on Mindfulness Practice**

After the practice, there will be a discussion on students' experiences for 10 minutes. During this, the teacher will ask students about their experiences and how mindfulness has affected their daily routine or behaviour. Teachers are requested not to give direct answers rather guide students to explore themselves and give answers.

**2(a) Mindfulness Activities**

In mindfulness practice for 5 minutes be aware of your thoughts and sensations in your body which will be done through different activities. These activities will be different for every week.

**2(b) Discussion on the activity for 15 minutes.**

Teachers are requested to identify different set of students every week and motivate them to participate in the discussion on activities so that every student get a chance to participate and share his/her experiences with the class

**3 Silent Sitting for 1-2 minutes** should be practiced to conclude the class daily.

Mindfulness is a scientific technique. School students and teachers are practicing to be aware of the present moment worldwide. It's a simple technique which can be practiced by anyone anywhere and anytime.



## **Mindfulness has several benefits:**

- Helps students maintain attention during class/studies.
- Helps to be attentive towards what the teacher is saying.
- Helps in being focused during studies at home/school.
- Improvement in understanding and learning.
- Helps in concentrating on any task –be it studies or anything else.
- Increases awareness span.
- Helps in putting a check on what we do, eat, speak or act which in turn keeps us aware of whether our actions are justifiable or not.

## **Points to remember**

- Take care that students are not asked to chant a mantra or utter a word during this time.
- Don't exercise any kind of pressure on students, be it verbal or non verbal, during the mindfulness/ happiness class. Eg. Scolding a student or using harsh words, etc.
- Ensure that all students participate in the discussion.

## **Some points for Special Attention of Teachers:**

- Teachers should also participate in the class. Eg. We can also practice mindfulness along with students, etc.
- While entering the class, be aware of your mental state and try to keep your thoughts stable during the class. Don't forget that Students learn what a teacher does.
- Deal your students with love, harmony and kindness. Be Polite while speaking.
- Before starting the practice ensure that the classroom environment is silent and all students feel at ease.
- Ensure that every student gets a chance to share his/her experiences with the class. For this purpose, the classroom environment has to be conducive and safe for the child.
- By practicing mindfulness we do not intend to suppress, snatch or distance anyone from feelings/thoughts. The objective of our endeavour is to make our children aware of the surroundings, feelings and thoughts so that they are capable of responding in a better way in their day to day life.



## Session 1 : Introduction to Mindfulness

### Time Distribution:

- 1 (a) Mindful check in - 2-3 minutes
- 1 (b) Introduction to Mindfulness- 20-30 minutes
- 2 Silent Check out- 1-2 minutes

### 1(a) Mindful Check-in: 2-3 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

#### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath coming in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name, ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** To know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life  
E.g.
  - Decrease in low mood
  - Help in focusing in class
  - To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period, it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

## What to do and Not to do:

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

## 2(a) Introduction to Mindfulness-20 to 30 minutes



**Objective:** To introduce students to the practice of mindfulness.

## Mindfulness Practice

Teachers can discuss with students in the following manner:

- “Welcome to the happiness class. As you all know, last year the happiness classes involved regular mindfulness practice, which would be conducted this year as well starting with the first day of every week. For this purpose, we would be conducting different mindfulness exercises.”
- Would anyone like to tell what is mindfulness?
- Last year what did you gain after knowing about mindfulness?

### Proposed Points for Discussion:

- Now the teacher can ask students to sit silently. After this, students can close their eyes for the next one minute and let the thoughts come in. After opening their eyes, you can ask them whether their thoughts were about the past/ any event / future planning/stress or past/ present. (ask students whether their thoughts were from which category and they should raise their hands for it)

(Generally, it is found that thoughts are about past or future where as we are working in the present.)

## Are you mindful or mind full?

- Mindful means to be present in the present moment.
- Mind full means to be stuck in different thoughts and not be aware of the present.
- From mindfulness practice:



- During studying, students focus is maintained in the class. While studying at school or home students focus improves.
- Improvement in paying attention to the teacher.
- Decrease in tension, sadness, stress, loneliness.
- If our attention is on the current task, the task will get over soon, it will be done in a better manner and without stress.

### **What to do and Not to do:**

- \*discuss the above points with students according to their level and the examples related to their life.
- Motivate all students to answer.
- Teachers should accept all the answers given by students.

## **2. Silent Check Out: 1 to 2 minutes**



**Objective:** Students should reflect on the thoughts and feelings generated by the activity.

### **Phases of the Process:**

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class.
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

### **What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same



## Session 2 : Mindful Belly Breathing

### Time Distribution:

- 1 (a) Mindful check in- 3 to 5 minutes
- 1 (b) Discussion on Mindfulness- 10 minutes
- 2 (a) Mindful Belly Breathing- 5 minutes
- 2 (b) Discussion on Mindful Belly Breathing-15 minutes
3. Silent checkout- 2 minutes

### 1.(a) Mindful check in- 3 to 5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing pattern. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1b Discussion on Mindfulness-10 minutes**



**Objective:** To know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life e.g.
- Decrease in low mood
- Help in focusing in class
- To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

## **What to do and Not to do:**

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

## **2a Mindful Belly Breathing- 5 minutes**



**Objective:** the focus of students should stay on the in and out breath.

### **Phases of the Process:**

- Students should be told that in mindful breathing the focus is on the breath and on every in and out breath.
- Students should be asked to sit in a comfortable position and to close their eyes. Those who feel uncomfortable while closing their eyes they can just lower their gaze.
- Tell students to focus on their inhale and exhale.
- Ask students to keep one hand on their stomach.
- Students should focus on the rising and falling of the stomach along with their breathing. Students should pay attention when their belly goes in and comes out while breathing.
- If you find that students are unable to focus on the breathing and stomach then tell them that while breathing in the stomach goes out and while breathing out the stomach goes in.
- After getting the activity done for 1 to 2 minutes ask students collectively the following questions:
  - Did you feel your stomach filling up with air?
  - Did you feel your stomach going in?
  - When did your stomach go in?
  - When did your stomach come out?
- Get the activity done for 1-2 minutes and ask students to pay attention to breathing pattern.
- 2b Points to be discussed for Mindful Belly Breathing: 15 minutes
- While breathing, did you ever notice your stomach before?



- Why does the stomach come out while breathing in and goes in when breathing out?
- Discuss that while focusing on the stomach along with breathing our breath becomes slow and deep. We can practice this anytime and anywhere.
- While taking Deep and focused breath how do we feel?

### 3. **Silent Check Out: 1 to 2 minutes**



**Objective:** Students should reflect on the thoughts and feelings generated by the activity.

#### **Phases of the Process:**

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class .
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

#### **What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same



## Session 3 : Temperature of Breath

### Time Distribution:

- 1 (a) Mindful check in: 3-5 minutes
- 1 (b) Discussion on Mindfulness : 10 minutes
- 2 (a) Temperature of Breath: 5 minutes
- 2 (b) Discussion on Temperature of Breath: 15 minutes
3. Silent Check out: 2 minutes

### 1(a) Mindful check in : 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1b Discussion on Mindfulness-10 minutes**



**Objective:** To know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
  - Decrease in low mood
  - Help in focusing in class
  - To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

### What to do and Not to do:

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

### 2(a) Temperature of Breath: 5 minutes



**Objective:** to make students aware of their breath and to shift their attention to the in and out breath and knowing whether its warm or cool.

### 2 (a) Proposed Points for Discussion on temperature of breath : 5 minutes

#### Phases of the Process:

- Students should be told that today the focus will be whether the breath going in and coming out is cool or warm. To feel this place your index finger under your nose. (Demonstrate to students)
- The teachers will demonstrate by placing the index finger under the nose and ask them to feel which breath is cool and which one is warm?
- Teachers should tell students that while breathing in the air is cold and while breathing out the air is warm.
- Practice this for next one minute.
- This activity will be repeated after the discussion again.

### 2 (b) Proposed Points for Discussion on Temperature of Breath: 15 minutes

- How did the in breath feel? (Cool or warm)
- How did the out breath feel? (Cool or warm)
- What new did you learn about your breathing?
- How did you feel after knowing about your breathing?

### What to do and Not to do:

if any student is unable to feel the coolness or warmth of the breath there should be no pressure. Students should be told that with constant practice they will learn how to focus on their breath.



### 3 Silent Check Out: 1 to 2 minutes



**Objective:** Students should reflect on the thoughts and feelings generated by the activity.

#### **Phases of the Process:**

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class.
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

#### **What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same



## Session 4 : Listening I

### Time Distribution:

- 1 (a) **Mindful check in-** 3-5 minutes
- 1 (b) **Discussion on Mindfulness-** 10 minutes
- 2 (a) **Mindful Belly Breathing-** 5 minutes
- 2 (b) **Discussion on Mindful Belly Breathing-**15 minutes
3. **Silent checkout-** 2 minutes

### 1(a) Mindful check in: 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** To know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Decrease in low mood
- Help in focusing in class
- To become aware of what's going on inside ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience, challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.



### What to do and Not to do:

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

### 2(a) Mindful Listening: 5 minutes



**Objective:** students should focus on the sounds coming from the surroundings.

#### Phases of the Process:

- Teachers should ask students to come forward and to make sounds with the help of the hands or feet.
- For example: Clap your hands, Click your fingers, Walk with a rhythm
- Students can make a rhythm with all the sounds.
- Teachers please ask students to sit comfortably with their eyes closed. Take deep breath in and focus on the sounds coming from your surroundings. ( Selected students can start with the sounds)
- Teachers can give 3 to 4 minutes for this activity. Teachers can ask students to open their eyes when they feel comfortable.

### 2(b) Proposed points to be discussed on the activity: 10 minutes

- Could you focus on the sounds created by students?
- Which all sounds could you hear?
- Was your mind wandering? Were you aware about it.
- Were you able to bring back your focus to the sounds?

### What to do and Not to do:

- Teachers should ensure that no student is hurt while creating the sounds
- Teachers should accept all answers and should not categorise them as right or wrong.
- Teachers can get this activity done many times with different set of students.

### 3 **Silent Check Out:** 1 to 2 minutes



**Objective:** Students should reflect on the thoughts and feelings generated by the activity.

#### **Phases of the Process:**

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class.
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

#### **What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



## Session 5 : Listening II

### Time Distribution:

- 1 (a) **Mindful check in-** 3-5 minutes
- 1 (b) **Discussion on Mindfulness-** 10 minutes
- 2 (a) **Mindful Belly Breathing-** 5 minutes
- 2 (b) **Discussion on Mindful Belly Breathing-**15 minutes
3. **Silent checkout-** 2 minutes

### 1(a) Mindful check in : 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing pattern. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** to know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Decrease in low mood
- Help in focusing in class
- To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.



### What to do and Not to do:

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

### 2(a) Discussion on Mindful Listening II: 5 minutes



**Objective:** students will be able to focus on the sounds coming from the surroundings.

#### Phases of the Process:

- Students should be told that they will be focusing on the sounds coming from their surroundings. This is called mindful listening.
- Students can sit comfortably straighten their backs and close their eyes. If anybody feels uncomfortable they can just lower their gaze.
- Ask students to listen to the sounds once they close their eyes. It can be the sound of the fan or traffic or someone talking or someone laughing, etc.
- Ask students to take the focus on the sounds coming from the surroundings. Don't judge the sounds as good or bad just focus on them.
- If any student finds that the mind is wondering just gently be aware about it and bring your focus back to the sounds.
- After 1 to 2 minutes students can open their eyes and ask them collectively which all sounds did they hear? After this, proceed with the activity in the following manner-
- Again students will focus on the sounds they might hear some sounds which did not hear in the first place.
- Again ask students to sit comfortably straight on their backs and close their eyes gently.
- Teachers should ask students to focus on the different sounds coming from their surroundings.
- Students should focus on the different sounds in the surroundings. Which all sounds are continuous?
- Don't judge any sound as good or bad just focus on them.
- If any student feels that his mind has wandered off then gently be aware about it and bring

your focus back to the sounds.

Get this activity done for 2 to 3 minutes.

### **2(b) Proposed Points for Discussion on Mindful Listening II : 15 minutes**

- How did you feel during this activity?
- Was there any difference between the first and the second time of the activity?
- How many of you sound that your mind heart wandered off?
- If your mind had wandered off, were you able to bring back your focus to the sounds?
- • What would be the benefits of practicing this activity? ( This will help us to listen better when we sit silently. We can hear different sounds which we might not hear normally)

### **3 Silent Check Out: 1 to 2 minutes**



**Objective:** Students should reflect on the thoughts and feelings generated by the activity.

#### **Phases of the Process:**

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class .
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

#### **What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



## Session 6 : Mindful Seeing

### Time Distribution:

- 1 (a) **Mindful check in-** 3 to 5 minutes
- 1 (b) **Discussion on Mindfulness-** 10 minutes
- 2 (a) **Mindful Belly Breathing-** 5 minutes
- 2 (b) **Discussion on Mindful Belly Breathing-**15 minutes
3. **Silent checkout-** 2 minutes

### 1(a) Mindful check in : 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing pattern. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** To know the experience and advantages of mindfulness from students.

#### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life e.g.
- Decrease in low mood
- Help in focusing in class
- To become aware of what's going on within them ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.



## What to do and Not to do:

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

## 2(a) Mindful Seeing: 5 minutes



**Objective:** To prepare students to focus on things while seeing them

### Phases of the Process:

- Teachers should ask students to see the things with attention around them.
- Ask students what all things can they see right now? ( for example chair, table, blackboard, duster, books, pen, window and door etc)
- Students attention can be brought to one object like duster, fan, chair, table, etc. Bring students attention to the object's shape, colour, formation, position in the room, etc.
- If students focus is on the desk the following questions can be asked:
  - Can you see the four legs of the desk?
  - Are the desks around you all the same?
  - Is your desk broken from somewhere? Does it have any scratches?
  - Is the colour of the desk all over the same?
  - How is this desk-
  - Hard or soft?
  - Rough or smooth?
  - Are you able to focus on something else as well in the desk?
- In the same manner students' focus can be shifted to the books. Pick up a book and focus on its various aspects-
- Is this book
  - o light or heavy?
  - o small or big?

- o How many pages are there in this book?
- o What is the colour of the cover of the book?
- o What is written on the cover? With which ink is it written?
- Open any page of the book and ask:
  - What is the colour of the page?
  - How are its alphabets-big or small?
  - Is the text shiny?
  - Is the text embossed?
  - Is the page rough or smooth?
  - Are all the pages the same?
- From the above mentioned examples you can select one and discuss them. Give 2 to 3 minutes to students for this activity.
- Now ask students to focus on one object which is of their interest.
- Ask students to focus on the object's shape, colour, position in the room, formation, material, other different aspects.
- Give 2 to 3 minutes to students to pay attention to the object.
- 2 (b) Discussion on Mindful Seeing: 15 minutes
  - • Which object did you focus on and what all did you see?
  - • Have you ever observed an object this carefully before?
  - • What was the benefit of observing the object carefully?
  - • Where all would you benefit by observing the object carefully? ( When we pay attention then we can observe all the things around us with greater detail.)

### 3 Silent Check Out: 1 to 2 minutes



**Objective:** Students should reflect on the thoughts and feelings generated by the activity.

#### Phases of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class .

- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

**What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



## Session 7 : Mindful Drawing

### Time Distribution:

- 1 (a) **Mindful check in-** 3 to 5 minutes
- 1 (b) **Discussion on Mindfulness-** 10 minutes
- 2 (a) **Mindful Drawing-** 5 minutes
- 2 (b) **Discussion on Mindful Belly Breathing-**15 minutes
3. **Silent checkout-** 2 minutes

### 1(a) Mindful check in : 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.
- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)



- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** To know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Decrease in low mood
- Help in focusing in class
- To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

### **What to do and Not to do:**

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.

- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

## **2(a) Mindful Drawing : 5 minutes**

### **Phases of the Process:**

- Teacher should ask students to draw anything in 10 minutes. To make this drawing they can use any pencil, colour, paint, etc.
- Once the drawing is made, ask few students to come forward and discuss their drawing. No teacher or student should comment on the drawing.
- After this make pair of 2 students and give them time to tell each other about their drawing.

## **2(b) Discussion on Mindful Drawing: 10 minutes**

- Were you able to discuss your drawing?
- When your partner was discussing their drawing were you able to look at it without judging it or giving your feedback.

**Note for Teachers:** Teachers should accept all answers and they don't have to judge them as right or wrong or give feedback.

## **3 Silent Check Out: 1 to 2 minutes**



**Objective:** Students should reflect on the thoughts and feelings generated by the activity.

### **Phases of the Process:**

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class .
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

### **What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



## Session 8 : Awareness of Eating

### Time Distribution:

- 1 (a) **Mindful check in-** 3 to 5 minutes
- 1 (b) **Discussion on Mindfulness-** 10 minutes
- 2 (a) **Awareness of Eating/Food:-** 5 minutes
- 2 (b) **Discussion on Awareness of Eating/Food-**15 minutes
3. **Silent checkout-** 2 minutes

### 1(a) Mindful Check in : 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** to know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
  - Decrease in low mood
  - Help in focusing in class
  - To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.



## What to do and Not to do:

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

### 2(a) Awareness of Eating/Food: 5 minutes



**Objective:** Students should pay attention while eating

**Required Material:** For this activity teachers can give some eatables to students. Teachers should drink before hand either raisins or toffee for students.

#### Phases of the Process:

- Teachers should tell students that during mindfulness we pay attention to the objects around us and in mindful listening we pay attention to the sounds around us in the same manner In this activity we will be bringing our attention to the eatables.
- Tell students that we eat different things every day and we are unable to pay attention to them. Teachers can ask the following questions:
- Has anyone of you ever paid attention to your food?
- Have you ever paid attention to the taste of the food?
- Have you ever thought that the food you're eating, how did it start, which all processes it has gone through before it reached you?
- Teachers should tell students that this activity will help us to eat our food in a proper manner and be more aware towards what we are eating.
- To do this activities teachers should ask students to sit comfortably.
- Now teacher should give one raisin or toffee to each student. Asked students to pay full attention to the eatable. They should look at it as if they are seeing it for the very first time. They should see it with curiosity.
- Teachers should ask students to focus on the eatable and how many people and processes it has gone through to reach you. This moment we should be grateful to all those things.
- Now the teachers should tell students to hold the eatable in their hand and how are they feeling? Is this eatable cold or warm, how is its temperature, is this soft or sticky or solid. (Teacher should wait for 30 seconds)

- Tell students that if they find their mind wandering then with the next breath they can bring back their attention to the eatable.
- Now ask students to get the eatable closer to their nose and smell it and remember if there is any particular memory associated to it, whether they are salivating at the same time?
- Now tell students that they should carefully place this eatable in their mouth and focus while they are slowly chewing it and while chewing does the taste change?
- Now students should be aware as this eatable moves from the mouth to the stomach, and how you are feeling while consuming this eatable.
- Now students should bring the attention back to their breathing.
- Whenever you feel comfortable you can gently open your eyes.

## 2(b) Discussion on Awareness of Eating/Food: 15 minutes

- How are you feeling?
- What all did you learn while eating mindfully about the food?
- What is the benefit of eating with mindfulness?
- Do you engage in any other task while eating food? ( Eg- watching TV, talking, studying)
- \*Are you able to pay attention to your food while working the same way you did today?

## 3 Silent Check Out: 1 to 2 minutes



**Objective:** Students should reflect on the thoughts and feelings generated by the activity.

### Phases of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class .
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

### What to do and Not to do:

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



## Session 9 : Heart Beat

### Time Distribution:

- 1 (a) **Mindful check in**- 3 to 5 minutes
- 1 (b) **Discussion on Mindfulness**- 10 minutes
- 2 (a) **Heartbeat**- 5 minutes
- 2 (b) **Discussion on Heartbeat**-15 minutes
3. **Silent checkout**- 2 minutes

### 1(a) Mindful check in: 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.



- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** To know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
  - Decrease in low mood
  - Help in focusing in class
  - To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.



## What to do and Not to do:

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

### 2(a) Heartbeat: 5 minutes



**Objective:** Students are aware of their heartbeat and breathing.

#### Phases of the Process:

- The teacher should ask students to sit comfortably. Students can close their eyes or lower their gaze.
  - Ask students to take 3 long deep breaths in and breathe out. (3 times)
  - Ask students to keep their fingers or hands on that part of the body where they can feel their heartbeat. eg:-Side of the neck, below the jaw, wrist, heart
  - Ask students to notice how their heart is beating? Is slow or fast?
  - Ask students to focus on how they are feeling right now?
  - Ask students that is this feeling related to the heartbeat? If the heartbeat is fast so other thoughts also different or when the heart beats slow are the thoughts different?  
(Wait for 20 seconds)
  - Ask students to open their eyes gently and and jump 10 times without saying anything.
  - Ask students to again sit down and focus on their heartbeat.
  - Ask students that are they able to notice any changes in them. Has the heartbeat changed? Has the breathing changed?
  - Ask students to close their eyes again and focus on the heartbeat till the time it slows down.  
(Wait for 30 seconds)
- Ask students to open their eyes whenever they feel comfortable.

### **What to do and Not to do:**

- If any student feels uncomfortable while jumping then there should be no pressure on them to do so.

### **2(b) Discussion on Heartbeat: 15 minutes**

- What difference did you notice before and after jumping?
- Did you feel that your thoughts are connected to your heart beat? Your thoughts are different when your heart is beating fast and they change when your heartbeat slows?
- What changes did you notice in your body and thoughts during the activity? Discuss

### **3. Silent Check Out: 1 to 2 minutes**



**Objective:** Students should reflect on the thoughts and feelings generated by the activity.

### **Phases of the Process:**

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class .
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

### **What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



## Session 10 : Progressive Muscle Relaxation- I

### Time Distribution:

- 1 (a) **Mindful check in**- 3 to 5 minutes
- 1 (b) **Discussion on Mindfulness**- 10 minutes
- 2 (a) **Progressive Muscle Relaxation I**- 5 minutes
- 2 (b) **Discussion on Progressive Muscle Relaxation I**-15 minutes
3. **Silent checkout**- 2 minutes

### 1(a) Mindful check in : 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** to know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Decrease in low mood
- Help in focusing in class
- To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.



## What to do and Not to do:

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

## 2(a) Progressive Muscle Relaxation I: 5 minutes



**Objective:** To help students bring their focus on to their body.

### Phases of the Process:

- Teachers should tell students in a simple language that in progressive muscle relaxation activity we are going to focus our attention on to the nerves which results in tension or relaxation in our body.
- Teachers should ask students to imagine that they are holding a lemon in their hand. Now they should imagine that they are squeezing the lemon to take out its juice. During this time they would experience tension or pulling of muscles in this area. Feel this sensation. Now to students should imagine that they have left the lemon. Now they would be able to experience the relaxation in the muscles.
- Now teacher should ask student's feeling?
- Ask students to sit comfortably and close their eyes. Now focus only on your body. If they find their mind wandering then gently bring your attention back to the muscles on which they were focusing earlier.
- Now ask students to clench their left fist as tightly as possible. Now weight for 5 seconds and feel the tension here. Now they can slowly open their fist and let it loose. Let their hands relax. Students should repeat this activity one more time.
- Now ask students to close their right fist as tightly as possible. Ask them to weight for 5 seconds and feel the tension here. Now slowly open your fists and let it loose.
- Now ask students to close both their fists but without tension. Feel the increasing tension here. Now slowly open both your fists and let it loose.
- Ask them to let their whole body loose.

- Ask students to straighten both their hands/elbows. Straighten them as much as possible. Feel the increasing tension in your elbows. Wait for 5 seconds. Now let both the hands relax and let them loose. Experience the increasing relaxation in hands and elbows.
- Ask students to feel the relaxation in the body and continue with the normal breathing.  
(wait for 10 seconds)
- Now ask students to raise their eyebrows as much as possible to tighten the muscles of the forehead and experience the increasing tension in the forehead. Now relax the forehead and let it loosen. Relax it completely.
- Ask students to experience the increasing relaxation in the body.
- After this, ask students to close their eyes tightly and tighten the muscles of the eyes. Wait for 5 seconds and after that let them relax. Let them relax completely. Experience the increasing relaxation in the eyes.  
(Wait for approximately 10 seconds)
- Ask students to bend their neck backwards as if they are seeing the ceiling above. Experience the increasing tension in the muscles here. Wait for 5 seconds and bring back the neck to the original position. Let your body relax completely. Experience the relaxation in your body.
- Continue with your normal breathing.
- Ask students to rotate their shoulders as much as possible. Experience the increasing tension. Now let your shoulders relax.
- Ask students to experience relaxation in their neck and shoulders.  
(Wait for approximately 10 seconds)
- Now ask students to take a deep breath in and slowly breathe out.
- Breathe in and slowly breathe out
- Now ask students to feel at peace, calm and stress-free. Experience the relaxation in your whole body.
- Ask students to count from 1 to four mentally and then reverse count from 4 to 1. Whenever they feel comfortable they can open their eyes.

## **2(b) Discussion on Progressive Muscle Relaxation I: 15 minutes**

- How are you all feeling?
- When did you feel tensed in your body and when did you feel the relaxation?
- What difference did you feel when you tightened and loosened your muscles?
- What are the benefits of this activity? When we feel tense, even our body and muscles feel tensed. Progressive muscle relaxation helps us to relax which in turn helps our mind to relax.

(Stressful thoughts→tension in the body / progressive muscle relaxation→relaxed body→relaxed thoughts)

### 3 Silent Check out: 1 to 2 minutes



**Objective:** Students should reflect on the thoughts and feelings generated by the activity.

#### **Phases of the Process:**

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class .
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

#### **What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



## Session 11 : Progressive Muscle Relaxation II

### Time Distribution:

- 1 (a) **Mindful check in-** 3 to 5 minutes
- 1 (b) **Discussion on Mindfulness-** 10 minutes
- 2 (a) **Mindful Belly Breathing-** 5 minutes
- 2 (b) **Discussion on Mindful Belly Breathing-** 15 minutes
3. **Silent checkout-** 2 minutes

### 1(a) Mindful check in : 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.



- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** to know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Decrease in low mood
- Help in focusing in class
- To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

### **What to do and Not to do:**

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

### **2(a) Progressive Muscle Relaxation II: 5 minutes**



**Objective:** To get students' focus on their body.

### **Phases of the Process:**

- Remind students that in progressive muscle relaxation activity we took our attention to the muscles which are tensed or relaxed.
- remind students that they will do this activity with every muscle for 5 seconds. It's important that they keep normal breathing during the whole activity.
- Ask students to sit comfortably and close their eyes. Teacher should tell students to focus only on their body.
- If students find that their mind is wandering then they should bring the attention back to the muscles on which they were focusing.
- Ask students to take a deep breath through the belly, hold for few seconds, slowly release the breath. Now notice that it is the belly expands the lungs too getting filled with the air.
- Now ask students to imagine as they breathe out that they are breathing out the stress. Take a deep breath in and breathe out.
- Now ask students to take their belly in and tighten the muscles here. Wait for 5 seconds and then breathe out. Again do this activity one more time. Ask students to feel the difference between tensed and relaxed state. Ask students to experience the increasing relaxation in their body.  
(Wait for approximately 10 seconds)
- Ask students to tighten their muscles of the knees and thighs. Tighten it as much as possible.

Experience the tension in your thighs. Wait for 5 seconds. Now release the muscles and experience the relaxation in your thighs.

- Now ask students to fold their legs. Ask them to stretch their toes and experience the tension in their calf muscles. Wait for 5 seconds and relax.
- Ask students to feel the weight of the legs and relax.
- Ask students to curl their toes. Wait for 5 seconds and then relax.

(Wait for approximately 10 seconds)

- Now ask students to experience relaxation from head to toe, from one side of the body to the other.
- Now take a deep breath in and breathe out.
- Breathe in and slowly breathe out.
- Now tell students to be peaceful, calm and relaxed. Experience the relaxation in your whole body.
- Ask students to do silent count from 1 to 4 and then 4 to 1. Whenever they are ready they can open their eyes.

### **2(b) Discussion on Progressive Muscle Relaxation: 15 minutes**

- How are you all feeling?
- when you were tightening your muscles how did you feel?
- When you relaxed your muscles how did you feel?
- What difference did you feel when you tightened and relaxed your muscles?
- When we feel stressed even our body feels stressed. Progressive muscle relaxation activity will help our bodies to feel relaxed so that our mind is also relaxed.
- Have you ever practiced progressive muscle relaxation taught in mindfulness class anywhere else? When? What are its advantages?

### **3. Silent Check out: 1 to 2 minutes**



**Objective:** Students should reflect on the thoughts and feelings generated by the activity.

### **Phases of the Process:**

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class .
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

### **What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.





## Session 12 : Body Scan

### Time Distribution:

- 1 (a) **Mindful check in**- 3 to 5 minutes
- 1 (b) **Discussion on Mindfulness**- 10 minutes
- 2 (a) **Body Scan**- 5 minutes
- 2 (b) **Discussion on Body Scan**-15 minutes
3. **Silent checkout**- 2 minutes

### 1(a) Mindful check in : 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.
- (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** to know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
  - Decrease in low mood
  - Help in focusing in class
  - To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

## What to do and Not to do:

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

### 2(a) Body Scan: 5 minutes



**Objective:** To make students aware about their physical sensations

#### Phases of the Process:

- Teachers should tell students the way we focus on listening, seeing and walking the same way we can pay attention to our body.
- In this activity we pay attention to different body parts and focus on how do we feel?
- This practice is called body scan. It helps us to become more aware of our body.
- During this activity we will become aware of different body parts. We will not generate any contraction or tension in the body parts.
- Teachers should tell students that today we will practice pay to attention. To do this activity all students should sit calmly in a comfortable position. Keep your hands on your thighs.
- Teachers should ask students to take 2-3 long and deep breaths and close their eyes. Students who don't feel comfortable in closing their eyes can just lower their gaze.
- With the next breath students should take their focus to the head and explore if there is any tension there. Now check your attention to the face and explore its formation, try to feel the air against your nose, ears, face and become aware of it.
- Now students should slowly shift their attention to their throat and can feel their breath coming in and going out,. It's possible that the breath is felt very slightly. With the next breath take your attention to the neck and shoulders and explore how you are feeling there. Is there any kind of pull, pain, or tension in your muscles there? Whatever you are feeling be aware of it.  
(Wait for 30 seconds)
- Teacher should tell students to shift their attention from head to shoulders and explore what happens in the shoulders when the breath comes in and goes out.

- With the next breath take their attention to their elbows and hands and try to explore how are they feeling.  
(Wait for approximately 10 seconds)
- Teachers tell students to shift their attention to the chest and try to explore what happens when the breath comes in and goes out. They should feel when the breath comes in the chest expands and when the breath goes out the chest contracts.  
(Wait for approximately 10 seconds)
- The teacher tells students to shift their attention to the heartbeat and ask them to explore if they can feel it like fast or slow? Keep their focus for few seconds on heartbeat.  
(Wait for approximately 10 seconds)
- The teacher tells students to shift their attention to the belly and notice if there is any change when they take a deep breath. Does it belly goes out when they breathe in and comes in when breathe out? Pay attention on breathing and rising and falling sensation of the belly and feel how the goes out and comes in along with the breath.  
(Wait for approximately 10 seconds)
- The teacher tells students to shift their attention slowly to the muscles of the back and try to notice that are they able to feel the rising and falling sensation in the back area or not?
- The teacher asks students to shift their attention from the stomach to their legs and explore how they are feeling in this body part? Is there any kind of restlessness pain and become aware of it. Don't try to change anything. Be aware all the time and if feel that they mind has wandered off then gently bring your attention back to the body. With the next breath take your attention to the feet and the shoes and socks warn how do they feel? Try to notice how are do thry feeling in legs? Are they feeling any tiredness or relaxation? whatever they are feeling be aware of it.  
(Wait for approximately 10 seconds)
- Teachers tell students to become aware of their body. From head to toe focus on the breathing and in which body part do they feel it the most?  
(Wait for approximately 10 seconds)
- The teacher tells students while maintaining the awareness, become aware of their sitting posture. bring their attention back slowly to the class and open their eyes whenever they feel comfortable.



## **2(b) Discussion on Body Scan: 10 minutes**

- How are you feeling?
- What did you feel about your body today?
- Did you feel any restlessness or tingling sensation in your muscles or any uncomfortable feeling? If yes then explain.

## **3. Silent Check out: 1 to 2 minutes**



**Objective:** Students should reflect on the thoughts and feelings generated by the activity.

### **Phases of the Process:**

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class .
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

### **What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



## Session 13 : Classification of Feelings

### Time Distribution:

- 1 (a) **Mindful check in:** 3-5 minutes
- 1 (b) **Discussion on Mindfulness :** 10 minutes
- 2 (a) **Classification of feelings:** 5 minutes
- 2 (b) **Discussion on Classification of Feelings:** 15 minutes
3. **Silent Check out:** 2 minutes

### 1(a) Mindful check in : 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.
- (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** To know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Decrease in low mood
- Help in focusing in class
- To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

## What to do and Not to do:

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

### 2(a) Classification of Feelings: 5 minutes



**Objective:** To help students understand comfortable and uncomfortable feelings

#### Phases of the Process:

Teachers can make the following chart on the blackboard.

Comfortable feelings	Uncomfortable feelings
Happiness	Anger
Love	Sad
Affection	Jealousy

- Now teachers can tell students that there are some feelings which make us feel good where as there are some feelings which we want to avoid as they don't make us feel good.
- Now ask student's to tell which feelings are comfortable and which feelings are uncomfortable? ( Teachers can take students' answers and write these on the chart/board)

### 2(b) Discussion on Classification of Feelings: 15 minutes

- Why is it important to know how we are feeling?
- What new thing did you learn about your feelings today?
- During which feelings did you feel comfortable?
- During which feelings did you feel uncomfortable?

### 3. Silent Check out: 1 to 2 minutes



**Objective:** Students should reflect on the thoughts and feelings generated by the activity.



**What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same



## Session 14 : Mindful Belly Breathing

### Time Distribution:

- 1 (a) **Mindful check in:** 3-5 minutes
- 1 (b) **Discussion on Mindfulness :** 10 minutes
- 2 (a) **Mindfulness of Feelings:** 5 minutes
- 2 (b) **Discussion on Mindfulness of Feelings:** 15 minutes
3. **Silent Check out:** 2 minutes

### 1(a) Mindful check in : 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** To know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Decrease in low mood
- Help in focusing in class
- To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

## What to do and Not to do:

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

### 2(a) Mindfulness of Feelings: 5 minutes



**Objective:** To make students aware about their feelings. By being aware of one's feelings students will be able to know themselves better and take better decisions in life.

#### Tell students the following points:

- The way we pay attention to seeing, hearing, walking, etc, the same way we can also pay attention to our feelings and emotions.
- In this activity we will focus on how we are feeling.
- In mindfulness for feelings we will only be aware of our feelings. We will not judge them as right or wrong. We would just know how we are feeling.

#### Phases of the Process:

- Ask students to sit comfortably. Now ask students to take 3 long deep breaths and breathe out through the mouth. If they feel any kind of tension in the body ask them to release it with the next breath.
- Teachers should tell students to pay attention to their feelings and experience the way these feelings are ask students that if they are feeling happy, sad, angry, stressed, restless, fearful they should view it just the way it is. They should remember that they should not try to change the feelings or struggle with them.
- Teachers should tell students that whatever they are feeling they should focus on it and try to explore its nature? In which parts of the body do they feeling the effect of these feelings? Is the effect in chest or stomach or hands? Students should focus on the body part where they are feel it.  
(Wait for 10 seconds)
- The teacher should tell students that is to bring their focus back on breath of it has drifted away.  
(Wait for 10 seconds)



- The teacher should ask students to focus on the feeling and how it is changing their breathing pattern. Has the speed of breathing changed? Is the breath long and deep or fast?
- The teacher should keep reminding the students to bring back their focus on their breath whenever it drifts from it.  
(Wait for 10 seconds)
- The teacher should tell students to focus if there are any changes from the beginning to the end? They should look at the feelings with appreciation. Nothing is right or wrong.  
(Wait for 10 to 15 seconds)
- The teacher should tell students to bring their focus to their sitting posture. Bring their focus back to the class and whenever they feel comfortable gently open eyes.

## **2(b) Discussion on Mindfulness of Feelings: 15 minutes**

- How are you feeling right now?
- Did you notice any changes in the starting and end of the activity?
- What did you get to know about your feelings?
- What is the benefit of focusing on thoughts and feelings?
- Teachers can discuss with students on the following points as well:
- Generally we start the focusing practice with paying attention to our breathing then to the sounds around us and finally to the body. We can practice this with our thoughts and feelings as well. By practicing this we can understand our thoughts and feelings in a better manner.
- With this alertness we can avoid reaction and instead develop the ability to understand and take better decisions.
- Through this exercise we can keep working without getting affected by the thoughts and feelings because we know that thoughts and feelings don't remain the same. They keep on changing every moment. When we are surrounded with emotions we get stuck and are unable to see the 360 degree larger view and based on that we might not take a balanced decision.
- Just like there are various waves in the ocean the same way we get feelings which come and go. These feelings are not good or bad. Just like the waves create a lot of sound in the ocean but the base remains calm/stable; the same way when we practice focusing we can feel that our feelings are changing but we can remain stable/at peace.

### 3. Silent Check out: 1 to 2 minutes



**Objective:** students should reflect on the thoughts and feelings generated by the activity.

#### **Phases of the Process:**

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class .
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

#### **What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



## Session 15 : Happy Experiences

### Time Distribution:

- 1 (a) **Mindful check in:** 3-5 minutes
- 1 (b) **Discussion on Mindfulness :** 10 minutes
- 2 (a) **Happy Experiences:** 5 minutes
- 2 (b) **Discussion on Happy Experiences:** 15 minutes
3. **Silent Check out:** 2 minutes

### 1(a) Mindful check in : 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.
- (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.
- (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** To know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Decrease in low mood
- Help in focusing in class
- To realise what's going on in the heart (happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.



## What to do and Not to do:

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

## 2(a) Happy Experiences: 5 minutes



**Objective:** To make students experience happiness. By doing this activity we increase our awareness-how is our body, our thoughts, our feelings, our behaviour when we are happy. We can do this activity anytime anywhere when we want to feel happy

## Phases of the Process:

- The teacher should tell students that they will do an activity which will make them feel happy.
- Teachers should tell students to sit in a comfortable position. Straightened back and relaxed shoulders. Gently close eyes. Take a deep breath in and breathe out through the mouth. Repeat it again for 1-2 Times. Take a deep breath in and breathe out through the mouth.
- Ask students to imagine a place or situation where they feel happy and peaceful. What are they doing in the situation? With whom all are they there?  
(wait for 10 seconds)
- Teachers should tell students to explore where they are feeling the happiness in the body. Is it in the heart, or stomach or in hands.  
(wait for 10 seconds)
- Teachers should tell students to keep experiencing the happiness no need. Students should focus on how they are feeling. What is going on in your body?
- Ask students that along with that they should bring their focus to the thoughts. What thoughts are coming in their mind ? Is there one thought or many? Let the Students should stay with these thoughts for some time.  
(Wait for 10 seconds)
- The teacher should tell students to breathe in slowly and breathe out. While breathing in think "I am smiling". While breathing out think "I am smiling".
- Now ask students to slowly bring their attention back to the surroundings and whenever they feel comfortable they can open their eyes.
- Now ask students to look at each other and give a smile.

## 2(b) Discussion on Happy Experiences: 15 minutes

- How are you feeling?
- Where all in your body can you feel happiness?
- What were you doing in the place where you imagined that you would be happy?
- What are the benefits of doing this activity? ( With regular practice of this activity you can feel positive feelings like happiness, love, satisfaction, gratitude, pride, hope, curiosity, etc. With this we have increased satisfaction and well being.

## 3. Silent Check out: 1 to 2 minutes



**Objective:** students should reflect on the thoughts and feelings generated by the activity.

### Phases of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class .
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

### What to do and Not to do:

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



## Session 16 : Word Association

### Time Distribution:

- 1 (a) **Mindful check in:** 3-5 minutes
- 1 (b) **Discussion on Mindfulness :** 10 minutes
- 2 (a) **Word Association:** 5 minutes
- 2 (b) **Discussion on Word Association:** 15 minutes
3. **Silent checkout-** 2 minutes

### 1(a) Mindful check in : 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** To know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Decrease in low mood
- Help in focusing in class
- To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.



## What to do and Not to do:

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

### 2(a) Word Association: 5 minutes



**Objective:** To help students identify their thoughts

#### Phases of the Process:

- Teachers should say a word and students should express any thoughts or images related to the word. Teachers should write the words on the blackboard. Eg- after listening to the word 'cloud' many thoughts come to mind- sky, rain, blue, water, white, dense clouds, etc. All these are thoughts.
- Other words which can be used by the teachers are flowers, food, day, book, friends, teacher, reading, happy, study, etc.
- Teachers can do this activity with 5-6 different words.

### 2(b) Discussion on Word Association: 15 minutes

- Do you also get different thoughts? (some related to the past and others related to the future? Some thoughts are related to stress, worry, anger, hope and happy. We all get thousands of thoughts of which we are not aware of and don't pay attention to them.)
- Have you ever noticed how many thoughts and what kind of thoughts come to your mind?
- When do you get more thoughts and when do you get them less? How do you feel when you get more thoughts and how do you feel when you get less thoughts?
- Scientists have called humans mind as a monkey mind. Just like a monkey who cannot sit at one place and keeps jumping from one place to another the same way human mind keeps running.
- Ask students to pay attention to the thoughts and explore whether they have a monkey mind or not?

### **What to do and Not to do:**

- Teachers should use a calm voice when giving instructions.
- • If any student does not want to do this activity then don't force them to do.

### **3. Silent Check out: 1 to 2 minutes**



**Objective:** students should reflect on the thoughts and feelings generated by the activity.

### **Phases of the Process:**

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class .
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

### **What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



## Session 17 : Mindfulness of Thoughts

### Time Distribution:

- 1 (a) **Mindful check in:** 3-5 minutes
- 1 (b) **Discussion on Mindfulness :** 10 minutes
- 2 (a) **Mindfulness of Thoughts:** 5 minutes
- 2 (b) **Discussion on Mindfulness of Thoughts:** 15 minutes
3. **Silent checkout-** 2 minutes

### 1(a) Mindful check in : 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** To know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Decrease in low mood
- Help in focusing in class
- To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.



### **What to do and Not to do:**

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

### **2(a) Mindfulness of Thoughts: 5 minutes**



**Objective:** To make students aware of their thoughts.

#### **Phases of the Process:**

- The teacher should inform students that they will now do mindfulness of thoughts activity. They will also take their attention towards their thoughts. Now students should sit comfortably. Now keep your hands on your thighs.
- Now the teacher should tell students to take 2-3 deep breaths and close their eyes. Students who don't feel comfortable in closing their eyes can just lower their gaze.
- The teacher should tell students that in this activity they should take their attention towards their thoughts. Students should focus on the coming and going of thoughts. Are these thoughts related to the past or future? All these thoughts can be related to their experiences.  
(Wait for 1 minute)
- Teacher should tell students that let these thoughts come and go. Don't try to stop the thoughts and don't judge them as right or wrong. If you feel like judging them then also be aware of it and bring your attention back to the thoughts.  
(Wait for 1 minute)
- The teacher should tell students that the way breathing comes in and goes out the same way thoughts will come and go. Just watch the coming of thoughts and don't try to stop them.  
(Wait for 1 minute)
- The teacher should tell students to slowly focus on the sitting posture and bring back their attention to the surroundings. Whenever students feel comfortable they can gently open their eyes.

### **2(b) Discussion on Mindfulness of Thoughts: 15 minutes**

(Teachers can ask questions from their side as well in order to understand the Objective of the activity)

- How are you feeling?

- What did you learn about your thoughts?
- Was there a single thought or many thoughts?
- Did you find any difference between your thoughts at the beginning and end of the activity?
- Did you find this activity easy or tough?
- Were you getting stuck in your thoughts?
- Were you able to become aware of your thoughts?

### **Note for Teachers:**

Teachers can tell students that through this activity we can be aware of the thoughts in the present and can be aware of the speed and nature of these thoughts. With regular practice of this activity the thoughts become stable and the mind becomes calm. Remember this that through this activity we are not trying to stop or end the thoughts.

### **What to do and Not to do:**

- Teachers should ensure that they use a calm voice.
- If any student doesn't want to do this activity then they should not be forced.
- Don't force students to close their eyes. They can just lower their gaze for the activity.
- Teachers should accept all answers given by students and they should not judge them as right or wrong and no feedback is given.

### **3. Silent Check out: 1 to 2 minutes**



**Objective:** students should reflect on the thoughts and feelings generated by the activity.

### **Phases of the Process:**

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class.
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

### **What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



## Session 18 : Sticky Thoughts

### Time Distribution:

- 1 (a) **Mindful check in:** 3-5 minutes
- 1 (b) **Discussion on Mindfulness :** 10 minutes
- 2 (a) **Sticky Thoughts:** 5 minutes
- 2 (b) **Discussion on Sticky Thoughts:** 15 minutes
3. **Silent checkout-** 2 minutes

### 1(a) Mindful check in: 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.



- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** To know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Decrease in low mood
- Help in focusing in class
- To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.



### What to do and Not to do:

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

### 2(a) Sticky Thoughts: 5 minutes



**Objective:** To understand the effect of uncomfortable thoughts and feelings on your mind.

#### Phases of the Process:

- Teachers tell students that today they will do an activity which involves their imagination. Now The teacher tells students to close their eyes and take 3 long deep breaths and sit comfortably. Now imagine an elephant which is very big, has big ears, black eyes and standing still. Imagine in detail about this elephant.  
(Wait in this situation for 30 seconds and let students imagine)
- Now teachers should ask students to not think about the elephant. Whatever thoughts about the elephant are there they should remove it from their mind. Sit silently for few minutes but don't think about the elephant.  
(Wait for 30 seconds and let students imagine)
- The teacher should ask students whether anyone of them is thinking about the elephant.

### What to do and Not to do:

The teacher should ask students to understand that it is not bad if they have sticky or uncomfortable thoughts.

### 2(b) Discussion on Sticky Thoughts: 15 minutes

- Were you able to think about the elephant?
- What happened when you were asked to not think about the elephant? Ask students to raise their hands. ( The same way at times it's difficult to not think about a particular topic. This means that some thoughts like stressful thought can just stick in our mind. These are called sticky thoughts which get stuck in mind and don't go away easily.)
- If we try to empty our mind completely or try to stop thoughts then is it a very difficult task? ( when you were told not to think about the elephant but still your thoughts were about the elephant)

- How will we feel if we are not stuck with our thoughts we are just aware of them? (Mind will be calm. Let your thoughts come and go. Treat your thoughts with kindness and don't get stuck with them. By doing this, slowly you will feel that your mind is calm.)

**Note for Teachers-** When students are answering accept their answers and don't judge them as right or wrong.

### 3. Silent Check out: 1 to 2 minutes



**Objective:** students should reflect on the thoughts and feelings generated by the activity.

#### Phases of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class .
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

#### What to do and Not to do:

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



## Session 19 : Gate Keeper

### Time Distribution:

- 1 (a) **Mindful check in:** 3-5 minutes
- 1 (b) **Discussion on Mindfulness :** 10 minutes
- 2 (a) **Gate Keeper:** 5 minutes
- 2 (b) **Discussion on Gate Keeper:** 15 minutes
3. **Silent checkout-** 2 minutes

### 1(a) Mindful Check In : 3-5 minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** To know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
  - Decrease in low mood
  - Help in focusing in class
  - To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.



### What to do and Not to do:

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

### 2(a) Gate Keeper Activity: 5 minutes



**Objective:** To bring awareness to one's own thoughts

#### Phases of the Process:

- The teacher tells students that today we will take our attention inside and become aware of our thoughts. Let the thoughts come in freely and take your attention towards them.
- The teacher tells students that they should not try to change them, stop them, judge them as good or bad and neither change their speed.
- Students should know that paying attention to one's thoughts is not finishing them.
- Tell students that now like a gatekeeper they can see in the mind how thoughts are coming like guests. Just like a gatekeeper smiles at the guest similarly we can also see the thoughts as guest and welcome them.
- By doing this activity they will know how many thoughts come in their mind.
- Ask students to sit silently in a comfortable position. Now tell them to take 3 deep breaths and breathe out through the mouth. If you are feeling any kind of stress then with the next breath throw the stress out.
- Tell students to let the breath come in and go normally. Don't change the breathing. Don't make it long or short.
- Tell students the way breath comes in and goes out similarly in our mind thoughts come and go. These thoughts can be related to the past or present or related to a particular incident. Let the thoughts come and go and watch them silently. Don't try to stop any thought. Let the thoughts come the way it is.
- Tell students that during this activity if they feel any restlessness in their body they can simply bring their attention back to the breathing.

- Tell students that they can imagine their mind as the gatekeeper and thoughts as the guests. Just like the gatekeeper can see the guest silently similarly they can see the thoughts come and go.
- Tell students that when they feel that they are stuck with your thoughts they can bring their attention back to the breathing and can remind themselves “I am aware of every ‘in breath’. I am aware of every ‘out breath’. I can see calmly every breath coming in and going out.”
- Ask students to stay in this situation for one minute.
- Tell students that with the next breath they should bring their attention back to the sitting posture and the sounds coming from the surroundings and become aware of it. Slowly wiggle your toes and when you feel comfortable you can gently open your eyes.

### **Proposed Points for Discussion:**

- Were you able to see different kinds of thoughts come and go?
- What did you learn about your thoughts?
- How are you feeling after this activity?
- Was this difficult or easy? Why?

### **3. Silent Check out: 1 to 2 minutes**



**Objective:** Students should reflect on the thoughts and feelings generated by the activity.

### **Phases of the Process:**

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class .
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

### **What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same



## Session 20 : Thoughts As Traffic

### Time Distribution:

- 1 (a) **Mindful check in:** 3-5 minutes
- 1 (b) **Discussion on Mindfulness :** 10 minutes
- 2 (a) **Thoughts as Traffic:** 5 minutes
- 2 (b) **Discussion on thoughts as Traffic:** 15 minutes
3. **Silent checkout-** 2 minutes

### 1(a) Mindful Check in : 3-5 Minutes



**Objective:** Through this activity teachers will prepare students to get ready for the class.

### Phases of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the Mindful check in. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted.  
(Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from.  
(Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.



- Ask students not to change their breathing pattern. Just be aware of their breathing.  
(Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep?  
(Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

### **What to do and Not to do:**

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

### **1(b) Discussion on Mindfulness-10 minutes**



**Objective:** To know the experience and advantages of mindfulness from students.

### **Proposed Points for Discussion:**

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Decrease in low mood
- Help in focusing in class
- To realise what's going on in the heart ( happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.



## What to do and Not to do:

- Ask students to bring good articles on mindfulness which can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing the experiences can write it down somewhere.
- Teachers should accept all answers of students

### 2(a) Thoughts as Traffic: 5 minutes



**Objective:** To see thoughts as traffic with a calm mind. The Objective of this activity is to be aware of your thoughts with kindness and not to judge them as right or wrong. Through this we will be able to view our thoughts in a better and clearer way.

#### Phases of the Process:

- Teachers should tell students that they can sit comfortably. Relax their shoulders. Take a deep breath in and slowly breathe out. With the next breath they can slowly close eyes. if anybody feels uncomfortable in closing their eyes they can lower their gaze.
- With the next breath students will become aware of their surroundings. Attention to the sounds which are coming from around them.  
(teacher should wait for 30 seconds)
- The teacher should ask students if they are breathing normally? Ask students to imagine that they are standing near a busy road silently. Without any thinking they are just looking at the cars moving.
- The teacher should ask students to view their thoughts as cars which are coming and going. Every thought is like a vehicle travelling on the road. Just like the vehicles are coming and going the thoughts also come and go.
- The teacher should tell students to not label their thoughts as good or bad. Don't try to change or stop the thoughts. View the thoughts as traffic. Thoughts are coming and going and you are viewing them silently.
- Teachers should tell students that it is possible that while they are viewing the thoughts they get stuck with the thoughts or their mind wanders off. In this condition bring your attention back to your breathing.
- Now for next one minute we will view our thoughts. Let the thoughts come and go. Don't stop the thoughts.  
(Wait for 1 minute)

- The teacher should tell the student that with the next breath they should bring their focus on their sitting posture. Now bring your focus back to the sounds coming from your surroundings. Whenever you feel comfortable you can gently open your eyes.

### **2(b) Discussion on Thoughts as Traffic: 15 minutes**

- How was your experience?
- Were you able to focus on your thoughts?
- What did you feel about your thoughts? What difference did you feel at the start, the middle and end of the activity?
- Did you notice that some thoughts were again and again colliding with each other? How did you feel during this?
- Did you know thoughts stayed in your mind for a longer duration compared to others?

#### **What to do and Not to do:**

- Teachers should give to students the freedom to expression.
- Teachers are requested to listen students, thoughts carefully. No student should be criticised+.
- Students' experiences should not be compared with one another as they all are unique.

### **3. Silent Check out: 1 to 2 minutes**



**Objective:** students should reflect on the thoughts and feelings generated by the activity.

#### **Phases of the Process:**

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class .
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

#### **What to do and Not to do:**

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same



## Story Section

### Section Note

Story has been the most popular pedagogy of teaching since human speech evaluation. We present our point of view or learning to others in the form of a story. It has been used in the classrooms abundantly and students focus on the content easily, which is narrated to them through a story. They love listening to stories told by parents and grandparents, and love repeating them too.

While creating the content for 'Happiness Curriculum', the question about selection of stories was quite pertinent. We all have been listening to stories of fantasizing imaginary character. Animals speak, plants think and walk etc. Such stories have not been included in the happiness curriculum. The reason behind this is that we want our students to relate to the situations and characters of the story and develop some qualities with the help of motivational stories included in it. Each story connects to the day to day situations of students. Some of these stories contain dialogues among elderly which give the students a chance to think and reflect appropriately.

### Points to remember while telling the story and post that.

- Story must be narrated with proper gestures so that the interest of students doesn't get lost and they relate to the characters of the story.
- Narrate a story in one go.
- It's not a class of language teaching, so do not use the pedagogy of language teaching. Focus on the essence of the story, not the language part.
- The discussion after the story is most important, so give ample time for discussion.
- Questions for discussion are a medium to reach the objective of the story. If required, new questions can be framed to reach the objective.
- Do not preach the objective to the class like a moral teaching.
- Give an opportunity to students to reach at their own conclusions.
- Include the questions like: when did you feel like the characters of the story, what do you do if faced with a similar situation, or what would you do in similar situation can be a few questions instead of what did you learn from the story.
- Stories are too small to delete or add a line on. Doing this might change the main essence underlying the story.
- Pay attention to where your students relate to these stories in their day to day life.



- Most importantly, no written homework is to be assigned but there is a task under the head, look, ask and Understand. Encourage your students to be mindful and become aware of the similar situations at home or in the neighborhood and take the discussion of the class to their families and friends.
- Instructions to be given for the second day have been provided at the end of each story. Students must be provided the opportunity to reflect upon and for discussion accordingly.

### **Each story has been allotted Minimum two days**

- On the first day, the story is to be narrated and followed by general discussion with the whole class.
- second day, Students must be guided in the direction to tell the same story at home and also discuss the proposed questions with parents, siblings, neighbours, etc..

### **Creating Classroom Environment**

- Every student must be given a fair chance to participate in discussion.
- No answer is right or wrong, so welcome all the responses .
- Students must understand that each expression is of equal importance.
- The environment needs to be motivating and encouraging so that everyone is willing to share their thoughts.





# 1. Elephant's Rope

**Duration:** Minimum two days or till the teacher is satisfied



**Objective:** It is difficult to succeed by just working hard, without knowing/ testing our beliefs and assumptions.

**Begin the class with mindful breathing for 2-3 minutes.**

## STORY

### Direction of Discussion

We want to do a lot of things in our lives, but certain assumptions hamper us down. We start believing in our failures, ignoring the possibility that they might have been circumstantial. We stop striving for success, considering we might not get it. Only those who keep trying, despite failures, come out triumphant eventually.

A gentleman was passing by a road when he saw an elephant tied with a small wooden peg. The person was astonished to see how such a huge elephant is tied to that wooden peg with the help of a thin rope.

He asked the owner of the elephant, "oh! This elephant is so huge then how is it tied to such a thin rope? If it wants it can break this rope in one stroke."

The owner of the elephant replied, "Sir, when this elephant was young, I tied it with a rope. At that time, it tried its best to pull the pegs and break the rope, but it had not enough strength, so it failed. It tried many times but when it could not break the rope, it started believing that this rope was very strong and it would never be able to break it. Thus the elephant gave up trying to break the rope.

Today, the elephant has become very huge and has so much strength that he can easily break that rope, but he has been assuming that can't break the rope. He thinks that he will never be able to break it, so he never tries to break it. Thus, despite being so huge, this elephant remains tied to such a thin rope. The person reflects on the situation.

## DAY 1

### Questions for Discussion:

1. Which thoughts or beliefs are you tied to in your life, from which is very difficult to be apart? (For example, mathematics is a very difficult subject, I can't do it, etc.)
2. Are there any assumptions that restrain you in any manner Give examples.
3. Out of the above, which of the assumptions would you like to check or investigate? Why?

### Observe, Ask and Explore At Home. (For Students)

- Discuss with your parents if there were assumptions/beliefs in their lives that kept them stuck to their failures.

At the End of the Class Sit Silently for 1-2 Minutes and Reflect on the Conclusion of the Discussion.

## DAY 2

**Begin the class with mindful breathing for 2-3 minutes.**

- Encourage some students to repeat the story.
- Allow the students to revise and narrate the story to each other. The teacher can facilitate, if needed.
- The teacher could ask the students who did not get a chance on the first day to answer some of the day 1 questions.

### More Questions for Discussion:

1. Are there any assumptions in your life that you want to break? Give examples.
2. Have you ever tried breaking an assumption you had and did it eventually be successful? Share with examples.

At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.

## 2. Forgiveness Works

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** Forgiveness is important to maintain harmony in relationships. It is better to forget about unpleasant incidents.

**Begin the class with mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

Usually, we find it difficult to forgive others for their mistakes but expect them to forget our mistakes. How wonderful would it be, if we remember only the good deeds of others and forget those deeds that hurt us! Our happiness can be ensured by forgetting the unpleasant events.

Two friends, Mohan and Suresh, stepped out for a stroll near the river. As they reached the shore, Mohan bumped into Suresh and made him fall. Suresh got up and slapped Mohan. Mohan felt terrible. He wrote on the sand, "Today my friend Suresh slapped me."

The river was deep, and the shore was muddy. As they were crossing it, Mohan slipped and fell into the river. He was about to drown when Suresh came and caught Mohan's hand. Slowly the two friends crossed the river and reached the other side, holding each other for support. Immediately, Mohan found a rock and on it wrote, "Today my friend Suresh saved my life." Then he thanked Suresh and hugged him.

Astonished by his friend's behaviour, Suresh asked, "When I slapped you, you wrote it on the sand but when I saved you, you wrote it on the rock. Why?". Mohan smiled, "What I wrote on the sand will be erased

by the wind/water in an instant, but what I wrote on the stone, will last for years to come."



## DAY 1

### Questions for Discussion

1. Students come one by one to share the good qualities of other students in the class.
2. Share some instances where they could have helped someone but didn't.
3. What do you usually remember- the mistakes others made or the good deeds they do?
4. Do you think we should remember others' good deeds and forget the hurtful ones? Why? Discuss.

### Observe, Ask and Explore At home (for students)

- Ask your friends and family members, what are some of the incidents that they remember from their lives?
- Of these incidents, which ones give them happiness and which ones make them sad? Do they forget the ones which cause them pain? Why?

**At the end of the class sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**

## DAY 2

**Begin the class with mindful breathing for 2-3 minutes.**

- Ask some students to repeat the story.
- Allow the students to revise and retell the story to each other. The teacher can facilitate if needed.
- The teacher can ask the students who did not get a chance on the first day, to answer some of day 1 questions
- Divide the students into small groups, ask them to discuss some of the responses they got at home.

### Some other questions for discussion

- When you repeatedly remind yourself of your mistakes, how do you feel? How does it feel when someone else repeatedly reminds them of it? Do you repeatedly remind others of their mistakes?
- How does it feel when you remember someone else's mistakes again and again? Do you feel happy or unhappy? Discuss.
- Share an instance when a friend remembered your mistake for many days and you didn't like it. Students can share details of the incident if they feel comfortable.
- Share an instance when you remembered a friend's mistake for many days.
- After today's session, what would you like to tell that friend? (The teacher should allow all students to share their thoughts).

**At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**



### 3. The President

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To induce positive feelings towards hard work/ labour in the minds of the students.

**Begin the class with mindful breathing for 2-3 minutes.**

#### STORY

##### Direction of Discussion

All of us are guilty of disrespecting the virtue of hard work/labour. This is the reason why workers, farmers, and other helpers don't seem worthy of our gratitude. Nobody wants to do this kind of work but nobody wants to accept their significance in our lives.

One hot summer afternoon, some workers were trying to load a big machine onto a truck. The machine was heavy, and despite their hard work, the workers were not able to finish their job. The authorities were standing there and scolding the workers. Some of them were giving instructions – 'do this, don't do that'. But none of them stepped in to actually help the workers.

At that moment, a man on horseback and some of his friends who were crossing the road stopped.

The rider immediately understood what was happening and stepped down to help the workers. His friends followed him, and they all started supporting the workers. Soon, they were able to load the heavy machine on the truck.

Before leaving, the rider stopped and told the authorities that if they found themselves in a similar position again, they should ring the President's office. Help will be provided. Later they got to know that the man on the horse was none other than the President himself.

## DAY 1

### Discussion Questions:

- According to you, was it a good idea for the President to stop and help? Share your thoughts.
- Share examples from your life when someone helped somebody else.
- What do you usually remember- the mistakes others make or the good deeds they do?
- Have you ever been in a situation when you needed help but people kept giving you advice without any real help? How did you feel? Share an example.
- Have you ever been in a situation where you did not help someone in need and watched them suffer?
- What kind of work receives respect in our society? Do you agree with that choice?

### Observe, Ask and Explore At home (for students)

At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.

## DAY 2

**Begin the class with mindful breathing for 2-3 minutes.**

- Ask some students to repeat the story.
- Allow the students to revise and retell the story to each other. The teacher can facilitate if needed.
- Students are divided into small groups, where they would discuss some of the responses they got at home.
- The teacher could ask the students who didn't get a chance on the first day, to answer some of day one's questions

### Some other discussion questions:

- Workers who do labour intensive work, make our lives easier. What would we do if they are absent?
- Have you noticed anyone differentiating between those who do labour intensive work and those who don't? What views do you have of such people? Share your thoughts.
- At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.

## 4. Burden of Complaints

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To draw the attention of the students towards the fact that if one harbours/ bears resentment towards others, they end up harming themselves more.

**Begin the class with mindful breathing for 2-3 minutes...**

### STORY

#### Direction of Discussion

We often spend our time complaining about others. We are jealous of their success and envious of their achievements. We lead our minds towards negativity. Through this story, students are encouraged to let go of negative emotions like jealousy and resentment. Teachers should allow the discussion to shape in a way where the students understand how jealousy leads to negativity but by taking inspiration from others' success one can turn their lives towards positivity.

Once there was a Guru. He had a lot of pupils. All of the pupils spent most of their time caring for their Guru. Each of them used to believe that only he truly serves his Guru, and others only do it to show off. Each one was jealous of the other and whenever possible they used to say negative things about others to their Guru. One day, the Guru called all of them and gave them a task. He asked each of them to bring, the next day, a bag having tomatoes in it. Everyone was asked to bring as many tomatoes as many complaints he had.. The next day they arrived with the tomatoes.

Some had four, some five, and some seven! The teacher said that everyone will have to keep these tomatoes with them for the next seven days. Whether Awake or sleeping, eating or bathing, these tomatoes should never leave their side. The pupils didn't understand the purpose since their Guru had given them this task, they followed it. Within a couple of days, the stink arising from the rotting tomatoes began to disturb the students. With a lot of difficulties, they finished the stipulated seven days and rushed back to their Guru. They complained, "The tomatoes are rotting away and their stink is unbearable. Because of this, no one wants to sit with us anymore. Please allow us to throw them away now. To keep on carrying their weight seems useless."



The Guru smiled and said, “Carrying these tomatoes for merely seven days has made you wary of their weight. Now think about all the weight that jealousy puts on your mind. This useless weight causes your mind to rot and fill it with an unbearable stink, just like these tomatoes. Jealousy reduces our power of thinking. It is best to remove from your mind these resentments that you have harboured for each other. If it is difficult for you to love someone, try to not hate them. This will let your mind feel light and fresh and allow you to make new friends.” Listening to their Guru speaking these words made the pupils reflect on their actions in silence. The Guru smiled and said, “I did this precisely because I wanted you to learn this lesson.”

## **DAY 1**

### **Questions for Discussion**

- Have you also experienced jealousy from the achievements of your batch mates/friends? Why does this happen, share with an example?
- When your friends achieve some kind of success, what kind of feelings arise in the mind

### **Observe, Ask and Explore At home (for students)**

- Notice what kind of people ignite the feelings of jealousy and resentment in the hearts of your parents/siblings. Discuss with them why it happens. Do they attempt to get out of this frame of mind?
- At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.

## **DAY2**

<b>Begin the class with mindful breathing for 2-3 minutes.</b>
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- Recall the story in the class. Encourage some students to repeat the story. The teacher can contribute if and when needed.
- Keeping the given first-day discussion questions, the student will interact in small groups based on feedback received at home.
- The first day’s discussion questions can be used again for the remaining students

### **Some other discussion questions**

- When you experience these negative emotions, what would you do to get rid of them? Discuss.
- How can relationships be affected because of jealousy?
- How can you resolve those issues that arise out of jealousy in relationships?
- Discuss why you are jealous or not jealous of someone.

**At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**



## 5. Who Will Decide?

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** The lack of the ability to decide for oneself leads to a decline in self-confidence which makes one feel sad.

**Begin the class with mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

Every day we have to make big or small decisions in our life. Sometimes we find ourselves incapable of doing that because we lack confidence or we are worried about what people will think. But if we have an understanding of the correct thing, we will be able to make decisions with ease and competence.

A man along with his twelve-year-old son and his donkey was walking towards the city. Seeing them walking like this, people on the road started laughing. One of them said, "You are walking despite having a donkey!". Listening to this, the father made his son sit on the donkey and continued walking.

While moving further, they encountered more people who taunted them, "How shameful. The son is sitting on the donkey and his old father is walking." Both of them thought that the people were correct so they promptly switched positions and continued walking.

A few paces ahead they encountered some people who commented, "Just look at that. The father is sitting on the donkey and the poor child is running along. Look, how badly he is panting."

Listening to the comments and taunts of the passers-by, the father and the son continued switching their position while going disappointingly towards the city.

## DAY 1

### Questions for Discussion

- Share everyday instances where you find it difficult to make a decision.
- How does the inability to decide make you feel?
- When do you need others to decide for you? (Note for the teacher: you do this when you are unable to decide for yourself)
- How can you feel confident about taking decisions? (Note for the teacher: Through intelligence and clarity. This is the way to be happy.)

### Observe, Ask and Explore At home (for students)

- Notice which of your family members are capable of taking decisions. Notice when you are able to take them and also take responsibility for the results of that decision.

**At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**

## DAY 2

**Begin the class with mindful breathing for 2-3 minutes.**

- Recall the story in the class. Encourage some students to repeat the story. The teacher can facilitate if needed.
- Keeping the given first-day discussion questions, the student will interact in small groups based on feedback received at home.
- The first day's discussion questions can be used again for the remaining students

### More questions for discussion

- How do you feel when someone asks for your help in making a decision?
- Share with an example a time when you took a decision and thereby took responsibility for the entire task.

**At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**

## 6. Arrogance of the Body

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** This story will help students to understand that being useful is more important than having money or beauty. Beauty and money are worthless if the person does not prove his/her utility.

**Begin the class with mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

In this superficial world that we live in, all of us give more importance to external beauty. It is necessary to understand the importance of being useful rather than just looking beautiful.

A great king respected his guru very much. The king was handsome and had a glowing face. Guru had some scars on his face since childhood, due to which his face was not very attractive. But with his knowledge and intelligence, he was always able to do his work efficiently. The king started being arrogant about his looks.

Once out of humour, the king said to his guru, "Guru, I respect your intellect and cleverness. No one has met more scholars than you till today. But it would have been nice if you had good looks as well."

The Guru realised that the king had begun to demean the value of knowledge in comparison to beauty.

But he kept quiet at that time. After a while, he took leave and went home. The next day, before the king arrived in court, he told the servant to get a clay pot and a gold pot. He filled pure water in both the pitchers.

The king came in time and the everyday routine started. The king felt thirsty after a while. So, according to the Guru's order, he was offered water from a gold pot. The water had a peculiar taste.

The king asked, "This water tastes awful. Why is it so hot?" Immediately at the behest of the Guru, the servant gave him water from an earthen pot. The Guru asked, "Maharaj, please try this water. Is this okay?" This time the king was satisfied with the water. He asked, "Why was that water given to me earlier?"

Guru said, "Maharaj, that water was taken from a gold pot. We thought that instead of the ugly pitcher of clay, you would love the water from a beautiful golden pot." The king immediately understood his guru's point. He had got the answer.



## DAY 1

### Questions for Discussion

1. Give some examples of things that you find good looking and some that are good.
2. What kinds of things do you prefer: good looking or good things?
3. What is more useful- glamour or quality?
4. Should a person be identified by his qualities or by his beauty or wealth?

### Observe, Ask and Explore At Home (for students)

- Go home and collect information about the things you use, which are beautiful and which are useful.

**At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**

## DAY 2

**Begin the class with mindful breathing for 2-3 minutes.**

- Recall the story in the class. Encourage some students to repeat the story. The teacher can contribute if and when needed.
- Keeping the given first-day discussion questions, the student will interact in small groups based on the feedback received at home.
- The first day's discussion questions can be used again for the remaining students who could not express earlier.

### More Questions for Discussion:

1. What happens when we select an object by giving importance to its beauty instead of its qualities?
2. Do you prefer to inculcate good qualities within you or wish to look beautiful? Why?

**At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**



## 7. Picasso's Painting

**Duration:** Minimum two days or till the teacher is satisfied



**Objective:** To succeed in anything, one needs to invest a lot of time and put sincere effort in that.

**Begin the class with mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

To achieve something meaningful/good, we need to give it time. It is impossible to get anything without appropriate effort. Instead of just getting awed by somebody's success, one needs to get inspired by their long hours of effort. Only then can we ready ourselves. When we achieve success through this kind of effort, we receive happiness alongside it.

Picasso was born in Spain and was a very famous painter. One day, a woman went up to him and said, "I am a huge fan of your work. Can you please make a painting for me?"

Picasso said that he would make a painting for her some other time but the woman kept insisting. Picasso did not want to hurt her so he eventually said Yes. He took out a paper from his pocket and began sketching something on it. After a couple of minutes, he gave that paper to the woman. "Here is your painting," He said.

The woman thanked him and came back home. The painting was so beautiful that she couldn't fathom her luck.

Without wasting another minute, she rushed back to him and said, "Picasso sir, your painting is amazing. But a painting takes a lot of time to make. Please teach me how to do it. I too want to make such beautiful paintings in a couple of minutes."

Picasso smiled and said, "This painting that I have made in a few minutes, has thirty years of continuous effort hidden behind it. I have spent 30 years honing my craft. Only then was I able to make a painting so quickly. You too would have to give it some time; then only will you be able to learn."

## DAY 1

### Questions for Discussion

1. List the name of some successful people. What do you think they did to be successful?
2. How are your preparations to learn better in the class? Who all can help you with this?
3. What do you want to be when you grow up? What are you doing to achieve your goal?

### Observe, Ask and Explore At Home (for students)

- Notice what all people around have done to achieve what they have achieved in their lives. Are there some people who get everything without struggling for it? How was that made possible?

**At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**

## DAY 2

**Begin the class with Mindful breathing for 2-3 minutes.**

- Recall the story in the class. Encourage some students to repeat the story. The teacher can contribute if and when needed.
- Keeping the given first-day discussion questions, the student will interact in small groups based on feedback received at home.
- The first day's discussion questions can be used again for the remaining students.

### More Questions for Discussion:

- Share an example when you achieved something after a lot of struggle but people around you thought that you didn't put in enough effort (Eg: Drawing competition, sports event, academics, etc). How did that make you feel?
- Share the name of people from your family or society, whom you find inspirational? Why did you find them inspirational?
- How does it feel when you achieve something after putting in a lot of effort? Do we feel happy after achieving success in this manner?

**At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**

## 8. The Park

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To motivate the students to participate in the welfare of society.

**Begin the class with mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

There is a need to draw the attention of students towards the resources and facilities available to them today. For instance, the school building, the labourer, engineers and others who built them may have moved somewhere else. The people who invented computers may not have enjoyed the pleasure of computers as much as the new generations are benefitting from this invention all over the world.

Therefore, when we accept the contribution of our ancestors, we find ourselves very indebted. It is important to be aware that many people are connected with our progress in some way. After this realization, we move away from the mindset of getting benefits of our work instead we think of doing something for everyone.

An old man took care of the trees and plants in a large park in the city. Every day he planted new seeds according to the season and fertilized the plants. He had grown many such plants which took many years to grow. People used to look at him with great surprise. The man was very old and could die at any moment. People used to discuss that he would never see the flowers and fruits of trees grown by him. He will not taste the fruits of his hard work himself.

One day a businessman from the city could not stop himself. He asked the man tending to the plants in the park, "What are you working so hard for? You probably won't be here by the time the flowers and fruits bloom on them." The old man looked at the businessman, laughed and said, "If my father and grandfather would have thought the same, I might not have got so many fruits and flowers around me today. My father and grandfather sowed seeds and I am eating the fruits now. So if I sow now, the next generation will be able to eat have because of me."



## DAY 1

### Questions for Discussion

- What are the facilities that you have got from your previous generations? Make a list.
- How different would your life be if you had not received these facilities?

### Observe, Ask and Explore At Home (for students)

- Students should go home and discuss this story to learn about the thoughts and experiences of other family members.

**At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**

## DAY 2

**Begin the class with mindful breathing for 2-3 minutes.**

- Encourage some students to repeat the story. For recalling you may adopt various ways for helping the students such as getting one of them to narrate the story, role play, pairing the students, and letting them interact with each other.
- Students can share their feedback received from home, Every student should be encouraged to do so.
- The first day's discussion questions can be used again for the students who could not express earlier.

### More Questions for Discussion:

1. Your ancestors have done so much for you, how will you pay this debt?
2. How can you express your gratitude to your previous generations? (Hint- Preserve and protect the heritage, do something new yourself.)

**At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**



## 9. Workshop

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** Students will be encouraged to face problems without being afraid

**Begin the class with mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

We face many problems or obstacles in our life. Obstacles are not the actual cause of sorrow, but the inability to find solutions is. The teacher can use the above story to encourage students not to turn away from their goals and not to be unhappy while facing any problem. They should make efforts to find a solution and deal with their problems.

One day a teacher took his students to a factory. The students were curious after watching so many machines installed in the factory. The teacher also talked about the diesel engine and how it was useful for the engine factories, farms, and other similar places. Listening to this, Aman could not stop himself from interrupting. He said, "Yes sir, I know. One day my father told me the story of the great scientist Rudolf." The teacher allowed Aman to narrate the story.

Aman narrated, "One day while Rodolf was experimenting in his workshop, suddenly his engine exploded. His workshop was badly damaged by this explosion. Many important things were set ablaze. He was also badly injured. He had to stay in the hospital for prolonged treatment".

Despite such a big accident, he did not get scared. Neither did he give up the courage nor let despair overpower him.

After recovering, he again went to his workshop. Despite such a big accident, there were no signs of regret on his face. He started his work

afresh with full enthusiasm.

People were surprised to see his combative and inspiring spirit. He then made several successful inventions and designed many steam locomotives. The diesel engine was the most important one amongst his inventions. After listening to the story, the children thanked Aman for sharing the story. Everyone felt a sense of respect for Rudolf.

## DAY 1

### Questions for Discussion

1. Rudolph resumed his work again after the workshop caught fire. If you were in his place, what would you do and why?
2. Give an example when you had not completed your work because you were afraid of the obstacles.
3. Share an incident in which you had faced the obstacles head-on and achieved success

### Observe, Ask and Explore at Home (for students).

- Find examples of people who had not given up courage during a big problem, rather made an effort to solve it and move forward. Discuss it with your family.

**At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**

## DAY 2

**Begin the class with mindful breathing for 2-3 minutes.**

- Recall the story in the class. Encourage some students to repeat the story. The teacher can contribute if and when needed.
- Keeping the given first-day discussion questions, the student will interact in small groups based on feedback received at home.
- The first day's discussion questions can be used again for the students who could not express earlier.

### More Questions for Discussion:

1. How do you feel after overcoming problems successfully?
2. How does this affect your life?
3. When you are unable to overcome any difficulty, how can you regain faith in yourself?
4. Do you seek help from others when you are stuck in a situation? From whom and Why

**At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**

## 10. My New Friend

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** Before taking any action, it is necessary to know the truth.

**Begin the class with mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

We often make some assumptions about people without knowing them. Due to this, we are not able to handle relationships in a constructive way. How good it would be to first know the person and then make any kind of judgment about them! Believing anything without knowing can lead to misunderstandings.

Both Vikas and Arjun studied in the same class and they also lived nearby. Both were good at reading and writing and obeyed school rules. They were also friendly with everyone in the class. Arjun was outspoken and jovial, he used to talk to everyone. Whereas Vikas was quiet and an introvert.

Every evening when all the children used to go out to play, Vikas would go somewhere else. “Where did he go every day? Why didn’t he come to play?” One day Arjun followed him to find out. Arjun saw that Vikas was moving towards a newly constructed area that was not very populated. Arjun wondered if Vikas had gotten into the wrong company.

Arjun saw Vikas settling down on a platform. He observed many children from that area joining him and Vikas began teaching them. After his lesson, there were a lot of discussions. The children were talking to Vikas frankly.

After asking an elderly passerby, Arjun came to know that Vikas teaches these children and spends a lot of time with them everyday. The man said, “May God Bless Vikas, who has been giving so much time to teach these children”.

Hearing this, Arjun also joined Vikas. He started enjoying it a lot.

Now Arjun began to say proudly, “How wonderful my friend is!”.



## DAY 1

### Questions for Discussion

1. Have you ever been in a situation similar to Arjun where you misunderstood your friend? Give an example. How did you resolve it?
2. Being useful as Vikas for society greatly inspired Arjun. Give an example from your life when you were useful for your society or your family.

### Observe, Ask and Explore at Home (for students).

- Do you have some preconceived notions about any of your family members? If yes, then try to use this opportunity to know more about them and resolve your misunderstandings.
- Try to get information from family members and neighbours, that ever they have resolved misunderstandings about a person and their relations have improved.

**At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**

## DAY 2

**Begin the class with mindful breathing for 2-3 minutes.**

- Ask some students to recall the story? For recalling you may adopt various ways for helping the students such as getting one of them to narrate the story, role play, pairing the students, and letting them interact with each other.
- Students share their feedback received from home; every student should be encouraged to do so.
- The first day's discussion questions can be used again for the students who could not express earlier.

### More Questions for Discussion:

1. Share some incidents when you made preconceived notions about someone. (Allow discussion in small groups)
2. Think of a friend or a loved one for whom you had preconceived notions, but wished to know more. Why would you want to do this? (Questions for everyone)

**At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**



## 11. What Is a Waste?

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** When we look around in nature we find that a lot of things are available to us. Everything that we obtain from nature is useful to us. We can try to increase its usefulness further.

**Begin the class with Mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

Discussion can be held over the best methods of waste management. If every item is disposed off properly then it will be mixed with the soil again and increase its fertility.

If everything is in proper order, nothing is useless. Things seem useless when they are not in order. For instance, carbon dioxide is not useful for our body, so we exhale this, but it is an essential element in making food for plants.

Karthik was a promising boy. All the teachers were very happy with him. Due to this, he became somewhat arrogant. The class teacher did not like the fact that he thought everyone was inferior to him. On the day of the teacher's birthday, all the students wanted to gift him something. The teacher politely said,

"As a gift, I want something meaningless or useless." All the students set out in search of such a thing.

First, they considered the soil as useless, as soon as they approached their hands towards the soil they thought why they were considering that as useless.

All trees, fruits, flowers, grains, etc. flourish in soil. So they moved ahead. They walked ahead and saw a heap of garbage. They thought it must be the most useless thing. Then one student uttered, "Where can we get better manure than this? Crops take nutrition from this."

All of them sank into deep thinking. So, what can be useless? When nothing was found useless, they reached the teacher empty-handed.

The teacher politely said, "Do not look at the outside world, but look inside yourself to see what is useless". The students did not take time

to understand that the teacher was talking about the ego which is within oneself. Karthik too realised this and said "I have now understood that my ego is the only thing that I should give up."

## DAY 1

### Questions for Discussion

1. Give an example of something which was thrown away by someone considering that useless but has proved useful to you.
2. Give an example when you or someone else in your family has made something useful out of waste material.
3. Reflect upon yourself and tell what is meaningless within you.

### Observe, Ask and Explore at Home (for students)

- Make a list of things that you find useless at your home. Discuss with your family members and find out what can be the use of these waste items.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## DAY 2

**Begin the class with Mindful breathing for 2-3 minutes.**

- Story should be recapitulated by asking some students to recall the story, the teacher can facilitate it if needed.
- Encourage students to share the feedback received from their homes in small groups.
- The first day's discussion questions can be used again for the remaining students.

### More questions for discussion:

1. What are the things that most people consider useless and throw away? Which of these things can you make useful? Explain how.
2. In pairs, discuss your usefulness in your family and class. (After discussion, the teacher should ask the students to share those reflections with the class)
3. If nothing is useless then what is garbage? Why do we get upset with garbage? (Note for the teacher: Garbage is created by us, by not cleaning up after finishing our work, we spread things, here and there, which leads to chaos/clutter)

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## 12. Who is more precious: Pen or Friend?

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To draw the attention of students towards the fact that the happiness of the relationship is much deeper than the happiness of things.

**Begin the class with Mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

Sometimes we give more importance to things than relationships. The result of which is always disappointing. We fulfill our emotional needs through relationships. These relationships make us feel safe. If we have good relationships, things can be procured later, but if there are gaps in our relationships, no amount of luxury can make us feel contented.

Students are motivated to realise the importance of relationships through this story.

Sumit and Rohan had a good friendship. Both played and studied together. One day Rohan went to Sumit's house to return his notebook. Sumit showed him a new pen that his grandfather had brought for him. Rohan liked the pen very much. Sumit also showed his family album to Rohan. After Rohan left, Sumit kept the album in the cupboard. Then he noticed that the pen was not there. He thought, "Has Rohan taken the pen?". Then a voice came from inside him, "No, Rohan cannot do this."

The next day Sumit met Rohan at school. Sumit noticed his pen in Rohan's pocket. He said, "Hey, it is my pen. Rohan did not say anything at first but after thinking for a minute, he gave the pen to Sumit and said, "Yesterday the pen was left with me by mistake".

A week later Sumit was cleaning his cupboard. He saw that his pen was kept inside the album. He was surprised and ran to Rohan's house to return his pen. While returning Rohan's pen, he asked "Why did you give me your pen when you had not taken my pen". Rohan said, "I love my friend more than my pen, so I gave it to you."



## DAY 1

### Questions for Discussion

1. How do you react when you realise that you have made a mistake?
2. Share an incident from your life when you have given more importance to relationships than things.
3. Share an incident from your life when you have given more importance to things than relationships.

### Observe, Ask and Explore at Home (for students)

- Students should be asked to discuss this story with family members and to know their thoughts and experiences.
- Students should be asked to be aware of their thoughts and feelings in such situations so that the students will be aware of their feelings before making any perception about anyone.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## DAY 2

**Begin the class with Mindful breathing for 2-3 minutes.**

- Encourage some students to recall the story. For recalling, you may adopt various ways for helping the students such as asking one of them to narrate the story, role play, pairing the students and letting them interact with each other.
- Students are divided into small groups, where they discuss some of the responses, they got at home
- The first day's discussion questions can be used again for the remaining students.

### More questions for discussion:

1. In which of the two incidents mentioned in the story did you get more happiness and why?
2. Which kind of happiness do you want? Short term or long-lasting?
3. We prefer human relations to material things in our life. Share some such examples from your life.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**



## 13. Whose Victory?

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To motivate students to nurture their positive thoughts.

**Begin the class with Mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

In many situations, there is a duality between our positive and negative thoughts. Normally negative thoughts occur when we react immediately. If a decision is taken based on negative thoughts, it leads to a gap in our relationship. We do not feel better when we think about it later. We always feel good when we make decisions based on positive thoughts. Through these questions, attempts can be made to motivate the students to make decisions based on positive thoughts.

One day while playing, Salim fought with his friends. He left the game and sat outside his house. There was a duality within him, so he was upset.

Salim's grandmother asked him, "Salim, what happened?" Salim said, "I fought with my friends."

"Then why are you upset?", The grandmother asked again.

Salim used to share all his feelings with his grandmother, so he told everything. He said, "I can't understand why I'm upset. I am very angry because my friends did not listen to me. I did not want to quarrel with them. I wanted to convince them."

His grandmother said, "I feel the same way many times. There are two kinds of thoughts in me. On the one hand, there are thoughts of anger, revenge, and teaching a lesson, but on the other hand, there are thoughts of forgiveness, kindness, and living together in harmony"

Salim also had the same dilemma, so he asked his Grandmother, "Which of your thoughts would win in such a situation."

Grandma said, "The thoughts I support."

## DAY 1

### Questions for Discussion

1. Have you ever faced such a situation? Which thoughts won in that situation? Share in class.
2. How does it feel when positive thoughts prevail? How does it feel to recall that event later? Give an example.
3. How does one feel after making decisions based on negative thoughts? How does it feel to recall that event later? Give an example.

### Observe, Ask and Explore at Home (for students)

- Students should be asked to go home to discuss this story and to know the thoughts and experiences of other family members.
- In such a situation, students should be asked to be aware of their thoughts and feelings so that their experiences can be shared honestly.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## DAY 2

### Begin the class with Mindful breathing for 2-3 minutes.

- Encourage some students to repeat the story. For recalling, you may adopt various ways for helping the students such as getting one of them to narrate the story, role play, pairing the students and letting them interact with each other,
- Encourage them to share the feedback received from their homes in small groups. Some students may be given a chance to share the experience at home in class.
- The first day's discussion questions can be used again for the remaining students.
- The teacher could ask the students who didn't get a chance on the first day, to answer some of day one's questions

### More Questions for Discussion:

1. What efforts will you make to nurture good thoughts? Discuss in small groups and share that in class.
2. "Positivity makes; negativity breaks" how? Discuss in class.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## 14. Two Days Later

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To motivate students to evaluate themselves

**Begin the class with Mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

Decisions taken in a state of anger are not always correct because in such a state the person loses self-control and the situation becomes tense. It is because, in a state of anger, we judge others. But if the person keeps self-control and holds his arguments for some time, the situation can turn positive. In that case, we can evaluate ourselves.

Appraising every situation leads to a correct evaluation of oneself. Appropriately evaluating the qualities identifies one's qualities and demerits. Most people keep evaluating others, they hardly evaluate themselves. Whereas a person's mental and emotional development comes from self-evaluation.

Through this story and questions, an attempt has been made to motivate the students to evaluate themselves for their progress.

Pramod and Sameer were close friends. They used to share everything. One day Pramod was very angry so he went to Sameer. One of his classmates had written negative things in a letter to him. Sameer said, "Sit Pramod, don't get angry. You should write a reply to this letter. Say whatever you want to say. Don't hold back."

Pramod was a little shocked. He had not thought that Sameer would say so. He had thought that as usual, Samir would try to convince him the opposite way, but today he was supporting such ideas. So Pramod wrote a letter without holding anything back. After finishing it, he breathed a sigh of relief and looked towards Sameer. Sameer said, "Now give this letter to me. I will send it to him after two days." Pramod asked, "Why after two days?"

"I'll tell you later." Sameer said with a smile. Pramod trusted and respected Sameer because of his wisdom, so he did not ask anything.



Two days later, Sameer said, “Friend! I am sending your letter today.” In these two days, Pramod’s anger had calmed down. After having a chance to vent out his anger on a paper, he found his letter meaningless, so he said, “Now let it go, Sameer! If I send this letter, there will be no difference between me and him. Even after being your friend for so long, I have collected so much resentment inside me. I am saddened by this thought.” On hearing this, Sameer hugged Pramod and said, “Today I feel very proud of my friend.”

## **DAY 1**

### **Questions for Discussion**

1. Has it ever happened to you that you have done something in anger and later you regretted it? Share in class
2. Do you sometimes feel that in such a situation you should not have done what you did? What do you do in such a situation?

### **Observe, Ask and Explore at Home (for students)**

- Students should be asked to go home to discuss this story and to know the thoughts and experiences of other family members
- In such a situation, students should be asked to be aware of their thoughts and feelings so that their experiences can be shared honestly.
- What happens within you when you react and behave spontaneously? Why does this happen? Share.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## **DAY 2**

<b>Begin the class with Mindful breathing for 2-3 minutes.</b>
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- Encourage some students to repeat the story. For recalling, you may adopt various ways for helping the students such as getting one of them to narrate the story, role play, pairing the students and letting them interact with each other,
- Encourage them to share the feedback received from their homes in small groups. Some students may be given a chance to share the experience at home in class.
- The first day’s discussion questions can be used again for the remaining students.
- The teacher could ask the students who didn’t get a chance on the first day, to answer some of day one’s questions



**More Questions for Discussion:**

1. What things do you not like about a person? Make a list and share it in pairs with each other.
2. Have you ever thought deeply about your behaviour, which of your things are disliked by others? Make a list and share it in the classroom voluntarily.
3. Do you feel guilty, after reacting to adverse circumstances, if yes, with whom and why does it happen? If not, why?
4. Self-assessment leads to self-improvement. How? Discuss in class.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## 15. Napoleon

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To motivate the students to be honest even when they are at fault.

**Begin the class with Mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

Some people do not accept it sincerely when they are at fault. Hiding the mistake does not make people feel good. With this, the trust towards such people also decreases. Conversely, people, who honestly accept their mistakes, get more respect and trust. Accepting the mistake makes us feel good.

Through these questions, an attempt has been made to motivate the students to become reliable people by accepting their mistakes.

Once A boy was playing with his sister Alyssa. A girl was passing by, with a crate full of guavas on her head. She was going to sell them in the market. Accidentally, Alyssa collided with her and all the guavas fell and became dirty.

“Now my parents have to starve for many days.” saying this, the girl started crying. Alyssa advised her brother to run away saying, “Nobody is looking at us. Let’s go!” Her brother said, “Sister, if we assume that no one is watching, and so there won’t be any punishment, though it is wrong.”

The boy gave three pennies from his pocket to the girl and said to her, “Sister, come with us. I will pay the full price of your fruits at home.” All three reached home. The boy told the whole incident to his mother. His mother got very angry and said, “You don’t care about anything. We don’t even have money for household expenses, where do I get the money to pay for the guavas now?”

The boy said, “Mother, give my pocket-money to the girl. I will not take any lunch for school. I don’t mind even a little. I have to correct the mistake.” Mother gave his pocket money to the girl for one and a half months. The girl went home happily. The boy did not get any breakfast in school for a month and a half. He did not become sad at all. The child, later on, became famous as Napoleon Bonaparte.

## DAY 1

### Questions for Discussion

1. Have you ever sincerely acknowledged your mistake? How did you feel after accepting the mistake?
2. Have you ever hidden your mistake? How did you feel after hiding your mistake?

### Observe, Ask and Explore at Home (for students)

- Students should be asked to discuss this story at home and to know the thoughts and experiences of other family members.
- Students should be asked to discuss with their friends about their habits that they want to quit. It should also be ascertained how these habits affect the behaviour of their friends?

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## DAY 2

**Begin the class with Mindful breathing for 2-3 minutes.**

- Encourage some students to repeat the story. For recalling, you may adopt various ways for helping the students such as getting one of them to narrate the story, role play, pairing the students and letting them interact with each other,
- Encourage them to share the feedback received from their homes in small groups. Some students may be given a chance to share the experience at home in class.
- The first day's discussion questions can be used again for the remaining students.
- The teacher could ask the students who didn't get a chance on the first day, to answer some of day one's questions

### More Questions for Discussion:

1. What kind of society would you like to live in, where people admit their mistakes honestly or where people hide their mistakes? Why?
2. Do accepting our mistakes increase or decrease the trust of others towards us? Why?

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## 16. Perfect Mirror

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** This story will draw students' attention towards the importance of making right and virtuous decisions.

**Begin the class with Mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

Many times, we do not pay attention to our merits and blessings. Other peoples' achievements often bother us. If we start counting our achievements, life would be happier.

A farmer lived in a village, away from the city. Although he was prosperous, he was not happy with his life. One day he decided to sell his land and property and settle down at a better place.

The very next day, he called a property dealer whom he knew and said, "Brother, I just have to leave this place somehow, suggest a good place to live in, I'll be thankful to you!" "Why, what was wrong with the place where you are living right now?" the agent asked. "Come with me", the farmer said, "See, there are so many problems here." Look at this bumpy road, and see this lake, one has to go all around it to go to the other side. Look at these small mountains, how difficult it

is to graze animals here. And see this garden, half of my time goes waste in cleaning and maintaining it. What will I do with such a useless property..."? The agent wandered and took stock of the area and left with the promise to come with a customer after a few days.

A couple of days after this incident, the farmer was reading the newspaper to find out some good places where he could settle down after selling his property. Then he turned his attention to a flashy advertisement, "Take your dream home, a quiet, beautiful place, full of natural beauty, amidst beautiful lakes and hills, settled at a reasonable distance from the centre of the city. Contact -XXXXXXX"

After reading the advertisement, he realised that it was an advertisement for his property. The farmer realised that he already lived at the place he wanted to go to.



## DAY 1

### Questions for Discussion

1. Give an example, what are some qualities of others you like better than yours ? Also, ask your partner which of your qualities traits they like more than their own.
2. Why are we attracted to the object that belongs to others? (Hint for the teacher: if the basis of the attraction is usefulness, so the direction is fine, but if don't need it then something is wrong)
3. When did you fail to recognise your qualities? Give an example.

### Observe, Ask and Explore at Home (for students)

- Sit with your siblings and parents and discuss the blessings you got and your qualities.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## DAY 2

**Begin the class with Mindful breathing for 2-3 minutes.**

- Ask some students to recall the story? The teacher can contribute if and when needed.
- keeping in view the previous day's discussion questions. Encourage them to share the feedback received at home, in small groups.
- The first day's discussion questions can be used again for the remaining students.

### More Questions for Discussion:

1. Give an example from your life when someone else could recognise your abilities that you could not. How did you feel at that time? What feelings did you have for that person?
2. Do you feel that you have too many problems in your life?
3. Give an example of a thing that you do not like. (Teachers can ask the rest of the children to explain its usefulness).

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## 17. Three Labourers and Their Viewpoints

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To create clarity about the fact that we do not become happy or unhappy due to the work but due to our feeling towards that work.

**Begin the class with Mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

The children should pay attention to the fact that we are not happy or unhappy by doing something, but we become happy or sad as per our feelings while doing that work. In other words, we are happy if we understand the importance of the work we are doing.

A school was being constructed at a site. Three workers were working on breaking the stones. A passer-by halted for a while there. He asked the first worker, "What are you doing?". He said gloomily, "I am breaking stones." In reality, he was breaking stones in his mind too, so he was truly sad.

The passer-by went to another worker; he was not as sad as the first worker. He was in a balanced - state of mind; neither unhappy nor happy. The passer-by asked him, "What are you doing?" He said, "I am earning a living." The worker was actually working only to earn a living. That is why he was neither happy nor gloomy.

The passer-by reached the third worker. The worker was happy. He was humming a song while breaking the stones. He stopped singing and said, "I am building a temple of education. Children will learn here. " His eyes were sparkling while he was speaking.

These are three ways of working in life - first - working with compulsion and being unhappy, second - working hard like a machine for livelihood, or third - being happy with the happiness that other people are getting from your work.

The enjoyment of life lies in our perception of life. It comes from the inside and not from the outside world.

## DAY 1

### Questions for Discussion

1. Which of the three workers is the wisest or in a happy state of mind? Please discuss.
2. The first labourer had no interest in his work and even if he gets wages without working, he will remain unhappy, because he will find some other reason to be unhappy. Agree/ Disagree? Please discuss.
3. If you are provided with an unlimited supply of all the amenities (like TV, AC, food, bed for rest) in a room, but you are not allowed to go out of the room, how would you feel? Will you be happy or sad? Why? Please discuss.
4. How would the third worker feel if he was given a fruitless job (like moving ten chairs from one room to another room, then taking the same ten chairs back to the first room, doing the same from morning to evening)? Would he still be happy or sad? Please discuss.
5. Have a discussion on purposeful work - for example, building a school is a purposeful work in this story, and the third worker understands his contribution to that noble work, that's why he is happy. Give examples of some other useful work, such as cleaning, sharing mid-day meals, teaching, cooking at home.

**(Note for the teacher:** Discuss the useful tasks of those who maintain or strengthen the work culture in the school, if necessary).

### Observe, Ask and Explore at Home (for students)

- Students should be asked to discuss this story at home to know the thoughts and experiences of their family members.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## DAY 2

**Begin the class with Mindful breathing for 2-3 minutes.**

- Ask some students to recall the story? The teacher can facilitate if and when needed.
- Have them interact in small groups based on the feedback received at home,
- First day's discussion questions can be used for reconsideration.



### **More Questions for Discussion:**

1. Have you found that your mother's or father's feelings, doing the same thing, at different times, are different?
2. Have you had a situation where your mood has been different at different times while doing the same thing? Give an example.
3. Will you be happy working happily or will you be happy working? (Give an example from your life and tell us which work you do happily and what work you think you will be happy to do?). (Note to teacher: Happiness means understanding the purposefulness of work. We are happy with the clarity of why we are doing any work, what is its role in the system).
4. Do the things that you think will make you happy, can they be done happily, explain by giving examples. (If the children are finding it difficult to find an example, the teacher can start a discussion with this example: We go out with our friends and make a plan to eat ice-cream, then it seems that we will be happy only by having relishing ice-cream. But it is also possible that we are happy with our friends. We are happy even if we did not eat and happy even if we did.)

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**



## 18. Band-Aid

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** We often do not know what our dear ones or other members of society are going through. How can we display sensitive behaviour towards them, even without knowing it?

**Begin the class with Mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

To be able to perceive the mood of the people present in our surroundings and behave with sensitivity. Also, pay attention to the happiness that we get by helping someone, even if we have to make a sacrifice for it.

A ten-year-old boy, Rohtash, came to a restaurant and sat down at a table. He was very keen to eat chocolate-flavoured ice cream. A waitress served him a glass of water. She had a cut on her finger and it was bleeding a little. "How much is chocolate-flavoured ice cream?" The boy asked the waitress. The waitress replied "25 rupees". The boy took out some coins from his pocket and counted. Then he asked, "How much is for plain ice cream?" The waitress stared sideways at him. More customers were waiting. She was tired of serving meals to so many people.

The waitress was getting irritated by those questions. She replied rudely "20 rupees." Rohtash counted his coins again. He repeatedly glanced towards the waitress's cut finger while counting the coins.

Rohtash counted his coins once again and said, "I want plain ice cream." The waitress slammed the ice cream and the bill on the table and went away. The boy ate the ice cream and paid the money and walked away. The waitress came back and started cleaning the table. Rohtash rushed back inside. He had a packet in his hand. Rohtash handed the packet to the waitress and walked out of the restaurant.

The waitress opened the packet and found a band-aid in it. Her eyes filled with tears.

## DAY 1

### Questions for Discussion

1. Why did Rohtash not take flavoured ice cream of his choice despite having twenty-five rupees?
2. Why did the waitress get tears in her eyes after seeing the band-aid?
3. If you were in this situation, you would eat chocolate ice cream or behave like Rohtash. Why?

(Note for the teacher: Discuss the useful tasks of those who maintain or strengthen the work culture in the school, if necessary).

### Observe, Ask and Explore at Home (for students)

- Take note of such incidents where you have behaved insensitively towards someone in a senseless manner. Also, ask your parents about such incidents when they have inadvertently behaved insensitively towards someone.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## DAY 2

**Begin the class with Mindful breathing for 2-3 minutes.**

- Have some students recall the story. The teacher can contribute if and when needed.
- Keeping in view the previous day's discussion questions. Encourage them to share the feedback received at home, in small groups.
- The first day's discussion questions can be used again for the remaining students.

### More Questions for Discussion:

1. Share an incident in which you had discerned the problem of a person, but could not help them in any way. Share the reasons for not helping that person.
2. Did you ever realise someone's problem and did something to resolve their problem? Give an example.
3. Share an incident of your life when you sacrificed for and helped someone or saw someone else doing the same. Why do we do so?

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## 19. Moon and Stars

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To motivate the students to do their work attentively.

**Begin the class with Mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

By doing our work attentively, we can do it well. We are also less likely to make mistakes. Draw the attention of the children to the fact that we also feel happy by doing the work well.

There was a man named Sudarshan in a village who was very well versed in astronomy. One night, he was passing through the forest near his village, looking very attentively towards the moon and the stars in the sky. He was so engrossed in seeing the moon and the stars of the sky that he did not see the pit and he fell in. He shouted for help but there was no one around.

After some time, a man passing by heard his voice and helped him out. While leaving, Sudarshan thanked him and said, "What are you doing in this dense forest at this time?" The man said, "I lost my way". Then Sudarshan said that I am an astronomer and I can show you the way by looking at the moon and the stars. Hearing this, the man said, "How would you tell me the way? You didn't even see the pit in front of you." Sudarshan started thinking that the man was right. He wasn't even conscious enough to see something in front of his eyes.

## DAY 1

### Questions for Discussion

1. Has it ever happened to you that something has gone astray due to your lack of attention or negligence? Share.
2. What are the possible benefits of doing daily tasks with alertness and mindfulness?
3. What do we do to increase our awareness in everyday life? Share.

### Observe, Ask and Explore at Home (for students)

- Today after going home, try to do all your work with caution.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## DAY 2

**Begin the class with Mindful breathing for 2-3 minutes.**

- Recall the story in the class.
- Ask some students to recall the story? The teacher can facilitate if and when needed keeping in view the previous day's discussion questions. Encourage them to share the feedback received at home, in small groups.
- The previous day's discussion questions can be asked to the remaining students.

### More Questions for Discussion:

1. What tasks did you do with mindfulness yesterday, which you had not done so carefully before?
2. What did you gain by doing your work attentively/mindfully?

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**



## 20. Story of a Seed

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To develop courage in students to accept the truth.

**Begin the class with Mindful breathing for 2-3 minutes.**

### STORY

#### Direction of Discussion

After the story, ask the students to discuss the qualities they found/realised Sneha.

Alok sir, the owner of a company, decided on a unique way to choose the next owner for his company. He invited the young men and women working in the company to his room. Giving them some special seeds, he told them, “Go and plant these seeds in pots. After one year, I will see your plants and on that basis, I will choose the new owner of the company.”

There was a young girl named Sneha in that group. Like everyone, she went to her home and took a flowerpot and sowed the seeds in it. Every day, she would water it, but the seeds did not germinate. When her friends in the office talked about their growing plants, she became sad. Sneha had only a pot full of soil, in which no plant had grown.

When the day came to show the plant to Alok Sir, Sneha arrived with an anxious mind. All the others had blooming plants in their pots. When Alok sir saw Sneha’s empty pot, he called her in front and addressed everyone, saying, “Meet your new boss! She has the courage and dedication that are necessary to become the owner of a company. I gave everyone boiled seeds. It was impossible to grow them. Sneha showed courage and loyalty by bringing her empty flowerpot. Sneha will be the owner of this company after me.

## DAY 1

### Questions For Discussion

1. Does any member of your family act as honestly as Sneha? How did you know that from their behaviour? (Teachers must share their views in this discussion)
2. Has it ever happened that you worked hard to do something but didn't get success? Give an example.
3. Has there ever been an instance when you have failed in a task and you have shown courage by accepting your weakness? Share your experiences in class.
4. Share the names of those who have helped you in your hard times or have helped you by giving the right advice.

### Observe, Ask and Explore at Home (for students)

- Students should be asked to go home and discuss this story to know the thoughts and experiences of their family members.
- Look at the people around you and try to identify the ones who confess sincerely and try to improve upon it.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## DAY 2

**Begin the class with Mindful breathing for 2-3 minutes.**

- Ask some students to recall the story. For recalling, you may adopt various ways for helping the students such as getting one of them to narrate the story, role play, pairing the students, and letting them interact with each other.
- Encourage them to share the feedback received at home, in small groups. Some students may be given a chance to share the experience.
- The previous day's discussion questions can be asked to the remaining students.

### More questions for discussion:

1. Do you practice honesty in your everyday life? How do you feel while doing the same?
2. Share an instance when you lied or you made a mistake and you hid it. How did you feel while doing so?
3. Give an example when you have seen a student in class behaving like Sneha.
4. What will be the environment of the class if most of the students acquire this quality?

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## Activity Section

### Section Note

It has been seen precisely that while performing activities children play an important role through their active participation throughout the process. An activity helps children to memorize and understand concept as this depends on their personal or day to day experiences. Considering the importance of activities, the happiness curriculum has been designed while keeping its virtue in mind. Similarly, incidents that take place in front of a child or an activity in which a child participates helps him/her in learning and understanding better.

While designing the content it has been kept in mind that the activities should be designed as per children's age group and their mental ability, which simultaneously will help them in thinking and understanding various unseen aspects. During the activity, children may have thoughts in their minds which later on, they can be discuss with each other.

The objective of this book having activity as its third category is to make students more rational and keep incidents the way it has been. Through this, they will be able to analyse things beyond traditional thinking. Apart from this, they will be able to think out of the box and be able to make balanced decisions.

These activities can be easily demonstrated in the classroom without special equipment.

### Things to be considered while doing activity session-

- Learning outcomes and a 'Note for Teacher' for each activity are given for teachers' reference only. The teacher will not share this with students in the classroom
- Before performing the activity, it has been said that teacher must read and understand the objective and 'Note for Teacher' for better understanding
- Kindly take reference from the handbook
- Kindly ensure that there will be no prejudice and pre assumptions while demonstrating activity in the class. Children should get equal opportunity to put forth their views and thoughts
- The teacher will ensure that every student is participating in the session
- The teacher will also participate in the activity session to encourage students
- Do not conclude the activity rather encourage students to explore
- To achieve the Learning Outcomes teacher can adopt better ways to execute the activity



## 1. Your Qualities and My Qualities

**Duration:** Minimum two days or till the teacher is satisfied.



### Objective:

- Being mutually appreciative to each other and creating a cordial atmosphere in the classroom
- Being able to see each other's good behaviour and habits and being able to acknowledge the same.

**Material Required:** Play cards

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

Few people due to their negligence, jealous behaviour, or because of some unknown reasons never appreciate other's good qualities. While in contrast to this there are some people who simply appreciate others' good qualities. Motivating others is not a difficult task for such people, rather they feel happy by doing so. A human being needs inspiration and motivation from others naturally. Motivation from others plays an important role in individual growth and gives hope and moral support. In this activity, there has been an effort made to take the attention of children towards it.

### Steps of the Activity

- The teacher will divide the class into two groups. In each group, there should be an equal number of students. If the strength of students in class is large, then the teacher will distribute students in two groups of 10 or 15 each
- Students of both groups should stand in such a way so that each student of one group should be facing another student of the other group.. All students will write a few qualities on a card and will hold it. This means all the students will stand facing each other by holding their card.
- Now after the instructions of the teacher, students will choose one quality of their partner and tell everyone that they see that quality in their partner also for say- honest, compassionate, helpful, and always ready for work. For assistance, few qualities can be written and pasted in front of the class by the teacher..



- Now group B will repeat the same thing with their partners
- One group will remain still while the other group students will change their place in such a manner that the partners will change. Every student after hearing his/her qualities will thank his/her partner.

### **Proposed Questions for Discussion:**

1. How do you feel after you hear your appreciation?
2. Tell us what your partner told you and you don't know about it? How did you feel?
3. Why should we be appreciative of each other?
4. In day-to-day life do we appreciate others or criticize them generally?
5. Do you ever appreciate others only for showing off? Why did you do this? Share.
6. When we see and express each other's qualities how do we feel about that?

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

### **Do's and Don'ts:**

- Even if students are not fully well acquainted with each other. Teachers are required to draw the attention of students and encourage them to tell each other's qualities based on their body language, behaviour in the classroom, etc.
- If students' strength is large in number then this activity can be done on the next day.
- The teacher should try that students will see and express each others' qualities.

## 2. A Mine of Qualities

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** Building a strong relationship between teacher and students

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

By knowing our qualities, we can gain self-confidence and we will be able to make better relationships with others as well ]

Realising our qualities improves self-confidence as well as strengthening our relationship with others.

### Steps of the Activity

- Display some flashcards visible to everyone with some qualities written on them e.g. Honest, truthful, disciplined, compassionate, etc.
  - Ask the students to stand in a circle already marked by the teacher. Now ask them to sit at their place. Call one of them in the centre of the circle.
  - The student who is standing in the middle of the circle will call out a few qualities for example- truthful, honest, compassionate, disciplined, etc.
- 
- Students who feel they have these qualities in them will come in the middle and join the other students and will move inside the circle and while moving, they will again move back to the circle wherever they find the vacant place. They must stand in their new position for a few seconds. On teacher's instruction, everyone must be seated down. During this process, a student who could not find the place will come in the middle and again he/she will do the same process for the second round.
  - During the activity, the student who is standing in the middle of the circle will say qualities mine which means that everybody must return to their original/specified place

### **Proposed Questions for Discussion:**

1. During the activity what was the main thing on which you were focusing more? And why?
2. Have you been able to identify some of your qualities? Anybody may share willingly.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

### 3.Check-In

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To build a strong relationship between students and teacher

**Begin the class with Mindful breathing for 2-3 minutes.**

#### **Note for Teacher:**

The ability to understand and express our feelings and mood spontaneously enhances our self-confidence and the ability to make a strong relationship with others

#### **Steps of the Activity**

- During the check-in process, students will be able to express their feelings and moods. It's one of the ways to start their day with joy and fun.
- Ask students to sit in pairs facing each other.
- How are you feeling- To express this say the mixed name of two people? For example- Today you want to be calm and you also want to help someone. Your friend Reeta has helping nature and your mother (suman) who is calm by nature. Hence by mixing their names you will call Reeta+Suman=Reeman.
- Once this activity is done in pairs it could also be done in small groups. When students feel confident enough, each student may come in front of the class and do the same activity by mixing two names to express their feelings.



### **Proposed Questions for Discussion:**

1. Now tell us, in brief, the reason behind choosing your name. (Ask some students to share)
2. Did you like the check-in answer of any other student? Why?

### **Do's and Don'ts**

- Every student should get an opportunity to share.
- The teacher will keep in mind that there should be no mockery of any of the responses given by the students. (Below are the various check-ins that can be used once at a time)
  - i. How are you feeling now? To express this name of two colours can be used
  - ii. Give examples from nature/environment to express your present feeling/emotions
  - iii. Imagine you are a sound. Name the sound.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## 4. Good Practices, Good Deeds

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** Providing students with an opportunity to share good practices and good deeds and let them inspire from each other to do the same

**Material Required-** No specific material is required

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

Mostly negativity and evils are talk of the town and discussed with exaggeration. Students feel goodness doesn't exist in our society. This activity will help students to understand that good deeds are also going on. This activity will inspire students to do good practices and good deeds and also they will feel satisfied after realising their usefulness for others.

### Steps of the Activity

- First of all, the teacher will propose that today they will talk about good practices and good deeds.
- The activity will be performed in groups through a circuit game
- 4 spots will be identified and named as 4 tasks:
  1. Good deeds for self
  2. Good deeds for family
  3. Good deeds for society
  4. Good deeds for the environment
- One by one all the group members will go to each spot and will discuss on task, if they want, they can note it down.
- In the end, each group will give a presentation by keeping in mind the following points

- i. Good deeds for self
- ii. Good deeds for family
- iii. Good deeds for society (School, Market, Village, City, Country, etc.)
- iv. Good deeds for the environment (air, water, trees, plants, birds, etc)

### **Proposed Questions for Discussion:**

Based on the good deeds shared, is there any work that you wish to proceed with in the future?

- 1. To make this world a better place, who has to perform good deeds?
- 2. Apart from good deeds written on the board, what else do you wish to perform in the future to make this world a better place?

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

### **Do's and Don'ts**

- No negative comments should be made on students who did not respond
- This activity may be done every month
- Write this thought on chart paper and paste it on the wall of the classroom (Good practices, Good deeds, it's everybody's need)

## 5. Gratitude Wall

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** Students will be able to understand the feeling of gratitude towards their classmates.

**Material Required:** Copy, pen, chart paper, double-sided tape

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

We are often so busy with our work that many times we do not remember to show gratitude to our loved ones and sometimes we do not even consider it as important. This activity will help students to realise that a small step of showing gratitude or saying thanks plays an important role in our lives.

### Steps of the Activity

- First of all, the teacher will create a conducive environment for children by initiating light conversation with students.
- The teacher will tell students that they will create a gratitude wall. Students will write names of their family members on a piece of paper today who have helped/supported them in some way or other, later the paper will be displayed on a wall which we will call the Gratitude wall.
- First of all, the teacher will write his/her gratitude for his/her family member on board in one sentence. For example- Mom you always cook good and tasty food for me- Thank You (No language barrier)
- Now The teacher will give 5 minutes to students to think and write their feelings of gratitude for their family member clearly and creatively (Whomsoever they are grateful to) (Students are allowed to use colour)
- After this, the teacher will give an opportunity to students who want to share his/her gratitude with the whole class. Students may share orally. After sharing, paste these gratitude stories on a wall with the help of double-sided tape.
- Now you will see what beautiful feelings of gratitude are displayed on the wall by the students.



### **Proposed Questions for Discussion:**

1. When do you want to say thank you to someone? Why? How will you do this? What could be the possible ways of showing gratitude?
2. When a person says 'Thank you' to you, what kind of thoughts come to your mind?
3. Are we able to understand others' feelings when not conveyed verbally? How can we do it?
4. Will others be able to understand our feelings when not conveyed verbally? How can we do it? How will they do it?
5. We show gratitude to those people who were not even present here, why did we still do it? How do you feel after doing this?

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

### **Do's and Don'ts**

- The teacher will also participate in the activity
- The teacher will paste expressions of students on the gratitude wall
- Bottles and cups containing names of students and teachers may be hanged in the classroom, so they can show their gratitude with the help of writing down on a slip.

## 6. Happiness is a Feeling

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** Recognizing, and understanding that happiness is a feeling.

**Material Required:** -----

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

We are always living with things, places, persons, and situations. If we do not like any of these, we feel sad and if we like all of these things we feel happy.

### Steps of the Activity

- The teacher will write 6-7 feelings on the board such as sadness, anger, love, respect, affection, love of a mother, help, etc and ask 6-7 students to come forward and to express these feelings through their mono acting
- The teacher will give instructions that the students are only allowed to act through actions, and they cannot speak while acting
- The rest of the students will guess those feelings. If the class can guess the feeling but expresses it in other words, it should be considered as the correct answer. For example, if someone said love instead of affection, it will be considered right

### **Proposed Questions for Discussion:**

1. Which feelings are related to sadness?
2. For which emotion do you feel comfortable? Which emotion do you feel most of the time (happy or sad)? Ask each student to answer this.
3. Do you always want happiness or sadness? What steps can you take to always stay happy?

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

### **Do's and Don'ts**

- When students act please make sure no one laughs at them
- The teacher will also act to express a feeling

## 7. Let's Understand Happiness

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To understand what real happiness is.

**Material Required:** -----

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

Our every action is directed towards happiness. Everyone wants to be happy, but what is happiness? This is difficult to understand. We make all efforts to be happy but sometime end up being sad. Through this activity, we will try to understand happiness and if we work on our understanding it further helps us to sustain happiness. Our lack of understanding makes us sad.

### Steps of the Activity

- This activity will be done by the means of inner and outer circle activity
  - Ask students to make two circles
  - Round 1: Teacher will share his/her incident which reminds them of the happiest moment of life in front of the class
  - Now the teacher will ask students to recall one of their happy moment of life and share it with their partner in the circle
  - Round 2: Teacher will share incidents in which they felt pain earlier but now the results make them happy
  - Similar sharing has to be done by students standing in a circle facing each other
  - Round 3: Now ask students to share incidents or actions in which earlier they felt happiness but now regret (Missing class, School absenteeism)
- Give a sufficient amount of time to students to think and answer accordingly-
    - a. Does everyone feel at ease in happiness or it happens to you only?
    - b. To make everyone happy, what would be your ways/efforts?



- c. Do you always want to be happy? Discuss.
- d. Do you know the ways of always being happy? Discuss.
- e. When do we feel that we are happy? Give examples.
- f. When do we feel sad, upset, and anxious? Give examples

### **Proposed Questions for Discussion:**

Identify and share the incidents which give short term happiness and incidents which gives long term happiness.

- 1. How do you feel when you share happy moments?
- 2. We feel happy after recalling some moments. What could be the possible ways to increase them?

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion**

### **Do's and Don'ts**

- Make classroom environment happy
- Encourage students to share their respective experiences but do not force them if they do not feel comfortable.

## 8. Happiness: Need of Everyone

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** We always try to be happy. Students will understand that the ultimate goal of everyone's life is happiness.

**Material Required:** -----

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

Everybody's goal is "to always be happy". All the efforts of all individuals are only for Happiness. If you put a "Why" to any effort that a person makes then in the end it comes out that it is all for Happiness. All individuals are equal, according to this goal. Based on this understanding equality leads to a path of trust between individuals. Despite being a human we are the reason for the greatest fear for other humans and vice versa. By removing this fear we may live happily.

### Steps of the Activity

- Divide the class into four groups.
- All groups will discuss what can be the goals of a Human and what all does a human wants in his/her life?
- After the discussion, ask all groups to give presentations. One student from each group may also write their conclusions on the board.
- Now, the teacher will ask students a few questions like, why do they want to do what they want to do in life.
- Put a "WHY" to every answer the student gives until the student says, (s)he want it all for satisfaction/happiness only.
- Write this answer on the Board. For example:  
  
Ques: What do you want to be when you grow up?  
Ans: I want to be a Doctor.  
  
Ques: Why?  
Ans: I want to be rich

Ques: Why?

Ans: To fulfil basic needs

Ques: Why?

Ans: Everyone will be happy

Ques: Why do you want this?

Ans: I will feel happy

- Similarly, ask such questions to a few more students and write their final answers on the board.
- Now let students to ask each other similar questions in pairs. In the end, tell the students that if someone's answer is not "feels good, for satisfaction, for happiness, etc"
- Then that group will ask questions and everyone else will listen to them. If necessary, the teacher should help to ask the right questions.
- Quote "Happiness" as a term for things written on the board such as feels good, for satisfaction, etc. gives some time to the students to think and discuss the following questions

### **Proposed Questions for Discussion:**

1. What is the goal of all human beings' life? (Ans - To be happy or satisfied)
2. How did you get clarity on this?
3. How will we achieve this goal? By cooperating or by fighting each other? Discuss?
4. Can everyone achieve this goal?
5. To achieve this, what help will you give others?
6. Can we say all humans are equal? If yes, on what basis?
7. Tell in one sentence, what do you think about your friend based on this statement, "All of us have the same goal".
8. What kind of help/ contribution can you give to your friend to achieve their goal?

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

### **Do's and Don'ts**

- Questions of Different classes can also be taken for discussion according to students' level
- Students can be asked to discuss their goal in life with their family also.
- Teachers may also share their Goals with the students; Put the answer to "Why" in a manner that comes down to happiness

## 9. Infinite Thinking Capacity

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** Draw students' attention to the fact that thinking capacity is limitless in every Human.

**Material Required:** No specific material is required

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

- We all think and we all make decisions. In many ways, we humans are similar. Every human thinks, but each one has different thoughts. Every human takes decisions, decisions do differ. This states that we all are basically the same, but different in our actions. For example, you and your fellow teachers think similarly about what to teach in the class, but the way of teaching is different.
- This difference is essential to make different kinds of contributions. For example, if everyone will become a doctor then who will do an engineer's Job? Or a teacher's job? Who will grow the grains? Apart from how the human body is built and how humans think, there are more similarities in humans. Despite the differences, the thinking capacity of a human brain is Unbounded - Indefinite (Immense)

### Steps of the Activity

- The teachers will ask the students, "I will speak some words, and you have to tell the words that come to your mind when you listen to those words, for example, Relation, Mother, Love, Food, Kitchen, Beautiful, etc."
- The teacher speaks some words and makes a mind map by writing down the responses of students on board around the word given by them.



Write Students' responses on the board. Now, the teacher will discuss the following topics:

- a. When I said a particular word, what did you do before saying your word?
- b. When the word suggestion was over, was your thought process over? Is there anything that you still want to say? (Teachers may do another activity with one more word here). It is important to make students express if their mind has any other thoughts if not related to the words. May it be the period bell or anything at home. It is important for them to decide as Thinking capacity is indefinite and unbounded.
- c. According to you, the thoughts got over or the related content to that particular word got over?
- d. Do we think all the time or does it happen sometimes? Give Examples and Discuss.
- e. While we are sleeping, how do we get to know if we have any thoughts?
- f. Can we tell now if our thinking capacity is limited or unlimited?

### **Proposed Questions for Discussion:**

1. While thinking have you ever felt that you cannot think further? Share.  
Do you have a relative whose thinking ability is either less or more as compared to others?
2. If you have done anything without thinking, then what was the result of it? Share.

## 10. Deliberate or Natural

**Duration:** Minimum two days or till the teacher is satisfied.

### Objective:



- To identify the mind and body as different entities based on their needs.
- To help students understand, identify, and differentiate in needs of body and mind. Example: The need can be identified by any of the five senses, one feels in mind
- All the needs of the mind are continuous. While the needs of the body are limited and can be fulfilled from time to time.

**Material Required:** Nothing

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

Every Human being does two kinds of actions, one is intended and the Second happens by itself. For Example, Feeling Hungry is an unintended action that does not include any thinking, but to eat or not to eat is an action that includes decision and responsibility. Similarly, what to eat when hungry is also an intended decision.

Students should be able to understand and differentiate between the two actions through this activity, students should be able to understand that the intended activities that happen include their decisions taken by them.

### Steps of the Activity

- This activity will be conducted through a three-corner activity.
- Choose three corners in the classroom.
- Place three cards in three corners respectively which say,
  1. Natural
  2. Deliberate
  3. Don't Know
- Tell the student that you will ask them action and they have to think and choose that action lies under which card, 1, 2, or 3? Then choose one corner according to the answer and stand there.
- Now, teachers will tell another action from the list of actions below and give students time to think and

choose a corner for themselves according to their answer.

- The student standing in each corner may discuss their answers and decide if they want to change their answer or stick to the one they chose.
- One Representative from each corner will come ahead and tell why they think so.

**List of actions:** Cutting Nails, Nail Growth, Walking, Thinking, Heart beating, Understanding, Talking, Imagining, Digestion, Hearing, Blood Circulation, and Breathing.

### **Note for the teacher:**

When a Classroom is fun, one doesn't realise the bell is ringing, the sounds of the bell do reach the eardrum, but the mind chooses to ignore it, this means Hearing is intentional and includes decisions. Similarly, seeing is intentional. We don't see certain things or pictures if the mind is thinking of something else.

### **Proposed Questions for Discussion:**

1. Give Examples of some actions that include our thinking and decision making.
2. What actions include our responsibilities? For eg. What kind of food to be eaten?  
(Ans: The actions are done by us)
3. What dish is to eat for food? Who decides this?
4. After eating the food, who helps in digesting the food, body or mind?
5. In the manner in which Food digests on its own and no decision is to be taken, list some similar actions that happen on their own.
6. These actions are done by the body or is there anyone else that decides? List down examples and discuss who decides?
7. 'Feeling Hungry' is what kind of action? Discuss how.  
( Ans - By Itself)
8. To eat or not when you are hungry, - Who decides this, Body or Mind? Discuss how.  
(Ans. - Mind. When we fast, we control ourselves even when we feel hungry, and similarly, if we see some delicious food, we eat more even if our hunger is over. The mind controls the action of eating.
9. While eating, who decides what to eat and how much to eat?

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## **Do's and Don'ts**

- If children fail to give the right answer to any question, use probing questions as a medium to get them correct but do not answer yourself.
- Be well prepared for self-clarification.
- Make cards for the following actions for the next activities

## **List:**

Eating, Sleeping, Talking, Listening to Songs, Wearing Clothes, Giving Respect, Reading, warming hands in winters, Drinking Water, Exercising, Playing, Loving, Breathing, Guessing etc.

The list can be extended with the responses of children, as needed.

## **Note for Clarity:**

- Following actions can also be included for children's clarity.

Seeing, guessing, expressing, sweating, speaking, smelling, eating, touching, shivering, etc.



## 11. Needs of Body And Mind

**Duration:** Minimum two days or till the teacher is satisfied.

### Objective:



- To identify the mind and body as different entities based on their needs.
- To help students understand, identify, and differentiate in needs of body and mind. Example: The need can be identify by any of the five senses, one feels in mind
- All the needs of the mind are continuous. While the needs of the body are limited and can be fulfilled from time to time.

**Material Required:** Cards on which different needs are written. (Needs of Food, Clothes, House, Mobile Phone, Television, Car, Pen, Notebook, Respect, Love, Affection)

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

We can categorise our daily needs into two categories: For example – Firstly, needs like food, clothes, house, mobile phone, television, car, pen, notebook, etc.

Secondly, need for trust, respect, love, affection etc. which we feel.

One must be able to identify both to fulfil one's needs. Through this activity, we are trying to pay attention to these two kinds of needs.

The needs of the mind are perennial and unlimited. We call these as mental, emotional, or non-physical needs. For Example, Happiness, respect, affection, love, understanding, peace, etc. These all are feelings. Apparently, these have no contribution to make us breathe, survive and grow physically.

The needs of the body are repeated from time to time and are limited (in sense of requirement). These are called physical needs. For example – Food, water, clothes, house, automobiles, etc. We can recognise these by our senses/sense organs. These are essential for survival.

## Steps of the Activity

- Make two stations in the classroom namely Mind and Body.
- Ask a few students to volunteer for the activity. Ask each student to take one card each. Then they will stand in a queue. One student may become the guard and students holding the card will move like a train. Guard will keep showing them a green flag.
- Different functions of the body and mind are written in the cards. Students will get down at their respective stations one by one. They have to keep in mind that the function written on the card belongs to body or mind.
- (Physical needs relating to the body are those that we see, smell, listen, taste and touch by our senses and identify them. Example: Water, clothes, fan, etc.)
- Non-physical/Emotional needs are for the mind, and we identify them by the mind itself.
- These cannot be identified by senses. These can only be identified by thinking and reflecting. Example: respect, love, affection etc.)
- Now the teacher writes these requirements separately on the board, divide into two parts by the students.
- If students are not able to identify the needs properly, Than allow them to discuss and understand on the basis of the senses that get fulfillment.
- Now give some time to both the stations to reflect on their respective needs and then discuss the underlined questions.

### Proposed Questions for Discussion:

1. Are the physiological/bodily needs same for everyone? Discuss, Example: a pair of glasses
2. Are the emotional/mental/nonphysical needs same for everyone? Discuss, Example: Respect
3. Can physical needs be satiated through emotions? Discuss. (Example: If the body requires food, respect will not satisfy hunger.
4. Can emotional needs be fulfilled by physical needs? Discuss. (Example: only by providing food to another, one cannot fulfil the respect.)

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

### Do's and Don'ts

- Teacher is supposed to frame the questions appropriately and not to provide answers so that students may reach to the conclusion themselves.
- Give students enough time to think/reflect

## 12. My role

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To make the students aware of their needs and the sources that fulfill their needs and to identify their role in this process.

**Material Required:** Notebook and Pen

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

In our daily lives, we use many things. Have you ever thought about where these things come from? How are they produced? Today maximum people opt for jobs that do not involve the production or hard work/labour. This activity brings the attention of students towards the process of production in various occupations and helps them in realizing the dignity of labour in those jobs. Persons doing these jobs have a pivotal role in society, but we normally do not value them and give them due regard. We generally look down on them due to our presumptions.

### Steps of activity:

- Divide the class into small groups of 5- 6 students.
- Ask each group to write the products(things)/ services which are required in our daily lives, and we need to pay for these (Time allocated: 5 minutes). The teacher will draw a line on the board, to make two halves. On one side he/she will write names of all the products(things) told by the students.
- One by one, ask all the students to stand up and tell what they would like to be or what business they would like to do after completing their studies.
- Write the name of the occupation told by the first student on the second half of the board. Then ask the students who want to pursue the same profession or business to raise their hands. Similarly, ask other students to tell one by one. Do not write a business twice.
- Now ask the students which products/things/services will be produced or made with the job/profession of their interest. One by one students will come to the board and circle the profession/ business written.



- Ask students to reflect on the remaining products and services. Then discuss the underlined questions.

### **Proposed Questions for Discussion:**

1. What are the businesses that manufacture or produce goods?
2. Which profession supports in creating services?
3. In future, if everyone will do a job in the service sector then from where we will have the essential goods? What will be the harm in that case?
4. How can problems like inflation, adulteration, and scarcity of products can be solved? By being part of which type of jobs, you can solve these problems?

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

### **Dos and Don'ts**

- Respect the feelings of students. Do not comment on the job taken up by them.
- Let the child think independently and arrive at a conclusion.



## 13. Can We Feel Good Forever

**Duration:** Minimum two days or till the teacher is satisfied.



### Objective:

- To bring students' attention towards the act of "feeling good". Is this feeling everlasting?
- Students will be able to understand that the criteria of 'feeling good' is different for different people.
- Students will also understand that our notion of 'feeling good' changes from time to time.

**Material Required:** No specific material is required.

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

All our actions are directed towards making us feel good. We don't do the activities that we don't like. This "feeling good" has a different meaning for everyone. It changes according to a particular thing, person, and time. Does "feeling good" feel good?

Through this activity, we bring the students' attention to "feeling good". We convey that this feeling is not everlasting, and we cannot be happy forever. Example: If a person likes sweets a lot, but sweets cannot be available all the time and if by any chance they are available, then it is likely that continuously eating sweets for a long time will finally result in no further craving for sweets. Moreover, different people like different sweets. It leads to the conclusion that "feeling good" is not everlasting.

### Steps of activity:

Divide the class into small groups after doing an energizer or group formation activity.

Ask each group to make a list of things they like. Draw the undermentioned box on the board to help the kids. (5 minutes)

Things we like to listen

Things we like to see

Things we like to taste

Things we like to smell

Things we like to touch

(Can complete the list of things which one likes after watching the above table.)

Ask to circle the things in the list which are not liked by anyone or least liked students. (2 minutes)

Now ask them to underline the things which are not liked every time. (2 minutes)

(Teacher will roam around the class and ensure the participation of everyone)

Are a few things left on the list? (Mostly, nothing will be left, in case a few are left, then ask the students to tell names of those things. Try that students understand and pay attention towards this point that things we like keep on changing according to time, place, and people.)

business twice.

Now ask the students which products/things/services will be produced or made with the job/profession of their interest. One by one students will come to the board and circle the profession/business written.

### **Proposed Questions for Discussion:**

1. Why does the notion of 'good things' differ from person to person?
2. Why don't materialistic things remain 'GOOD' all the time?
3. Have you ever insisted your family members get you something? How did you feel after getting that? Was this happiness everlasting or you were craving for something else after some time?
4. Have you ever wished for something, but you had to compromise because others would not like it? Please share.
5. What are the things that you need all the time? Share some examples.

### **Teacher's Statement:**

We like to feel good, but it is not everlasting, therefore we desire many things to keep us feeling good

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## 14. Looking Good; Being Good

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To make students understand the difference between feeling good and being good.

**Material Required:** No specific material is required

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

Things and work which make us feel good, make us feel happy for a short period. Things and work which are good give us long lasting happiness. Usually, we make decisions that are mostly based on these two things (to feel good and to be good). Through this activity students' attention will be taken towards these decisions.

Teachers should note that there is a vast variety of things that make students feel good but there is a lot of similarity in the good things/traits.

### Steps of activity:

- Fix all four corners of the class with a particular situation in it.
- Divide the class into groups of four and send them in all the four corners. They will complete the given task there. These four corners display underlined texts:
- Write down five things which do you find good, but they are not.
- Write down five things which you find good and are good as well.
- Write down five things which you don't find good and they are not good.
- Write down five things which you don't find good but in reality, they are good.
- Ask 3-4 objects/things and work to be shared by the kids who are asked in different corners.
- If students are unable to think about more situations then read the undermentioned situations one by one and ask the students in which corner they will go.



### **Situations that can be shared as examples:**

- To watch a movie late at night, when you have to go to school the next day.
- Eat fruits and green vegetables.
- To study/prepare well before the exams.
- To practice your sports/dance before the competition.
- To eat junk food.
- To play video games for long.
- To play in the park.
- To exercise.
- To drink cold water after coming from outside.
- Eat Dal and Chapati / traditional local food.
- To hide from parents
- To waste time by sitting idle at home.
- Eat salad.
- Eat spicy food.
- To show anger on others.
- To make fun of others behind their back.
- Increasing pollution.
- Fight in between family members.
- To get sick.

(To watch a movie late at night when you have to go to school in the morning. In this situation watching the movie makes us feel good but it is not good because you have to wake up early for school but because drowsy. This leads to laziness in the classroom.)

Like this, discuss other examples with kids. Make students understand that there are few things which are good and make us feel good but there are also things which are not good and do not make us feel good.

### **Suggested Questions for discussion:**

- While making decisions daily, which decisions are responsible to make us feel good? Share Examples.
- Share the work which you take up because they are right or good.
- There are things which make us feel good and good things. Which gives us happiness for a longer period.
- Whether you choose things which make you feel good rather than good things? If Yes, then Why?
- If we choose things which are good in place of things which make us feel good. Then what will be the benefits from it? Share your thoughts with examples.
- To do this what kind of efforts need to be invested?



**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

### **Dos and Don'ts**

- Teachers should motivate the students to think of situations and examples beyond their age group.
- In all the situations views of students may differ from each other. Teachers should be careful that they have to only ask the basis of their thoughts and not label them with right or wrong.
- It is also possible that any situation could fall in multiple boxes or blocks.

## 15. Things and Respect

**Duration:** Minimum two days or till the teacher is satisfied.



### Objective:

- Along with materialistic things I expect emotional attachment from the people in my relationship.
- Similarly other people also expect emotions/feelings from me along with material/things.

**Material Required:** No specific material is required

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

There are some expectations in each relationship. Most of the time we have a feeling that we need things from others rather than feelings and emotions (like: trust, affection, respect, etc.) When we carefully observe we find that we only accept things that are given to us with good emotions and feelings. Like if someone gives our favorite food to us with contempt, the food doesn't taste good anymore.. This means we need trust and respect along with material things.

### Steps of activity:

Make small groups of 4-5 and distribute the underlined questions in the groups and ask the kids to discuss for 5 minutes among themselves. (Ask the group to decide timekeeper for themselves)

Which kind of situation is favorable to us from our loved ones?  
Discuss with examples. Why does this happen?

- When we get material things but not respect
- When we get respect but not material things
- When we get respect and things as well

Now from each group, one member will share the thoughts of the group with others in 3 minutes.

**Suggested Questions for discussion:**

- Suppose if one of your brothers/sisters gives you something disrespectfully. How would you feel?
- Is it enough to make money, bring things from the market, eat good food, and wear good clothes? What other things are required?
- Other people expect feelings (trust and respect) along with material things. Share the examples from your life.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## 16. Value and Price

**Duration:** Minimum two days or till the teacher is satisfied.



### Objective:

- Students will be able to understand the difference between value and price.
- Value: Morality/Integrity attached to the product.

**Material Required:** Cup, Glass, Bottle, Paper, Pencil, and Pen

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

Value and Price seem to be similar terms but do they have similar or different meanings. In this activity, we will see the different meanings of Value and price. For example the difference in value and price of wheat. The value of wheat is to make us healthy and it will always remain the same. The price of wheat at different places is different at the same time. We value the price of money. It is decided by the market. It depends on demand and supply. It keeps on changing from time to time. Price is evaluated by money while the value cannot be evaluated in terms of money.

### Steps of activity:

- Keep a few things in front of the students which are easily available. Near each object keep 2 cups, 2 glasses or 2 boxes (keep anyone from these). Write how much on one object and what is the use on the other?
- According to one's understanding, everyone will make 2 slips for each object. On one slip everyone will write the estimated of the object and its use on the other slip.
- Now one by one everyone will keep their slips in a bottle, cup, or box kept near the objects and sit on their respective seats.
- In the end, the teacher will read the slips from the cup kept near the objects to the class. Students can also be asked to do the same.
- Students can be told that whatever is being told in terms of rupees and paisa is the price of the product and the other is the value or utility of it. Price may change but the utility or value will not change.



(Teacher can also discuss the utility or value of chapati and the variable nature of the price)

**Suggested Questions for discussion:**

1. Give more examples where you have seen the change in the price but the value has remained the same.
2. Why does the price of the product keep on changing?
3. Why does the value/utility not change? Expected answer: It is the utility.
4. On what basis will you choose the product, its price or its utility?
5. What mistake can happen if one does not keep the utility in mind?

**Teacher's Statement:**

The value of the product remains the same because it depends upon its utility, whereas the price depends upon the time, place, and usage.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## 17. I Need It Always

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To make the students understand that:

- Materialistic things are the necessity of the body.
- Respect is my necessity.

**Material Required:** No specific item is required

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

All of us need respect in our lives and to get the respect we try different things. Sometimes we feel that a big house or a big car will earn us respect. With an intention to earn respect, we try to accumulate a lot of things. Similarly, we try to earn respect from our looks, money, position, or muscle power of our body. In reality, respect is demanded by our hearts, not by our bodies. We have to direct the attention of the students towards this fact.

### Steps of activity:

- Teacher will write one sentence on board. "We get respect from material things (cars, clothes, and houses)".
- Ask students how many of them agree and how many do not?
- Make one group of those who agree and one of those who don't?
- If a few students are unable to decide from these two groups then make the third group for them.
- Give 10 minutes to these three groups where they discuss their agreements/disagreements and doubts.
- To keep their points in the discussion they should think/write them.
- Give 5 minutes to each group to present in front of the class. It will be good if they use chart paper for the presentation.
- After the presentation, each group should be allowed to ask questions from each other.

- After listening to all the points, ask if anyone who like to change his/her group?
- A teacher should allow the students to change their group.

**Suggested Questions for discussion:**

- Which things contribute to earn us more respect?
- Respect from material things is earned for a short period, or long period?
- How much respect do we need to fulfill ourselves? Often or always.
- What amount of things are required to earn respect from material things?

**Teacher's Statement:**

Respect earned from material things is for a shorter period and to earn more respect we need more things. That is the reason why everyone is running to accumulate more and more material goods. But we need respect continuously and from material things, we cannot have this respect.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## 18. Myth

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To bring students' attention towards self-evaluation, self-development, and steps they can take to achieve them.

**Material Required:** No specific material is required.

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

Everyone needs to do self-evaluation but most of the time either we under-evaluate or over-evaluate ourselves. It is important to know the situations when we were not able to evaluate ourselves correctly. If the evaluation is not correct, we will not be able to move in the right direction. With each other's support, it is possible to know our shortcomings and the ways to improve them.

### Steps of activity:

- Divide the class into groups of 6 students each.
- In respective groups, each student will share one quality and one weakness which they don't like in themselves. (Before this everyone needs to be given some time to think.)
- When one student completes his/her sharing, everyone in the group will appreciate his/her quality and discuss the following on his/her weaknesses:
- Do you think that he/she has that shortcoming in him/her?
- Now ask him/her, whether he/she wants to improve on this aspect?
- Now discuss how you can help him/her on this issue?



**Proposed questions for Discussion:**

- How were you feeling while doing this activity? (Many aspects have been discussed in the activity. Let the students feel free to share their thoughts on any point)
- Were you comfortable doing this activity? If not, please share the moments where you were not comfortable and why?
- After completing this activity, what do you think about the following points:
- Confidence in improving your weakness
- Suggestions for improving the weakness
- These suggestions would help to achieve the desired goal

**Teacher's Statement:**

It is good to know more about ourselves and also get suggestions to improve ourselves. How will we inculcate these suggestions in our lives? Our focus should always be on how to be a better human being .

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## 19. Feelings Are Same for All

**Duration:** Minimum two days or till the teacher is satisfied.



### Objective:

- Every human being needs feelings /emotions and attention.
- Students understand that we need feelings/emotions and attention from each other.
- From this, they understand the similarity in every human being.

**Material Required:** No specific material is required.

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

The needs of the body may be different for all human beings. (Design of the clothes, food habits, etc.) but the need for the feeling/emotions remains the same for all (trust, respect, happiness, etc.)

In this activity, efforts have been made to get the attention of students towards similarities in emotions.

### Steps of activity:

- Call four students voluntarily. Divide them into groups of two.
- Ask one group to do a role-play where two friends are playing and when the third child arrives they completely ignore him/her and deny playing with him/her.
- Ask other groups to do a role-play where two friends are playing and when the third child arrives, they greet him/her with a hello and invite him/her to play with them.

(Give 5 minutes to both the groups and ask them to present.)

**Proposed questions for Discussion:**

- What was the difference in both the role plays?
- How would the third friend have felt in the first play?
- How would the third friend feel in the second play?
- After watching both the plays, do you think everyone would feel the same way as you?
- Has this ever happened to you? How did you feel then?
- Are we all able to feel?
- In terms of feelings, are we all similar or different? Do you think that few people possess feelings and others don't?

**Teacher's Statement:**

We have seen that materialistic needs vary from person to person, but our emotional needs are the same.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## 20. Power of Mind and Body

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To make the child understand the difference between the power of the mind and body.

**Material Required:** No specific material is required

**Begin the class with Mindful breathing for 2-3 minutes.**

### Note for Teacher:

Often it has been seen that many people with less physical power have achieved big things in their lives because of their powerful minds. Also, some people get frightened in tough situations irrespective of their physical strength. These people are not aware of their strengths. Whereas there is unlimited unrealized potential in everyone.

Through this activity and questions, we take the attention of students towards the unlimited power of mind. Each child will feel confident that irrespective of their physical power they can achieve big things in their lives with the power of their mind.

### Steps of activity:

1. Divide the students into small groups.
2. Each group, after discussing for 5-7 minutes, will list down a set of activities falling into three under mentioned categories:
  - Power of body
  - Power of Mind
  - Power of Mind and Body together
3. Now each group will present its list in front of the class.
4. If there is confusion with any activity. Then keep it in with the most desirable power group.



### **Proposed questions for discussion:**

1. Which work you could not complete because of any fear though you had the required strength to do it? Share your real-life example
2. Which work you were able to do because of your will power though you did not have the required strength for the same? How?
3. Do you know anyone living nearby who is not very physically strong but is taking care of himself/herself and working for others as well? How?
4. How do you know that you have the power of the mind?
5. Prepare the list of things that we do on our own with the help of the power of the mind.
6. How can we increase the power of our body? Why is it important to do so?
7. How can we increase the power of our mind? Why is it important to do so?

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## Section - Expression

Every human being has a natural tendency to express his thoughts and feelings. We feel relaxed by expressing what we learn and understand. Expression helps us know one another well. With the help of expression, besides others, we also get clarity about how we think and feel. Only a human being can express his/her feelings and understand others with clarity. The expression always gives great satisfaction to a person. (A person feels satisfied only after expressing his feelings). So, Expression is an integral part of our personality.

### Why is 'Expression' needed?

Every unit in nature has a definite role/purpose. We identify/recognise this role as the utility of that unit. The utility of that unit doesn't change with time, place, and situation likewise we recognise the utility of rice as a nutritional food for our body. This utility of rice doesn't change with time, place, and situation. This universal utility of any unit of nature is identified as its value.

Like other units of nature human beings also have a definite role/purpose. One plays that role as one's responsibility in family and society e.g., parents play their role in the upbringing of their children. When children grow up, they grow with their elderly parents. Parents in old age guide their children. Teachers educate their students. Siblings and friends cooperate to make the life of others happy. This is our value in their life. We feel these values as emotions in our life. We feel happy to notice the contribution of parents, siblings, teachers, friends, etc., and also feel happy to see our contribution to the life of others. Every human being has this emotion inherent in his heart equally. Hence in this section, we are talking about expression. Our feelings are considered as the expression of universal human values such as the feeling of gratitude, feeling of respect, feeling of affection, etc.

- When we can see and experience these feelings for each other in our relationships, we feel happy. When we are happy, we want to share. By sharing our happiness, we feel happier. Therefore, for a happy life, it is important to recognise and experience and express the feelings in relationships. Hence, for consistency in feelings, it is also important to practise mindfulness.
- Languages (written, oral, symbolic) came into existence to exchange these feelings with one another. To express our feelings skilfully performing arts came into existence e.g., music, dance, stage, play, etc. In this way, our happiness in life is connected with the exchange of good feelings with each other through various mediums and skills. Hence, for the holistic development and happy life of a person, expression of feeling is very essential. That's why expression is a part of the happiness curriculum.

### What is to be expressed in Happiness Class?

In this section for class 6, the following four values have been opted, to explore, experience, and express:

1. Gratitude
2. Respect

3. Affection
4. Care

20 sessions are designed for the above values.

### **The Basis of Expression-**

- The expression of feelings (universal human values) will be a focal point of all the sessions.
- The expression will be students centric own life which includes their work, behaviour, and experiences.
- There will be no discussion based on feelings expressed by the students during expression class. The questions like "what do you think about it, what do you want to do in this situation, what should be done in this situation or what will you do?" will not be asked. In happiness class, the stories are reflective, the activities promote thoughtfulness, and the expressions are feeling-oriented.
- The questions in expression sessions are based on four situations of students' relationship:
  - 1 What do they observe?
  - 2 How do they behave?
  - 3 What responsibilities do they share?
  - 4 How do they feel?

Generally, the expression should be based on the experience of the preceding week, but previous life experiences may be shared in some situations.

Questions in every session are only suggestive. Considering the purpose of expression more questions may be asked by the teacher.

### **How to 'express'?**

Proposed pedagogies:

To ensure the participation of all students there is a need to adopt different pedagogies for different questions. The following pedagogies may be used –

- Individual Expression
- Sharing the experience in pair
- Sharing the experience in small groups

### **Ways to express -**

Commonly oral individual expressions by the students are taken in the class. During happiness class, depending on the requirement of the question, the students may be asked to share their experience in pairs or small groups.



Various other means of expression like writing (letter, card, diary, etc.), role play, drawing a picture or symbol, or sign language may also be adopted depending on the need of the question or a special requirement of a student.

### **Class strategies-**

- Some questions can be asked from each student. Some questions can be asked from only those students who have experience related to those questions.
- Teachers may avoid following the same sequence for asking questions. One can sometimes start from the back of the class or the centre.
- If the teacher feels that a student is not sharing his/her experience but is just repeating the answers given by others, encourage him/her to share his/her own experience or change the question.
- If a question has more than one part, go to the second part only after the student has answered the first part.
- If a student finds it difficult to understand a question, the teacher may try to clear it.
- Another way of asking a question can be given one question to 8-10 students and putting another one to the next 8-10 students. After this, the third question can be asked or the first can be repeated. Some questions may remain the same for everyone.
- For each session, the minimum number of periods has been suggested. The teacher should continue with the session until he/she is satisfied.

### **Do's and Don'ts**

- Each session has a specific aim/objective, and a specific explanatory 'Note for the Teacher' is for teachers' reference only. Do not share these with the students.
- Let the student draw conclusions on their own. Do not try to explain the answer or preach them.
- The main role of the teacher is to ask questions and to provide a suitable environment for the self-expression of students.
- Encourage all students to share their experiences. The students who may feel uncomfortable initially may be made to share their experience with their classmates around them or in smaller groups.
- Do not give any sort of negative comment, to avoid students being less participative in class. It may make students hesitant in their honest sharing. It may lead the students to become hesitant in their honest sharing.
- The teacher's encouraging, and loving behaviour would be the most effective tool for the students to open up.



## 1. Gratitude

Learning outcome: To see the participation of elders in our lives – parents, teachers, members of your family, seniors in the neighbourhood etc. and feeling and expressing gratitude towards them.

### **Note for the Teacher:**

Many people contribute to our progress in life. When we accept their contribution in our life from within, we feel grateful to them. This leads to a feeling of stability that makes us feel happy.

When we are thankful to someone, our behaviour towards him is humble and we remain self-disciplined.

If someone's behaviour is indecent towards us, it is likely that either we have not contributed to their growth and welfare or they are not able to recognise our roles in their lives.

Whenever we are happy, we want to share our happiness with people close to us. This makes us happier. When a person is worried, he/she may want to be alone, but when a person is happy, he would like to be in the company of others. When we are feeling an emotion, we want to express it. A person who expresses emotion is indeed called a 'vyakti' (in Hindi – vyakt karne waala), one who expresses.

If we perceive the effort behind the finding or discovery of the things and facilities we use like food, clothing, mobile phone, bus, train etc. we feel indebted. We also feel indebted to those who worked on the basic discoveries and contributed to the process of making the finished product reach us. Gratitude is the feeling of this thankfulness.

To be grateful does not mean just saying thanks. It is an emotion generated when we feel grateful from the core of our heart. Thus automatically begin to contribute towards the development of society. The way to our happiness is to live as a contributor in society and this is also the true significance of life.

If we understand the order of nature, we can see that only that person can be happy who contributes to the advancement of the mainstream. Most of the people are working hard with the belief that they will someday find happiness by acquiring more and more things.

Gratitude encompasses trust, respect, and love.

Gratitude is also known as being thankful or indebted.

Six sessions have been allocated to explore, experience, and express the feeling of gratitude.

## Section 1.1

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To draw the attention of students towards the contribution of members of their family in their happiness

**Begin the class for mindful breathing for 2-3 minutes.**

### Note for the Teacher:

Several people contribute to a person's development and help one lead a happy life. If one does not feel this, one feels that whatever one has become today is only due to one's own hard work. One believes that since society at large has not done anything for one, one does not owe anything to the society. This makes one focus only on oneself and does not make any efforts to make this world better place to live. In this section, efforts will be made to draw the attention of the students towards contributions offered by the members of the family as everyone is co-operates implicitly and explicitly by the family.

### Expression by Students:

The following questions are proposed to provide opportunities to the students, for expression

1. Who goes to the market to buy items of daily use in your family? Do they buy them only for themselves or for all members of the family?
2. Who took care of you when you were ill? How did they manage the situation?
3. Who determines the food choices in the family's daily routine? Who takes this decision in the family?
4. Share a few learnings of yours that have been taught by the members of the family? (like - how to buttons up the shirt, how to tie shoelaces, how to bathe, how to pack your school bag, etc). Who taught you these skills?
5. What are the difficulties that you face when your parents or an elderly person fall sick, what major things can't be handled well that day at home? Share 1 or 2 such issues.

### The task for Next Expression Day.

Before the next day of expression, try to observe who helps and assists you in going to school and what do you feel about their support and guidance?

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## Section 1.2

**Duration:** Minimum two days or till the teacher's satisfaction.



**Objective:** To draw the attention of students to the contributions of others at school to make the students' life happier.

**Begin the class with mindful breathing for 2-3 minutes.**

### Note for the Teacher:

Not just at home, people at school too implicitly or explicitly, support us in one way or the other. Through the collective efforts of different individuals, one can learn and educate oneself in school. We will use this section to draw the attention of the students to this contribution.

### Expression by Students:

The following questions are proposed to provide opportunities to the students, for expression.

1. How many books and notebooks did you need for class six? Who explained all this to you? Where and how did you procure them?
2. From day one of the session, and for a few next months, what has been the growth in your understanding of a subject? Who helped you reach this new understanding?
3. When you are not at home, people at home get worried about your well-being. However, if you are at school, they do not feel worried. Why is that?

### Task for Next 'Expression Day':

Observe your actions in the society for which you require someone else's support or guidance. Notice how you feel when they support or guide you.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**

## Section 1.3

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To draw the attention of students towards the fact how others have contributed to their happiness

**Begin the class for mindful breathing for 2-3 minutes.**

### Note for the Teacher:

Not just at home, people in the society too implicitly or explicitly, support us in one way or the other. We will use this section bring to the students' attention this contribution.

### Expression by Students:

The following questions are proposed to provide opportunities to the students, for expression:

1. From whom did you take help/service in the past week? (e.g., a doctor, a teacher, a farmer, a mechanic, a rickshaw puller, etc)? How and Why? Please. share.
2. If and when you did not receive the required help from these people, what kind of challenges did you face? Share with an example
3. Name some other people in society, who help you or serve you in your everyday life? Share a few examples of services you get.
4. Whom did you help last week, apart from those in your home or school?

### The task for Next Expression:

Before the next expression day, try to observe one habit of yours which you like & one which you do not, and you want to change the same.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**



## Section 1.4

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To practice feeling and sharing gratitude.

**Begin the class with mindful breathing for 2-3 minutes.**

### Note for the Teacher:

We are creatures of habit. Some are good and beneficial (like waking up early in the morning, finishing the homework in time, preparing for school a night before, eating timely, studying with focus, etc). Some are bad for us and we hope to change them (such as ; keep awake till late at night, being quick to anger, watching TV for a long time, eating a lot of junk food, not studying with concentration, etc). In this section, we will draw the attention of students towards their desirable or undesirable habits. The focus should also be on the person in their family who has inspired them to inculcate the desirable habit and the one person who can help them/has helped them get rid of the undesirable habit.

### Expression by Students:

The following questions are proposed to provide opportunities to the students, for expression

1. Share one desirable habit of yours that has been developed through the intervention of an adult in your family or merely by living with them.
2. Share an undesirable habit of yours. Share why is it undesirable to you?
3. Have you ever asked someone to help you get rid of an undesirable habit? How did they help you? Were you successful in giving up that habit?
4. Which habit of yours would you like to get rid of with someone's help? Whose help would you take?
5. How will you show your gratitude to someone who helped you get rid of a habit?

### The task for Next Expression Day:

Before the next expression day, try to observe and how you feel when someone helps you or supports you. Notice how you express this gratitude.

At the end of the class sit silently for 1-2 minutes and reflect on the conclusion of the discussion.

## Section 1.5

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To encourage students to express their gratitude towards others.

**Begin the class with mindful breathing for 2-3 minutes.**

### Note for the Teacher:

Whenever we are happy, we like to share our happiness with others. This makes us feel happier. When someone is unhappy or disturbed, he/she like to be alone, no one wants to be alone when he/she is happy. Whenever we are in a high spirit with a feeling, we like to express it.

This section will focus on enabling the students to express their feeling of gratitude to others using their interests and skills as mediums.

### Expression by Students:

The following questions are proposed to provide opportunities to the students, for expression:

1. How do you express gratitude towards your parents? (Hint: By helping or supporting them, by practising self-discipline, expressing through words and deeds coming true to the expectations of your parents, etc).
2. To whom would you like to express your gratitude today? Why? (Begin by expressing it towards your teachers)
3. Make a 'THANKYOU CARD' for the person you want to express gratitude to and send the card to them as soon as possible.

OR

4. Express your gratitude towards your parents, friends, or teachers by writing them a letter. Try and send this letter to them or read it out for them.

### The task for Next Expression Day:

Before the next expression day, try to observe and make note of the instances when you could help others to find their happiness.

At the end of the class sit silently for 1-2 minutes and reflect on the conclusion of the discussion

## Section 1.6

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To motivate students to contribute with a sense of gratitude for the happiness of others.

**Begin the class for mindful breathing for 2-3 minutes.**

### Note for the Teacher:

Being grateful does not mean merely saying 'thank you'. When we are able to notice or accept someone's contribution, we naturally feel a sense of gratitude towards them. The purpose of this session is to motivate the students to contribute to the happiness of others with a sense of gratitude. We should not feel unhappy even after having so much in life, as many people feel.

### Expression by Students:

The following questions are proposed to provide opportunities to the students, for expression.

1. Perform a silent act of doing a good deed so that others can express their gratitude (in small groups)
2. What creative contribution would you like to make to your school before completing your school? (Such as planting saplings, models of various subjects, arranging books for the library, etc.)
3. Organise an event to express gratitude in your classroom in which each student participates.

### The task for Next Expression Day:

Till the next expression day, try to see in yourself how you have helped others to be happy.

**At the end of the class, sit quietly for 1-2 minutes and reflect on the conclusion of the discussion.**



## 2. Respect

**Duration:** -----



**Objective:** To be able to see, experience and express respect for oneself, family, friends, school, and society.

### Note for the Teacher:

We have many people around us who inspire us, and we want to become like them. Their living or behaviour must be such that we tend to respect them. In this session, we will try to divert our attention to such people as focus on our behaviour towards these people.

Respect can be seen in two ways –

### A. Self-respect

If we see to the needs of a person besides food, clothing, and shelter, they are respected and recognised. No one would accept food if served with insult. On this basis, we can say that for a person, his/her respect and recognition are more important than food, clothing, and shelter.

To get respect, we see that most people want status, money, looks, language power etc. We can properly examine this fact that if a person is not useful for the society his/her behaviour is not appropriate, then we would not recognise that person as respectable despite having a lot of money, a good designation, a beautiful face, good language skills and muscle power, we may only pretend to respect such people.

### What is self-respect in the true sense?

All people feel respected when they realise their usefulness and importance for the causes of society they live in. Usefulness here means being happy by contributing to others' happiness. This competence is developed through the right understanding and practice.

If we look up the meaning of self-respect in a dictionary, it is essentially the right evaluation of the self. When we realise the unlimited potential of our thinking and understanding capacity through teaching others and helping them understand, we become useful by remaining happy ourselves by being harbingers of the happiness of others.

As our usefulness increases, we live with more self-respect. In this way, we become free from relying on others for our respect.



We also see those who don't feel respectable within, unsuccessfully trying to gain respect by showing off. Now, it can be reflected upon that respect towards self will come from one's usefulness rather than expecting it from any other person who is in quest of respect for himself/herself.

## **B. Mutual Respect**

If we see, the basic instinct of all people on earth is to be happy and to live with clarity of thoughts. With this, if we see people's basic capabilities, we will find that everybody has unlimited potential to think and understand.

Similarly, if we look at nature, all people are equivalent and also wish for equality.

When we accept someone as a human, the way we accept ourselves without any prejudice, is called the right evaluation or respect.

When we are respectful to somebody, then our behaviour with them is congenial and cordial.

When we accept a person as a human-like ourselves based on thinking and understanding capability and the basic want of happiness, then the person also feels respected. No one likes to be discriminated against. When a person is discriminated against based on caste, religion, gender, post, language, money, etc., he/she feels insulted. The discriminating person too does not feel good because inequality among people is based on the law of nature and anyone going against the law of nature cannot be happy. Hence, feeling respect towards others does not mean obliging anyone, but it is our natural need to keep ourselves happy.

Until we see other humans as our equals, we cannot have respect for them. When we don't feel an emotion but still adopt some actions to express it, it is known as pretence. For example, felicitating someone with a garland unwillingly or touching feet without respect.

Everyone feels the need for respect in the same way, but the ways of expression can be different depending on the place and culture. For example, some show respect by touching feet, some show by bowing or in any other way.

Six sessions have been framed to explore, experience, and express the feeling of respect.

## Session 2.1

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To draw the attention of the students, towards their usefulness for others and the value of self-respect inherent in doing so

**Begin the class for mindful breathing for 2-3 minutes**

### Note for the Teacher:

The objective of the session is to make the students feel self-respect. Everyone feels respected to know his usefulness. The questions in this session would help the students see their contribution to their families.

When we feel that we are useful we have the feeling of self-respect.

### Expression by Students:

The questions suggested below shall provide an opportunity to students to express their feelings.

1. When and how do you help your siblings (younger brothers/sisters) in their studies?
2. What different kinds of household chores do you see being done by the members of your family? Which of these chores are you not capable of doing?
3. Which of the household jobs are you capable of doing and in which tasks your help is frequently sought by the members of your family?
4. How did you feel after contributing to household chores?

### The task for Next Expression Day-

This week we will try to observe who are the people in our neighbourhood or school with whom we want to be or from whom we take inspiration, also observe your behaviour towards these people.

At the end of the class sit Silently for 1-2 minutes and reflect on the conclusion of the discussion

### Note for the Teacher -

The purpose of this session is to help the students recognise the feeling of respect for themselves. We know that everybody feels respected when he finds himself helpful to others. There are points of discussion in the session which draw the attention of the students towards their contribution to their family. When we find ourselves helpful for others, we feel self-respect within.

## Session 2.2

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To draw the attention of students towards the people in school, in family, in society whom we consider our role model and get inspired by.

**Begin the class for mindful breathing for 2-3 minutes**

### Note for the Teacher:

We have many people around us who inspire us, and we want to become like them. Their life or behaviour must be such that we tend to respect them. In this session, we will try to focus our attention on such people and also focus on our behaviour towards these people.

### Expression by Students:

The questions suggested below should provide an opportunity to students to express their feelings.

1. Describe a person living in your family or neighbourhood who inspires you. Share one or two qualities of the person
2. Tell us about the person you like, and why you want to be like him. Which qualities of that person do you want to imbibe in yourself?
3. When we are in the company of such a person how do we feel? (arbitrary, self-disciplined or polite) Why? (Encourage to share about one such person at a time)

**At the end of the class sit silently for 1-2 minutes and reflect on the conclusion of the discussion**



## Session 2.3

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** Understanding the relationship between respect and equality or discrimination.

**Begin the class with mindful breathing for 2-3 minutes**

### **Note for the Teacher:**

To draw the attention of the students towards the fact that everyone wants to get respect as we want. Others also get disturbed with rude or biased behaviour as we do.

### **Expression by Students:**

The following questions are proposed to provide opportunities to the students, for expression.

1. How do you feel when you are called by your name with love and respect? Share about a person or an incident when you were called with love and respect and you felt better. Share why you felt better at that time.
2. How did you feel when you were called by harsh words instead of your name? Share such an incident.
3. Has anyone felt insulted due to your behaviour? How did you feel at that time? Feel comfortable sharing your experiences.
4. Share your experiences when anyone prejudiced against you and you felt bad at that time?

### **The task for Next Expression Day-**

By the day of the next expression, notice your conduct and behaviour that you proved to be helpful to others.

**At the end of the class sit silently for 1-2 minutes and reflect on the conclusion of the discussion**



## Session 2.4

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To help students feel self-respected

**Begin the class with mindful breathing for 2-3 minutes**

### **Note for the Teacher:**

Not only do we seek respect from others but also respect for ourselves. We can respect ourselves only when we can see some good qualities in ourselves. This session Learning outcomes focus on making the students aware of their good qualities.

### **Expression by Students:**

The following questions are proposed to provide opportunities to the students, for expression.

1. Did you hear any good things about you in the past week from the people around you? What were those good/kind words? How did you feel after hearing those words?
2. About whom did you say praiseworthy words? What was the context and how did you feel while saying that?
3. All of us have some good qualities? Share one such quality of yours due to which something good happened to you.

### **The task for Next Expression Day-**

This week, we will notice whether we purchased or received anything special? Were we eager to show this to others? We will also try to understand why we show our purchasing or possession to others.

**At the end of the class sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**

## Session 2.5

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** Students will be able to understand which of their works have earned them respect

**Begin the class for mindful breathing for 2-3 minutes**

### Note for the Teacher:

We all expect respect from others. We try many ways to earn respect. Sometimes we try to get it through a sound body or good looks or sometimes by purchasing valuables (toys, mobile, cycle, or other branded items). This session will provide an opportunity for students to verify their ways to earn respect from others. They will be able to notice their attempts towards earning respect from others and also identify which of the ways helped them get respect.

### Expression by Students:

The following questions are proposed to provide opportunities to the students, for expression.

1. Name a thing or a valuable possession that makes you respect its owner. (big car, latest model phone, new TV, unique dress, big house, etc). Why do you feel so?
2. Have you purchased something considering that it would earn you respect from others when you would flaunt it? How did you feel after doing this?
3. Has it happened ever that you flaunted for your valuable/unique/special possession but they either ignored it or didn't appreciate it? How did you feel and what did you do after that?

### Task for Next Expression Day-

By the next expression day, we will notice how we feel while communicating to the person for whom we have respect? And how do we feel when we have no respect for someone but pretend to respect.

**At the end of the class sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**

## Session 2.6

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To motivate students to pay respect to others

**Begin the class for mindful breathing for 2-3 minutes**

### **Note for the Teacher:**

Respect is a universal human value. Everyone feels it in the same way but expresses it in different ways according to their culture, place, and time. For example, some people show respect by touching feet, some by bowing low, or any other such ways. This session aims at making the students reflect upon their ways of showing respect.

### **Expression by Students:**

The following questions are proposed to provide opportunities to the students, for expression:

1. For whom do you have respect in your heart? What are your ways to show respect to them?
2. Remember a person who is your role model and you want to be like him. Write a letter to him/her describing why you want to be like him/her.

### **The task for Next Expression Day-**

By the next day of expression, notice how you feel when you get and pay respect?

**At the end of the class sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**



### 3. Affection



**Objective:** To be able to observe the siblings, friends, and classmates giving support to one another and living in harmony. To have the feeling of affection for one another and to be able to express the same.

**Begin the class for mindful breathing for 2-3 minutes**

#### **Note for the Teacher:**

The joys and sorrows of our life are related to our loved ones. The count of these loved ones keeps altering. Also, the whole mentality of 'ours and theirs' is a big reason for our happiness and unhappiness. The gap in relationships is created due to the lack of affection which is very painful. Hence, for a happy life, it is important to feel affection for our loved ones. Besides this, it is also important to extend the limit of our affinity to increase our happiness, so that alienation is checked. The biggest fear in our society is due to these affinities and alienation of those who are our own and those who are not.

All people are connected with one another. As soon as we accept that connection, we feel secure and loved which is manifested in the form of happiness.

When we connect ourselves with someone with a relationship like a brother, sister, friend etc., we feel happy on meeting them and our restless mind feels relaxed when we remember them.

We feel like meeting those whom we feel affectionate towards even when we do not have any work with them. We want to keep their company for happiness.

A sense of trust increases towards a person when one is assured of that person's basic wish for happiness. Accepting an individual as a person like oneself based on trust cultivates the feeling of respect towards that person. Accepting a relationship based on trust and respect cultivates the feeling of affection towards that person.

Everything is connected in nature and so, for happy living, there should be no isolation but the provision is living with one another. Hence, with the support of those who are ahead of us and by supporting those who are behind us, we can live life with happiness and harmony.

When we feel affectionate towards someone, we are committed to them. We stand by them through thick and thin.

Five sessions have been set to explore, experience and express the feeling of affection.



## Session 3.1

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To make students have a feeling of affection for others.

**Begin the class for mindful breathing for 2-3 minutes**

### Note for the Teacher:

All human beings are related to one another. We like to eat, play, and do some work with friends. The objective of this session is to enable students to observe the feeling of affection for others.

### Expression by Students:

The following questions are proposed in order to provide opportunities to the students, for expression

1. With which friends of yours did you have lunch at school this week? Why did you have lunch with those set of friends?
2. Whom did you play a game with this week? Why did you prefer to play with those set of friends?
3. Have you done any work together with school friends in the last few days? For whose benefit were those tasks performed. Why did you all work together?

### Task for Next Expression Day:

Till the next expression session, try to see in yourself how often your partner and classmates take care of you. (e.g., in case of injury, sharing food if you forgot to bring your lunch, etc.

**At the end of the class sit silently for 1-2 minutes and reflect on the conclusion of the discussion**

## Session 3.2

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To make students have a feeling of affection for their classmates.

**Begin the class with mindful breathing for 2-3 minutes**

### Note for the Teacher:

While studying together, students take care of one another. In the case of injury or when they forget their tiffin, they take care of one another and share their tiffin with one another. They do it naturally and feel better afterwards. The objective of this session is to draw the attention of the students to such events.

### Expression by Students:

The following questions are proposed to provide opportunities to the students, for expression

1. Has anyone helped you in school when you were hurt/injured? (e.g., in carrying your school bag for you, providing for you first aid)
2. Have you ever helped your partner in school or when your partner got hurt? How did you help?
3. When you go to drink water in school, do you also take your partner's bottle to fill it? Why?
4. Have you ever left your lunchbox at home. Did your classmates share their lunch with you? How did that make you feel?

### The task for Next Expression Day:

By the next session of expression, try to change yourself whom you like to be with and how you feel when you see them.

**At the end of the class sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**

## Session 3.3

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To make students feel affectionate to others.

**Begin the class for mindful breathing for 2-3 minutes**

### Note for the Teacher:

All human beings are interlinked with one another. The purpose of this session is for the students to see that we are happy with those with whom we share the feeling of affection and we behave in a more receptive way.

### Expression by Students:

Students should be given opportunities to express themselves with the help of the following questions.

You are at your home and heard a knock at the door. You ask while sitting there, who is it? The visitor introduces himself/herself. Hearing the introduction, you got up to open the door.

1. What do you feel after listening to the introduction?
2. Do you get up to open the door for different people with the same feelings or with different ones? Why?
3. On whose arrival do you go to open the door with the greatest pleasure? Why?
4. If a similar situation happened in the last week, share your feelings with everyone.

### Task for Next Expression Day:

By the next session of expression, try to look within. With whom you share your happiness or problems.

**Ask the students to sit quietly for 1-2 minutes and reflect on the message drawn from the day's discussion.**

## Session 3.4

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To make students attentive with whom they like to share their happiness or problems.

**Begin the class for mindful breathing for 2-3 minutes.**

### Note for the Teacher:

It feels good to share feelings with someone who is like minded, someone who is close to our heart. In this session, students can recognise those people for whom they have feelings of affection.

### Expression by Students:

The following questions are proposed to provide opportunities to the students, for self-expression

1. This week, with whom did you share your happiness or problems at home? Why did you share with them?
2. With whom did you share your happiness or problems in the school? Why did you share with them?
3. Have you ever faced any situation when you wanted to share your happiness or problem with someone, but there was no classmate/friend to share it with? How did you feel about it?

### Task for Next Expression Day:

By the next session of expression, try to look within that with whom are you ready to cooperate and don't hesitate to share things. We will also pay attention to how we behave with them.

**At the end of the class sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**



## Session 3.5

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To motivate students to express their feelings of affection to others.

**Begin the class for mindful breathing for 2-3 minutes.**

### Note for the Teacher:

When we have a feeling of affection for someone, we are ready to cooperate with them and do not hesitate to share things. When there is no affection in relationships, our behaviour becomes indifferent. The objective of this session is for students to notice their behaviour in these different situations.

### Expression by Students:

The following questions are proposed in to provide opportunities to the students, for expression

1. While traveling by metro or by bus, some people are ready to give up their seats when someone known to them arrives but don't leave when an unknown person even requests for it. Why does this happen?
2. You share your things with a few of your classmates when they ask, whereas you refuse others. Why?
3. Will you feel the same way or differently in situations: If your friend accidentally tears off your book or it is torn off by someone else (who is not your friend)? Why?
4. Think about your friend. What change do you could find in your feelings towards them before and after befriending him?

### Task for Next Expression Day:

By the next expression session, try to look within that with whom are you ready to cooperate and don't hesitate to share things. We will also pay attention to how we behave with them

**At the end of the class sit silently for 1-2 minutes and reflect on the conclusion of the discussion**

## 4. Care



**Objective:** To be able to observe the siblings, friends, and classmates giving support to one another and living in harmony. To have the feeling of affection for one another and to be able to express the same.

### Note for the Teacher:

We get satisfaction by fulfilling the responsibility of nurturing and protecting the body of our relatives and develop a sense of stability in ourselves. This is called the feeling of motherhood / The sense (Feeling) of nurturing in relationships is called care.

Understand all the fundamental processes that make a child healthy and to be in good health for a long time, - such as feeding the child nutritious and tasty food for nourishment and preservation/ protecting the body, teaching him the hygiene of the body, practicing jogging and taking exercise, etc. To create a mindset towards hard smart work and physical and intellectual labour, to give exposure to various skills. A person who carries out his responsibility or recognizes the feeling of care for nutrition gets satisfaction for the achievement as a healthy child is self-reliant when he grows up and readily accepts the responsibility of nurturing and protecting the body of his parents. He serves them, accepts household responsibilities, and is also capable of protecting the nourishment of his offspring. There is a fulfilment of the feeling of motherhood in the parents for such an outcome and this satisfaction remains constant.

As per the norms of nature, a person who maintains the spirit/ feelings of motherhood (care) is identified as a mother, whether the one is older or younger, or male or female. Normally, the mother gives birth and brings up the child and fulfils the responsibility of caring, so in practice, the mother is seen to be associated with motherhood or feeling of care,

Support is required for the nourishment and protection of the body, in certain circumstances and by people in all age groups. But children, elderly and sick people, and those individuals who are busy playing other roles in society always need this care.

Five sessions have been set/allocated to explore, experience, and express the feeling of care.

## SESSION 4.1

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To develop a feeling of care for others.

**Begin the class for mindful breathing for 2-3 minutes**

### **Note for the Teacher:**

The objective of this session is to develop a feeling of care for others in students so that they may understand these feelings well and observe those events when they take care of someone with the same feelings/ values

### **Expression by Students:**

The following questions are proposed to provide opportunities to the students, for expression-

Students are asked to think about the following situation, 'when a member of your family has fallen sick and you nurtured him back to health.'

1. How did you take care of that sick person? (e.g.: by serving food, offering medicine, other support, etc.). Why did you serve that person?
2. What of your personal tasks did you postpone, while helping that person? (e.g. playing, watching TV, studying, etc.) How did that make you feel?
3. While helping that sick person, did you do something that you have never done before? (e.g., making tea, baking bread, giving medicine, etc.) How did you feel while doing a new task?
4. How did you feel serving that person? (e.g., internal happiness, difficult or boring)

### **The task for Next Expression Day:**

Till the next day of expression, notice whether you take care of your health. Our members of the always take good care of our health, but do you also fulfil this responsibility towards yourself? How?

**At the end of the class sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**



## SESSION 4.2

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To motivate students to express their feelings/values of care towards others.

**Begin the class with mindful breathing for 2-3 minutes**

### **Note for the Teacher:**

We can observe that in every moment of members of our family bear the responsibility of our healthy living. The objective of this session is to enable students to take responsibility for their health.

### **Expression by Students:**

The following questions are proposed to provide opportunities to the students, for expression.

1. What did you do to take care of your health this week?
2. What do the members of your family do every day to keep you healthy and to take care of your body? Share your own experience.
3. Which other people besides members of your family help you in keeping you fit and healthy? When and how?

### **The task for Next Expression Day:**

Till the next expression day, observe yourself on how you express the feeling of care.

**At the end of the class sit silently for 1-2 minutes and reflect on the conclusion of the discussion.**



## SESSION 4.3

**Duration:** Minimum two days or till the teacher is satisfied.



**Objective:** To make students realise a sense of generosity towards those who help them and express their gratitude for them

**Begin the class with mindful breathing for 2-3 minutes**

### Note for the Teacher:

We can see that elders in the family (like parents or other elderly members) are generous enough while taking good care of us. They bear the responsibility of our healthy living even when they are unwell, sometimes when the food is not sufficient, they give their share to us. The purpose of this session is to get the attention of students to this generosity and to express their gratitude for this generosity.

### Expression by Students:

Students should be given opportunities to express themselves with the help of the suggested questions-

1. Has it ever happened that your parents gave you their share when the food at home was not scarce? How did that make you feel? Did you say anything to them then?
2. Has it ever happened that one of the members of your family is ill and he/she still cooked for you or dropped you at school or did something else? How did that make you feel? Why did he/she do it?
3. The elders in our family take care of our health. How do we feel when we notice this? How do we express our gratitude towards them? (eg. - you will also take care of them, say thank you to them after reaching home, take care of the younger members of the family, etc.)
4. Today we will express our gratitude to a member of the family (for taking care of us). Share in groups of 3-4 how you will express your gratitude (e.g., by writing letters, making cards, speaking directly, singing a song, etc.)

### The task for Next Expression Day:

Express your gratitude to members of your family at home for taking good care of you.

**At the end of the class sit silently for 1-2 minutes and reflect on the conclusion of the discussion**





State Council of Educational Research and Training, Delhi  
and  
Directorate of Education, Govt. of NCT of Delhi