

Grade VII

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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Directorate of Education, Govt. of NCT of Delhi

SCERT, DELHI

March, 2022

ISBN: 978-93-94824-05-8

1,300 Copies

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Published by: State Council of Educational Research and Training, Delhi

Printed by: M.s Raj Printers, Tronica City, Ghaziabad

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D.O. No.

DYCM/2021/203

19th August, 2021.

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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**



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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)

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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



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Date : 16/8/2021

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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)



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Acknowledgement

At the outset I would like to extend my heartfelt gratitude to Sh Manish Sisodia, Hon'ble Deputy Chief Minister and Minister of Education to the Government of the NCT of Delhi for his consistent guidance and support in developing this document. I am grateful to Sh. H. Rajesh Prasad, Principal Secretary (Education) to the Government of the NCT of Delhi for continuously motivating my team to work untiringly in developing the translated version of the Happiness Curriculum Handbooks.

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,
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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 unguided 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 at alarming suicide rates 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. 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.

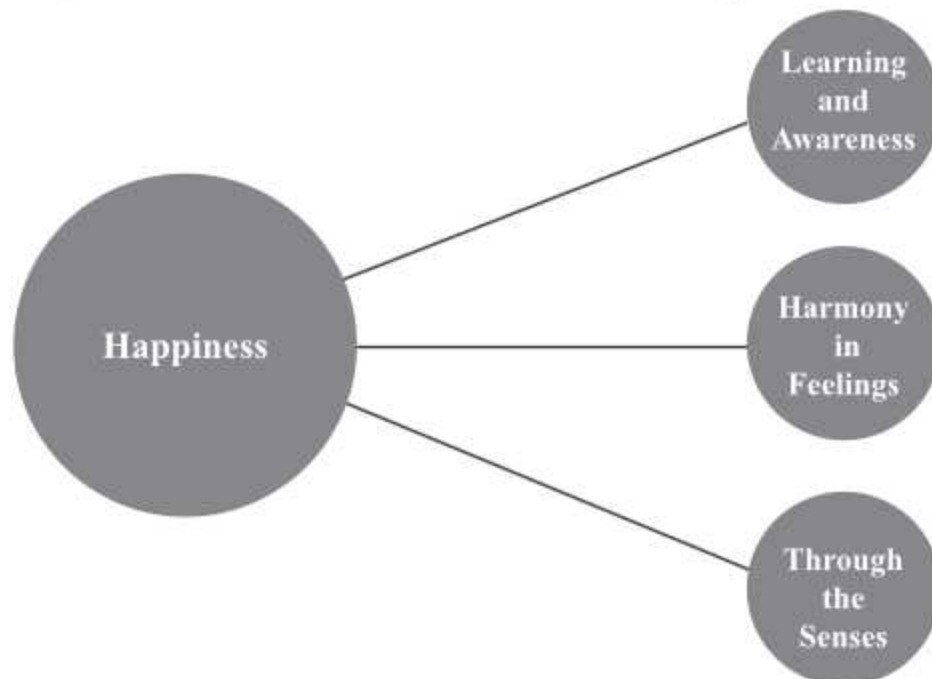
CONCEPT:

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 fulfilment of our desires. Many of our desires are to do with fulfilment 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.



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 VII

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 Learning and Awareness	<ol style="list-style-type: none"> 1. Learning to be aware of one's thoughts 2. Learning to be aware of one's emotions 3. Learning to be mindful 4. Learning to focus 5. Knowing one's desires 6. Developing reflective abilities 7. Developing critical thinking 8. Developing active enquiry
2	Experiencing happiness in through Feelings	<p>Happiness in Family:</p> <ol style="list-style-type: none"> 1. Trust, Respect 2. Gratitude and Care 3. Exploring Similarities and Uniqueness between others and myself. 4. Understanding interconnectedness in families, schools & society <p>Happiness in Teacher- Student relationship:</p> <ol style="list-style-type: none"> 1. Respect 2. Gratitude <p>Happiness in Peer relations:</p> <ol style="list-style-type: none"> 1. Trust 2. Affection 3. Cooperation and Supportive behaviour 4. Communication and Collaboration
3	Happiness through Active Participation	<ol style="list-style-type: none"> 1. Creative expression of oneself 2. Communication and Collaboration 3. Joy in participation in school 4. Joy in participation in family 5. Joy in participation in society

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 whereas 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 helps 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 7
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

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) In the starting 3-5 minutes 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 practised 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 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

1(b) 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 in happiness class every week on the first day you used to have a mindfulness class in the same way every week on the first day you will be doing different activities of mindfulness .”
- 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/ past 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.

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

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 in breath and out breath.
- 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 stomach 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



Objective: students should focus on coolness and warmth of in and out breath.

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 school and which one is warm?
- Teachers should tell students that while breathing in the air will be cold and while breathing out the air will be 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 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 Listening: 5 minutes



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

Phases of the Process:

- Teachers should ask 324 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 Listening II:** 5 minutes
- 2 (b) **Discussion on mindful Listening II:** 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) 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 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 Seeing: 5 minutes



Objective: To prepare students to focus on things while seeing them
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 make any drawing in 10 minutes. To make this drawing they can use any pencil, colour, paint, etc.
- Once the drawing is made, ask 1-2 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 mind full scene 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 your 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 take 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.while they are smelling at focus 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 having 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 mindfully?
- 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 and breathe out. Breathe 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 it 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 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 alertness stand up.
- 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 focusing our attention on to the nerves which are generating 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 students how they are feeling?
- Ask students to sit comfortably and close their eyes. Now focus only on your body. if you find your mind wandering then gently bring your attention back to the muscles on which you 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 your hands relax. Students should repeat this activity one more time.
- Now ask students to close their right first 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 I asked 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 peaceful, calm and stress-free. Experience the relaxation in your whole body.
- Ask students to count from 1 to four in mind and then 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 all 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 v take a attention to the muscles which are tensed or relaxed.
- Tell students that they will do this activity with every muscle for 5 seconds. It's important that you keep 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 stomach, wait for few seconds, slowly release the breath. Now while freedom explore that it is the stomach coming out and the lungs 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 stomach 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 separate your knees and experience the relaxation in your thighs.
- Now ask students to flex their legs. Ask them to stretch their toes and experience the tension in your calf muscles. Wait for 5 seconds and relax.
- Ask students to feel the weight of the legs and let them loose.
- 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 count from 1 to 4 and then 4 to 1 in their mind. 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 a 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 scene and walking the same way we can pay attention to our body.
- In this activity we pay attention to different body parts and we focus on how we are feeling?
- 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 paying 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 your attention to your 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 your focus for few seconds on your heartbeat.
(Wait for approximately 10 seconds)
- The teacher tells students to shift their attention to the stomach and notice if there is any change when they take a deep breath. Does the stomach goes out when you breathe in and comes in when you breathe out? Pay attention on your breathing and rising and falling sensation of the stomach and feel how the stomach 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 evil to feel the rising and falling sensation in the back area or not?
- The teacher tells 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 you feel that your 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 you are wearing how do they feel? Try to notice how are you feeling in your feet? Are you feeling any tiredness or relaxation? However you are feeling become 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 you 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 let us feel good.
- Now can any student tell me 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.

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 14 : Mindfulness of Feelings

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 of 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 that it should be attention to how they are feeling and what all feelings are there? Students should remember that there is no right or wrong feelings. Tell 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 what all parts of the body are 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 feeling it.
(Wait for 10 seconds)
- The teacher should tell students that is the feel the mind has bonded of then with the next breath they can bring it back.
(Wait for 10 seconds)

- The teacher should ask students to focus on the feeling and how it is changing their breathing. Has the speed of breathing changed? Is the breath long and deep or fast?
- The teacher should tell students that if they feel that their mind has wandered off all the are focusing on the feelings then with the next breath they should bring it back to the breathing and notice if there are any changes.
(Wait for 10 seconds)
- The teacher should tell students that they should focus that are there any changes from the starting to the end? They should look at the feelings with lots of love. 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 your focus back to the class and whenever you feel comfortable gently open your 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 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 view and based on that we might take a 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 the same way when we practice focusing we can feel that our feelings are changing but we can remain stable.

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. Straighten your back and relax your shoulders. Gently close your 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 who all are you 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 in the body. Students should focus on how they are feeling. What is going on in your body?
- Ask students that along with that they should bring your focus to the thoughts. What thoughts are coming in their mind right now? Is there one thought or many? 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 which are coming to the mind related to this 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 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. (Just like this 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 related to 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 the way they want 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 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. Latest 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 gas 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 you can slowly close your 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 you.
(teacher should wait for 30 seconds)
- The teacher should of students whether they are breathing normally? Ask students to imagine that they are standing near a major road silently. Without any thinking they are just looking at the cars which are coming and going.
- 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 is that some thoughts stayed in your mind for a longer Duration compared to others?

What to do and Not to do:

- Teachers should give full chance to students expression.
- Teachers are requested to hear students, thoughts carefully. No student should be appreciated or depreciated.
- 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 humans started to speak. We present our point of view or learnings to others in the form of a story. It has been used in the classrooms abundantly and children 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 fantasy in which the characters are imaginative. 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 you may frame new questions 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 situations 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.
- 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 his thoughts.



1. Elephant's Rope

Duration: Minimum two days or till the teacher is satisfied



Objective: To draw the attention of students towards the fact that faith and love are the keys to our success and happiness

Begin the class with Mindful Breathing for 2-3 minutes.

STORY

Direction of Discussion

Every child has an infinite capacity to think and understand. Along with this, there is a desire to know everything. If students are made aware of their abilities, they will have confidence in progressing further.

Having faith in their abilities, they will not be tempted to get others' undue attention.

Through this story and questions, an attempt has been made to draw students' attention towards their limitless abilities and to instil confidence in them.

One day, a small child came home from school and gave a letter to his mother. He said, "Mumma, my teacher has asked me to give this letter to you only."

The Mother opened the letter and started reading the letter. While the Mother was still reading the letter, the child asked, "Mom, what has my teacher written in this letter?"

The mother's eyes welled up with tears. She said, "It is written in the letter that your son is very talented. This school is too small and doesn't have good enough teachers to teach him. Please teach him yourself or send to a better school than ours."

On listening to this, the child felt proud. The Mother caressed his head affectionately. Thereafter he began his studies at home under the guidance of his mother.

Many years passed by. After the death of his mother, this boy became famous as a great Scientist- Thomas Alva Edison, the great scientist of the century. One day while cleaning his room, he found a piece of paper in an old closet. On seeing this sheet of paper, he could well recognize that it was the same letter which his teacher had handed over to his mother during his initial school days.

He opened the letter which read-your son is addled (mentally weak). The teacher had further written that he would not be allowed to study

in that school anymore. The school had expelled him. Edison became very emotional as he read the letter. He fell into a reverie of his loving mother and wrote in his diary, "I was declared an addled (mentally weak) child by the school, but my mother's faith and love made me a genius."

DAY 1

Questions for Discussion:

1. Give an example when someone has trusted you for doing something. What effect did that trust have on you?
2. How do you feel when someone does not trust you or tells you that you cannot do a particular task? Why?
3. Has there ever been a difference in the quality of your work after being appreciated? How?
4. Have you ever made a difference in someone's work by praising him/her? How?

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

- Share this story with your family members and know their thoughts and experience about this.
- Also, discuss with the family how appreciation and criticism affect work.

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

DAY 2

Begin the class with Mindful Breathing for 2-3 minutes

- The students should recapitulate the story. Various ways can be adopted for repeating the same story. Eg. listening to a story from one or by many students, through role-play, and sharing in pairs.
- Students can share feedback that they received from home. Some students should be given opportunities to share their personal experiences in the classroom.
- Questions from the first day's Discussion can be used again for the remaining students.

More Questions for Discussion:

1. Have you ever praised yourself? When and why? Share in class.
2. How can you help to build trust in your younger brother, sister and other children?
(Hint- by calling attention to the infinite abilities of learning, helping them in learning etc.)
3. "Those who are self-aware do not get much affected by being praised or criticized by others." how? Discuss in class.

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

2. Who Am I

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



Objective: To motivate students to be aware of their ego.

Begin the class with Mindful breathing for 2-3 minutes

STORY

Direction of Discussion

Through this story and the following questions, students' attention will be drawn to the fact that man is a tiny entity in the whole world. Arrogance creeps into our mind when we gain materialistic achievement. Moreover, it creates distance in relationships, which adds sorrow to our life. The day we become aware of our presence in the whole universe, we shall realize that we are just one small unit along with many other units in the universe and the moment we realize that every unit is recognized for its utility, we will stop giving importance to any materialistic hoarding and start establishing our identity through our utility to the society.

Once, the richest man of Athens went to meet Socrates. He had started considering himself as the greatest person for being the richest man and it had made him arrogant to a large extent. Socrates knew about him, so when he met Socrates, he paid no attention to him. After a while, the man asked Socrates, "Do you know who I am?"

Socrates said, "Sit down, let's try to understand who you are." Socrates put out a map of the world in front of him and asked, "Where is Athens on this map?" Athens was like a point on the map of the world. After searching a lot, the man placed his finger on the point of Athens and said, "This is Athens." Socrates further asked him, "Where is your palace in Athens?"

Athens was just a point; now the question arose how to find a palace in it. Socrates continued saying, "Also tell, where are you in this palace?" Hearing this, the man started wondering and his ego vanished away.

When that man was about to leave, Socrates gave him that map and said, "Whenever you are taken over by your arrogance, just open this map and ask yourself - Where in the world is Athens?" Where is my palace? Where am I?

DAY 1

Questions for Discussion

1. Have you ever been arrogant on any occasion? Share your experience.
2. How do we know if a person is egoistic? Give an example.
3. How does ego affect relations?

Observe, Ask and Explore At home (for students)

Share the story with your family members and know their opinion and experience.

Also discuss how ego can affect our relationship with others.

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

DAY 2

Begin the class with Mindful Breathing for 2-3 minutes.

- The students should recapitulate the story. Various ways can be adopted for repeating the same story, for example, listening to a story from one or by many students, through role-play, and sharing each other the same in pairs.
- Students can share feedback which they have received from home. Some students should be given opportunities to share their personal experiences in the classroom.
- Questions from the first day's Discussion can be used again for absentee students.

More Questions for Discussion

1. Who do you consider a great man? Why?
2. Have you ever thought about what your position in this world is? Going ahead, how would you like to contribute to the world?
3. What efforts can we make to let ego go off from our life?

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

3. Ubuntu

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



Objective: To promote a feeling of cooperation instead of competition.

Begin the class with Mindful Breathing for 2-3 minutes

STORY

Direction of Discussion

If we see human society, we observe cut throat competition, exploitation and disharmony at every step. Momentary happiness derived out of someone's victory becomes the cause of long term agony for many others.

Right now, we are following the concept of 'live and let live', which means that our convenience must be ensured first and if something is left, others may take care of themselves through it. With this perspective, we have not been able to gain consistent happiness even after putting in a lot of effort. The better situation is where no one loses than the victory of a single person.

Through this story and the following questions, an attempt has been made to draw the attention of students towards the importance of living as complementary to each other which in turn will lead to the furtherance of a sense of cooperation instead of competition. It inspires us to follow the natural principle of "Let live and then Live" rather than live and let live. This will lead us to a world where the feeling of mutual cooperation to make someone succeed will prevail over the feeling of defeating others through competition. Ultimately we see the sense of cooperation as the need of mankind.

An anthropologist asked some African tribal children to play a game. He placed a bag of candies and sweets under a tree and asked them to stand about 100 meters away. He explained to the children that whosoever reaches first would win a candy bag kept under the tree.

When he gave them the signal- "On your mark, get set go...", do you know what the children did?

The children held each other's hands and ran together towards the candy bag! Once they reached, they distributed the sweets evenly and ate with relish.

The anthropologist asked them – "Why did you do so? They said,

“Ubuntu” which means- how can one of us be happy if all the others are sad?

In their language, “Ubuntu means I am because we are” meaning thereby I am surviving because of co-existence with others.

DAY 1

Questions for Discussion:

1. Have you ever cooperated for one's happiness? When and how? Discuss
2. Have you ever deliberately lost a game while playing with your younger siblings? Why did you do so?
3. Discuss which game is better, where the result of the game is ‘defeat and win’ or a game in which no one loses at the end.

Observe, Ask and Explore at home (for students)

- Share this story with your family members and know their thoughts and experience about this.
- Discuss with your elders about the sports they used to play in their childhood. Find out if they used to play any such game where no one loses.

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.

- Recapitulate the story with the help of students. Various strategies/methods such as storytelling, role play, storytelling in pairs etc., can be used for recapitulation.
- Students can share the feedback from their homes in small groups.
- Some students should get the opportunity to share their experiences with the whole class.
- Questions from the previous day can be discussed again for the absentee students.

More Questions for Discussion

1. Can you change a win-lose game to the one where no one loses?
2. Collaborate in a small group to design games wherein no one loses at the end. Each group would share this new game with the class.

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

4. Vipul's Decision

Duration: Minimum two days or till the teacher is satisfied



Objective: To draw students' attention towards the fact that internal conflict makes us sad, whereas clarity in thoughts makes us happy.

Begin the class with mindful Breathing for 2-3 minutes

STORY

Direction of Discussion

If we keep someone else's belongings without their consent, it would seem wrong, when we think about it with a calm mind. We are at peace with ourselves and we can feel happy inside even when we recall such an incident. On the contrary, we feel the pang of guilt if we keep things that don't belong to us. When we reflect later about the incident we feel bad. We can deduce that whenever we think or do something opposite to our natural acceptance, we would not feel right. Thinking against one's natural acceptance is inner conflict.

The Objective of this story is to draw students' attention towards the understanding that we are at peace when we have clarity in our thoughts, and feel sad when we have inner conflict within ourselves. From the story, students would be inspired to make decisions based on their natural instinct whenever they are in a state of internal conflict.

Vipul was a seventh-grade student. While going to school one day, Vipul saw a currency note of Rs. 500 lying on the ground. When he looked around, he could not see anyone. He picked up the currency and quickly kept it in his pocket. The moment he kept that money to himself, a lot of questions popped up in his mind. The first thought that came to his mind was that since no one had seen him, he should keep the money and buy something for himself; however, he still had the feeling that it was wrong to have someone else's money. Perhaps the currency belonged to someone in need, and he should immediately search for

the owner of the currency and return it to him.

Engrossed in these thoughts, he himself didn't realise when he reached the school. Even after reaching his school, he was still engrossed in the same ideas. He was still in a fix, when his teacher called out his roll

for attendance. Before anything he wanted to arrive at some conclusion.

When Vipul didn't respond to the roll call, the teacher called his name again loudly. The robust voice of the teacher broke his chain of thoughts. The teacher asked him the reason for not being attentive in the class and why he was looking sad and worried. To this, Vipul stood up and handed over the currency note of Rs. 500/ to his teacher. The teacher asked him whose currency that was. Vipul told him that he had found the money on his way to the school. The teacher further enquired if anyone had been around when he found the currency note. Vipul told him that there was no one as far as he could see. The teacher wanted to assess him in depth. So he further said to him, "It means that you are returning the money even though no one has seen you taking this currency note!" To this, Vipul replied, "Sir, though no one was around me yet I was watching myself."

DAY 1

Questions for Discussion

1. Share an incident with the class when you helped someone in finding a lost item. Also, share what you were thinking at that time.
2. Why did you choose to return the lost item?
3. Some people do not return lost things of others despite knowing that they belong to someone else. Why do, you think, they do so?
4. What does a person gain by returning others' belongings? Discuss

Hints: Self-contentment, A good feeling of being honest, Being recognized as a trustworthy person, Being free from the guilt of keeping someone else's belongings.

Observe, Ask and Explore At home (for students)

- Share this story with your family members and discuss their views and experiences related to this story.
- Find out if any of the family members has ever returned a lost item. How do they feel now by recalling that incident

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

DAY2

Begin the class with mindful Breathing for 2-3 minutes.

- The students should recapitulate the story. Various ways can be adopted for repeating the same story, for example, listening to a story from one or more students, through role-play, or sharing the same in pairs.

- Students can share feedback that they received from home. Some students should be given opportunities to share their personal experiences in the classroom.
- Questions from the first day's discussion can be used again for absentee students.

More Questions for Discussion.

- Have you ever experienced inner conflict in other similar situations, such as - to tell the truth or not or to share with others or not etc.?
- On what basis do you take decisions in such situations of inner conflict?
- Do we all take the same decision in similar situations? Why? Discuss.
- Usually, we keep hearing that we feel happy when we make a conscious decision by listening to our inner voice. Share a related example when you made a decision by listening to your inner voice.

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

5. The Sweet Tooth

Duration: Minimum two days or till the teacher is satisfied



Objective: To inspire others through conduct, not by just words.

Begin the class with Mindful Breathing for 2-3 minutes.

STORY

Direction of Discussion

We keep advising others about how to behave in life in different situations but these actions are found missing in our own actions. Such words might be good to hear, but fail to affect or inspire others.

Through this story and the following questions, an effort has been made to draw the attention of students to inspire others by their conduct rather than their words

One day a lady, who was very upset by her grandson's habit of overeating sweets, came to a Mahatma Ji. She approached him respectfully and said, "Swami ji, my grandson eats too many sweets. He doesn't listen to us. Will you please tell him to stop eating too many sweets?" Mahatma Ji listened to the woman carefully and asked her to go home and come back with the child after a week. The woman wondered why he had not asked the boy to reduce the sweet eating.

After a week when the lady came back, Mahatma Ji once again asked her to go home and come back after a month. The woman looked perplexed but followed what was told to her. After a month, when she returned with her grandson, the Mahatma looked at the child very lovingly and said, "My dear child, you should stop eating too many sweets. This habit is not good for your health." Then he told them to go home.

The lady was surprised and asked the Mahatma, "Why didn't you tell him the same thing when I brought him to see you the first time, instead, you asked to come after a week and then after a month?" The

Mahatma smiled and replied, "When you came initially, I, myself, was fond of sweets, then how could I ask the boy to stop eating too many sweets? Even a week later, I was not able to resist eating sweets because I have a sweet tooth. I could not reduce my obsession with sugar absolutely, and so, I asked you to

come after a week. A month later, when I was sure that I could reduce my sugar intake, only then, I could ask the child to eat less.”

DAY 1

Questions for Discussion

- Have you ever observed someone who advises you to do something but does not practice himself? Share one such incident.
- When you see someone preaching but not practicing the same thing, what kind of thoughts do you have towards that person at that time? Share.
- If you were in the Mahatma's place, what would have you done and why
- 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)

- Share this story with your family members and know their views and experience about this.
- Discuss with your family/ friends or neighbour about whom you are sure he/she has successfully quit any harmful habit. Ask them how they were able to break that habit

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

DAY 2

Begin the class with mindful Breathing for 2-3 minutes.

The students should recapitulate the story. Various ways can be adopted for repeating the same story, for example, listening to a story from one or more students, through role-play, or sharing the same in pairs.

Students can share feedback that they received from home. Some students should be given opportunities to share their personal experiences in the classroom.

Questions from the first day's Discussion can be used again for absentee students.

Questions for Discussion:

1. Can we convince others to do any work which we do not like to do ourselves? If yes, how? If not, why?
2. Who influences us more, the one who practices what he says or the one who has a credibility gap? Why?
3. List and share the things/tasks that you want others to do but don't wish to do yourself.

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

6. The Painting

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



Objective: To inspire students to present themselves with solutions.

Begin the class with Mindful Breathing for 2-3 minutes.

STORY

Direction of Discussion

It is often seen that many people keep finding faults in others' work. To listen about our own fault is hardly liked by anyone.

If we appreciate someone's work and good work before telling their shortcomings, then certainly they would welcome the criticism.

Through this story and the following questions, an attempt has been made to motivate students to present themselves with solutions.

A famous painter lived in a city. The painter made a stunning painting and placed it at the city's crossroads. He wanted to make that painting unique, so he wrote under it: whoever finds any mistake in the painting may mark it with a dot. When he saw the painting in the evening, the painting was full of dots. He was very unhappy to see it. He was unable to decide as to what to do.

He sat beside his painting with a sad face and kept on thinking how to find a solution to his problem. Just then one of his friends stopped by him. When the friend asked him the reason for his sadness, he told him the whole incident. His friend said, "Do one thing, draw another painting tomorrow and write below it: whoever finds any mistake in the painting, please fix the same." He followed his friend's suggestion and kept, the next day, another painting for suggestions. When he saw the picture in the evening, he was astonished to find not even a single mark or dot on it.

DAY 1

Questions for Discussion

1. When one finds only faults in your work, how would you feel and why? Explain with the help of an example.
2. Give an example when you provided any solution after pointing out a mistake?
3. What do we expect from others- should they point out our shortcomings only or alternatives to correct it? Why do we have such an expectation from others?
4. Do we take care of others' expectations in similar situations? If yes, how? If not, why?

Observe, Ask and Explore At Home (for students)

- Tell this story to your family members at home and know their views and experience about this.
- Discuss in your family how to make a person pay attention to his shortcomings without offending him.

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

DAY 2

Begin the class with Mindful Breathing for 2-3 minutes.

- The students should recapitulate the story. Various ways can be adopted for repeating the same story, for example, listening to a story from one or more students, through role-play, or sharing the same in pairs.
- Students can share feedback that they received from home. Some students should be given opportunities to share their personal experiences in the classroom.
- Questions from the first day's Discussion can be used again for absentee students.

Few More Questions for Discussion:

- What are the things to be kept in mind while pointing out others' shortcomings so that they accept them?
(**Hint-** appreciation for efforts, acknowledgement of merit, a suggestion for improvement, recommending different options, motivating to think better, having a feeling of cooperation, etc.)
- What is the effect of the following situations when referring to a person's faults and shortcomings and why?
 1. Mood of a person: good or bad
 2. Purpose: to improve or to insult

3. Approach: Affectionately or angrily
4. Situation: in front of others or alone
5. Relationship with the person who is informing: friend or any other person
6. The conduct of the person who points out the mistake: One who does not make mistakes or who makes a lot of errors themselves.

Note- For this question, divide the class into small groups; each group shall discuss the given situation and present the findings to the class. For example, the first group will discuss what shall be the possible effect of telling a person about their shortcomings when they are in a good mood. Why? What effect do you expect if we tell a person about their shortcomings when they are in a bad mood. Why?

Similarly, what shall be the effect if the purpose of pointing out one's shortcomings is for their progression and betterment, also, what shall be the effect when shortcomings are pointed out for degrading and humiliating the others?

7. Keep Going

Duration: Minimum two days or till the teacher is satisfied



Objective: To inspire students to keep moving ahead in all circumstances.

Begin the class with Mindful Breathing for 2-3 minutes.

STORY

Direction of Discussion

Some people often achieve greatness from their high mental strength, despite the lack of physical strength, such as Helen Keller, Stephen Hawking and Sudha Chandran etc., whereas, some people get anxious in adverse conditions even when they are physically very strong. Such people are not aware of their own mental capabilities.

Through this story and the following questions, an effort has been made to draw students' attention to the strength of mind and to clarify the distinction between physical strength and mental strength. This will instill confidence in every student that they can achieve success in life with the power of their mind in spite of lack of physical strength.

At the age of twenty-one only, the famous scientist Stephen Hawking suffered from a fatal disease. In this disease, all the organs of the body gradually stop working. Moreover there is a high risk of death due to blockage of the respiratory tract at any moment.

But he wasn't scared of this disease, rather he challenged the situation and continued his education at Cambridge University in a wheelchair. The doctors had told indirectly that Stephen had just a few days to live. Some doctors had clearly declared that he would not live beyond two years. To this, Stephen Hawking said, "I will live neither for two, nor twenty, but for fifty years. I have to live and reach my goal."

Today the whole world knows that he had proved what he believed in. He died at the age of 76. With his will power, he not only defeated the incurable disease but also established his scientific talent.

Generally, one gets frustrated if any part of the body gets impaired or fails to succeed. But Stephen Hawking proved that nothing is impossible with sheer will power. Several parts of his body had stopped functioning due to the rare

disease. His hands, feet, tongue all stopped functioning, but despite this, he discovered many important theories of nature by his potential. Many of his discoveries in science are very helpful in unfolding several mysteries of the universe.

DAY 1

Questions for Discussion

1. Give an example from your life when someone doubted your capability to accomplish a task but you did it.
2. You must have seen people around you who are capable of commendable work despite not being physically fit? What do you think, the reason could be, for this?
3. Great achievements in life are achieved by mental strength or physical strength? Discuss.

Observe, Ask and Explore At Home (for students)

- Tell this story to your family members at home and know their thoughts and experience about this.
- Try to find out around you whether anyone has ever achieved something big despite a physical disability.

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

DAY 2

Begin the class with Mindful Breathing for 2-3 minutes

- The students should recapitulate the story. Various ways can be adopted for repeating the same story, for example, listening to a story from one or more students, through role-play, or sharing the same in pairs.
- Students can share feedback that they received from home. Some students should be given opportunities to share their personal experiences in the classroom.
- Questions from the first day's Discussion can be used again for absentee students..

Few More Questions for Discussion:

1. Give an example from your life when there have been obstacles in your path, and you did not give up and came out triumphant.
2. Who encourages you when there is a problem in your life. How does that support affect you?
3. Can we uplift our morale? How?
4. Who do you think can overcome a difficult situation? The ones who think they'll lose or the ones who believe they'll win'? Please discuss.

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

8. Meaning of Education

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



Objective: To make students aware that the meaning of education is not only to score marks but to increase our usefulness so as to be helpful in making others' lives happy.

Begin the class with Mindful Breathing for 2-3 minutes.

STORY

Direction of Discussion

The expectation in the current education system is to prepare students for a happy life, but in reality, it becomes 'examination and job-centred'.

If we look at the indifference in relations, discrimination based on caste and religion, terrorism etc., it seems that man has not yet learned to live with fellow humans. Further, when we think about pollution and global warming, it appears that man has not yet learned to live with nature as well.

Therefore, now there is a need to see education as a process for developing skills to live a blissful life. Along with this, there is a need to develop students' analytical ability so that they develop confidence to think big and new. This will contribute to the upliftment of humanity, and it will make the world more beautiful.

Through this story and the following questions, an attempt has been made to inspire students to become social and useful citizens.

Anita and Nandini studied in the same class. Anita always thought of being the topper of the class and avoided helping others. She was proud to be the topper, so no one liked to be with her. Whereas, Nandini always used to help others happily and did her studies diligently. So everyone loved being with her. This was the reason for Anita's jealousy towards Nandini, and she was never happy in spite of being a topper.

This is an incident from examination days. On the first day of the exam, Nandini reached the examination hall when half of the time was over and somehow managed to write only half the paper. When the examination was over, everyone asked Nandini why she was late. Before Nandini could say a word, Anita interrupted and said, "She is lazy. She does not know the importance of time, even on the day of examination." Nandini left from there without giving any answer.

When Anita reached her house, she realized that something was unusual at

her house. There were relatives at home; her mother was tense, doctors had also arrived. When she ran inside, she saw her father lying on the bed. Her father said, “When I went for a walk in the morning, I had a heart attack, and I fell on the pavement. It was fortunate that your classmate Nandini was passing by; she helped me and took me to the hospital in time.”

When Anita realized that the girl she had been taunting a while ago had saved her father’s life, she regretted her behaviour. She could not understand how she would face Nandini. When she reached the school the next day, Anita hugged Nandini, she cried and apologized for her indecent behaviour.

DAY 1

Questions for Discussion

1. Have you ever put your priority aside to help someone? Why did you do so?
2. Share an incident when someone took care of your needs more than his/her own? How do you feel when you recall that event?
3. What is more important- life or the opportunities to move up in life? Discuss

Observe, Ask and Explore at Home (for students)

- Tell this story to your family members and seek their experience and ideas related to it.
- In your family, how do people take care of others’ needs more than their own?

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

DAY 2

Begin the class with Mindful Breathing for 2-3 minutes

- Students should recapitulate the story. Various ways can be adopted for repeating the same story, for example, listening to a story from one or more students, through role-play, or sharing the same in pairs.
- Students can share feedback that they received from home. Some students should be given opportunities to share their personal experiences in the classroom.
- Questions from the first day’s discussion can be used again for absentee students.

Few More Questions for Discussion

1. In case your friend needs your help, but at the same time, you are engaged in an important task of yours, what will be your response and why?
2. What will be your criteria to prioritize completing your task and helping the other needy fellow?
3. If you have faced humiliation and loss in the past while helping someone, will you still continue helping others? Why?
4. What qualities would you expect to inculcate in yourself through education?

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

9. Tansen's Music

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



Objective: To inspire students to do their work happily.

Begin the class with Mindful Breathing for 2-3 minutes.

STORY

Direction of Discussion

Generally we think that our goal is to find happiness in work, but if the piece of work is done happily, then there will be more concentration in that, and there will be no fatigue. This will definitely increase the quality of work and also increase the chances of success.

Even our dependence on others for praise and rewards does not guarantee our happiness. If happiness is sought in accomplishing the work then the result will also be pleasant for sure. If a task is done wholeheartedly, then the understanding of that work and the joy of being honest to the work reduces the pressure of its result.

Through this story and the following questions, an attempt has been made to motivate students to work with happiness rather than aiming to be happy by the result of a piece of work.

Whenever Tansen sang in Akbar's court, the King became engrossed in his music. He praised Tansen a lot. One day while seeing off Tansen from the court, Akbar praised him for his melodious voice and said, "While listening to your melodious music today, I thought that if you are such a good musician, then you must have learnt music from even more amazing musicians." The king inquired about Tansen's Guru and expressed his desire to listen to his guru's music.

Tansen said that no one could listen to the music of his Guru as per one's own choice. He sings now only for himself, so he can be heard only when he sings out of his own wish. The King was very excited to listen to the music of Tansen's Guru, so he agreed to visit him.

The next day, before dawn, the king reached the forest with Tansen, hid behind bushes and waited for the Guru to sing. When the Guru started singing, King Akbar was stunned. He had never heard such melodious music before. While returning from the forest, the king said to

Tansen, “I used to think that you have no match in music, but you are far behind your Guru. Why is this difference there? Why can’t you sing like him even now?”

Tansen reflected and said, “I think when I sing, my goal and focus is the award that I get after singing, but my Guru’s goal is not to get any reward.” For him, the pleasure of music is the prize. That joy is expressed through his music. “

DAY 1

Questions for Discussion:

1. Has it ever happened to you that your focus is more on the reward or praise than doing a task? Share your experience in the class.
2. If you don’t get awards or accolades for doing the things you love to do, would you still like to do these? If yes, why?
3. Prepare two separate lists for the tasks you perform ‘happily’ and the tasks you perform ‘to be happy’. Share with your class.

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

- Tell this story to your family members and seek their experience and ideas related to it.
- Discuss with your family members to know which tasks do they perform happily?

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

DAY 2

Begin the class with a 2-3 minutes Mindful Breathing exercise.

- Students should recapitulate the story. Various ways can be adopted for repeating the same story, for example, listening to a story from one or more students, through role-play, or sharing the same in pairs.
- Students can share feedback that they received from home. Some students should be given opportunities to share their personal experiences in the classroom.
- Questions from the first day’s discussion can be used again for absentee students..

More Questions for Discussion:

- When do you feel happier: When you do something for yourself or when you do it just for a reward? Give examples from your life.
- What is the difference between ‘doing something happily’ and ‘feeling happy after doing something’? In which case, are you more likely to succeed? Please discuss.

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

10. Three Types of Paintings

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



Objective: To inspire students to be good rather than looking good.

Begin the class with Mindful Breathing for 2-3 minutes.

STORY

Direction of Discussion

A person becomes 'good' by his character, thoughts and behaviour. He looks 'good' by his appearance, dress, etc. Those who work to be tagged as good by others, try to 'look good' and spend most of their time and resources to look good. Trying to look good does not make a person really good.

Through this story and the following questions, an attempt has been made to inspire students to be good rather than looking good'. If you are a good being, it internalizes to make you good looking. A good being always looks good. No separate effort is needed.

A very famous painter lived near Mohit's house. People used to come to him from far away places to get their pictures painted. One day, while returning from school with his Mother, Mohit insisted on getting a portrait readied by the painter. When Mohit and his Mother reached the painter's door, they saw the price tags, for paintings, fixed on planks. The prices were as follows:

1. If you want to make the same picture as you are, the portrait will be made for free.
2. If you want to make such a picture as you are seen by people around, then the Cost -Rs.100/.
3. If you want to get the image that you want people to see, then the cost - Rs. 200/.

After seeing those planks, Mohit got confused. He went inside and asked the painter, "Sir, how can we have three types of portraits of a single person?" We can have only one kind of picture as we are just a single entity. "

The painter looked at Mohit and said with a smile, "You are the first customer who thinks this way; many come to get the second type of picture, and most of the people wish to get the third type of painting done. Nobody wants to take a picture like their own."

Mohit mused upon the painter's answer and returned home with his mother without getting his portrait made.

DAY 1

Questions for Discussion:

1. Have you ever come across people who try to present themselves differently from what they actually are? What could be the possible reasons for doing so?
2. Do you also try sometimes to 'look good' to others? Why?
3. You do not like a person's actions and ideas, but they try their best to look good. Do you start liking such a person in due course? If not, why?
4. Where do we spend our maximum time and resources- in 'looking good' or 'being good'? Why?

Observe, Ask and Explore at Home (for students)

- Tell this story to your family members once you reach home and seek their views and experience.
- Observe in your neighbourhood what efforts people put in for 'looking good'?

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.

- Students should recapitulate the story. Various ways can be adopted for repeating the same story, for example, listening to a story from one or more students, through role-play, or sharing the same in pairs.
- Students can share feedback that they received from home. Some students should be given opportunities to share their personal experiences in the classroom.
- Questions from the first day's discussion can be used again for absentee students.

More Questions for Discussion:

1. What all kinds of efforts do people put in for looking good'?
2. What all do you do to 'look good'?
3. Differentiate between 'looking good' and 'being good'.
4. Do 'good people' need to put in special efforts for 'looking good'? If not, why?
5. What efforts can you make for 'being good'?

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

11. The Final Shot

Duration: Minimum two days or till the Teacher is satisfied



Objective: To inspire students to seek happiness which emanates from honesty

Begin the class with Mindful Breathing for 2-3 minutes

STORY

Direction of Discussion

Many people do many wrong things due to thoughtlessness or under pressure which they themselves do not accept. They don't feel good doing such things or even recalling such actions done in the past. This feeling is an indication that the act is contrary to the laws of nature.

Some people resort to unjust lies or dishonesty in the hope of triumph. However, this deprives them of permanent happiness which is received by being honest. One big drawback for such people is that others do not trust them. In addition to that, one cannot believe a liar's truth. We can understand what our state of mind will be like when no one believes us.

Through this story and questions, an attempt has been made to inspire students to be happy by being honest.

This incident dates back to the 1960s. At that time, science and technology was not as developed as it is today. At an international level competition, a tennis match was being played. As it was the final match, the stadium was packed. The game was exciting. As one player scored one point, half of the stadium would reverberate from the applause, and the next moment, as soon as the other player scored, the other half of the stadium would jump with joy.

Once, it seemed that the match was going to be inconclusive since both players' scores came to a draw at 14 all. The ball had been swinging in between rackets for a long time. Suddenly the entire stadium erupted in cheers. The thunderous applause and the cheering began as a player took the final shot and won the match.

The player who had lost the match, congratulated the winner and they shook hands. The referee, the coach and all the supporters, congratulated the winner, but the winning player was not happy. He was thinking something deep.

Meanwhile, the winning player was called on stage. As the chief guest proceeded to hand him the gold medal, he gestured to stop and took the mic. in his hand and said, “I thank all the sports lovers for giving me so much respect, but I can’t accept to be the winner by hitting a foul shot. This medal belongs to the other player who played with me”. On hearing this, the entire stadium went in silence, but shortly after, the whole stadium gave a standing ovation. This time, true happiness was being reflected on the player’s face as he chose the permanent happiness of honesty rather than short-lived happiness from victory.

DAY 1

Questions for Discussion

1. Why didn’t the player accept the gold medal despite the fact that no one knew about the foul shot?
2. Have you ever done the same while playing a game? When and why?
3. Share any incident of your life other than sports when you chose honesty, for instance, you might have returned the extra money which was mistakenly given to you by the shopkeeper.
4. Have you or your team ever used unfair means to win a match? If yes, was it acceptable to you from within? How do you feel even today when you recall the same incident?

Observe, Ask and Explore at Home (for students)

- Narrate this story to your family members and know their views and experiences related to it.
- Enquire from your family members, whether in playing a game or in any other circumstances; they acted in the same way as did the player.

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

- Recapitulation of the story to be done with the help of students. Various methods such as storytelling, role play, storytelling in pairs etc. can be used for recapitulation.
- Students can share the feedback they got from their home in small groups. Some students may be provided with the opportunity to share their experiences with the whole class.
- First day’s discussion questions can be asked again for the students who were absent on that day.

More questions for discussion:

1. How does it impact you when you do something against the acceptance from within?
(Hint: Mental restlessness, guilt, repentance, decreasing in self-respect and self-confidence, expression of reluctance in the form of mental or physical disorder, etc.)
2. How do you respond when you see someone disobeying rules or acting with dishonesty?
3. Why do you think someone acts dishonestly? Does the person succeed in his intention for which he adopts dishonest practices?
(Hint: lack of understanding, greed, identity crisis, a quest for respect and happiness, the fulfilment of needs, etc.)
4. "It is better to lose with honesty than to win dishonestly" Do you agree? Why? Discuss in your class.

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

12. The True Meaning of Happiness

Duration: Minimum Two Days or till the Teacher is satisfied



Objective: To make students aware of their happiness without comparing themselves with others

Begin the class with Mindful Breathing for 2-3 minutes

STORY

Direction of Discussion

There is no conflict, anger, competition and comparison in nature except in humans. Many people have more comfort and resources than they need but they are still not happy because their comforts and resources are lesser than others who have more than them. We often hear that a person is not so affected by his own misery as he is by seeing others in comfort. This implies that a person becomes upset when they compare themselves with others. It is also said, "What people will say is the biggest cause of unrest."

If we look at the system of nature, even an elephant never dies of hunger despite being unable to produce and store food like humans.

Through this story and questions that follow, an attempt has been made to inspire students to strive for their progress without comparing themselves to others.

Once upon a time there was a rich farmer who had a vineyard. When the grapes were ripe, he called some labourers to harvest them. The first group of labourers arrived early in the morning and began to harvest grapes. Since it was a huge task, some more labourers were called in the afternoon. Apprehending that the work may not get completed in the expected time, some more labourers were called in the evening also. At the end of the day, the farmer paid wages to all of them. He paid all the labourers equal but more than the pre-decided wages.

On seeing all labourers getting equal wages, the labourers who were working since morning got upset. They felt it was injustice to them. They demanded that the labourers who joined in the afternoon should get half of the wages that they had got and those labourers that joined in the evening should get very little. Hearing this, the rich farmer started laughing and said to them, "You worked all day and don't you think that you

have got the wages that you deserve?" The labourers replied that they had got full day's wages, rather they got a little more but they questioned the decision of paying equal wages to rest of the labourers. The farmer was wise. He said, "This is my money. Why should you have any problem with how I distribute it? Why should you mind even if I want to donate it to someone? You have received more than what you deserved. Why are you not happy having received your wages? I have much more money than I need, so I am distributing it. Doing this makes me happy. You are not happy with the fact that you have received more wages than you deserved, rather you are upset because others also got paid the same amount."

The labourers understood the farmer's point and they happily returned home.

DAY 1

Questions for discussion:

1. Sometimes the happiness derived from our own work turns into misery when we compare it with others. Has it ever happened to you? Give an example to elaborate.
2. What would you want – you get more marks than others in the examination or you get more marks than the marks you got in the previous test? Why?
3. Which of our needs do we decide by comparing it with others? Why?

Observe, Ask and Explore at Home (for students)

- Narrate this story to your family members and know their views and experiences related to it.
- Discuss in your family what tasks we have to do only because we think people expect us to do those tasks.

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

DAY 2

Begin the class with Mindful Breathing for 2-3 minutes

- Recapitulation of the story to be done with the help of students. Various methods such as storytelling, role play, storytelling in pairs etc. can be used for recapitulation.
- Students can share the feedback they got from their home in small groups. Some students may be provided with the opportunity to share their experiences with the whole class.
- First day's discussion questions can be asked again for the students who were absent on that day.

More questions for discussion:

1. Have you ever been happy with the success of others? When? Share.
2. Have you ever felt upset by the success of others? When? Share.
3. Can we move forward in life without being influenced by the success and failure of others? How? Discuss.
4. How can you improve yourself – by competing with yourself or by competing with others? Discuss. (Hints - competing with self means to add to one's progress i.e. trying to move forward from where you are)

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

13 Understanding Realities

Duration: Minimum Two Days or till the Teacher is satisfied.



Objective: To inspire students to put forth their opinion on something only after knowing it fully.

Begin the class with Mindful Breathing for 2-3 minutes

STORY

Direction of Discussion

Realities are pre-determined in existence. If we know them as they are, then they will be the same for all. If any reality is not known as it is, that is, if it is considered less, more or different from what it is, then it becomes different for all, while reality is the same. A long time ago, due to incomplete understanding, different people formed different opinions about the moon. For example- the moon has been considered as 'chanda mama' (maternal uncle), as 'an old lady spinning cotton'. It has also been considered synonymous with beauty. But today we all know the reality that the moon is a satellite. In order to avoid controversy, we find an escape by calling it our own perspective but reality does not change with a change in perspective. Realities will never change according to our viewpoints or perspectives, rather our attitude will have to conform to realities. That is when we all will be on the same page.

When we remove the blindfold from our eyes and see something in its entirety, only then everyone can see the same.

Through this story and questions that follow, an attempt has been made to inspire students to know realities as they exist so that all differences can be eradicated.

There were six friends in a village. One day, they started quarrelling over some matter. Everyone was adamant about proving their point correct. In the end, they decided to go to a wise person of the village to find a solution to their problem.

That wise person made use of a unique method to make them understand. There was an elephant in the village. None of them had ever seen an elephant before and there was no television at that time. That wise person blindfolded all six of them and took them to the place where that elephant was. All friends were asked one by one to touch the elephant and describe how it felt like.

All of them started touching the elephant. While touching the elephant's leg, the first person said "I understand, an elephant is like a pole." "No, the elephant is like a rope", said the second person while grasping the elephant's tail. The third person who was holding the trunk of the elephant, said "elephant is like a tree trunk". "What are you all talking about? This is like a big hand fan." said the fourth person who was touching its ears. "No, no, it is like a big tarpaulin" said the fifth person while keeping his hand on elephant's abdomen. The sixth person who happened to grasp the elephant's tusk said "No, this is not right. Elephant is like a hard tube". All of them started arguing to justify their point.

In the end, the wise person asked each one of them to remove their blindfold and to look at the elephant. When they actually saw the elephant, they were very embarrassed about their views.

DAY 1

Questions for Discussion

1. Have you ever been adamant about something without knowing the complete truth? How did you feel when you got to know the truth?
2. Why do some people become adamant to prove themselves right?
3. According to you, what should be done so that there are no conflicts in this world? Discuss.

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

- Narrate this story to your family members and know their views and experiences on this.
- Find out in your family if someone found out at a later stage that whatever they were thinking to be true for a long time turned out wrong eventually.

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

DAY 2

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

- Recapitulation of the story to be done with the help of students. Various strategies/methods such as storytelling, role play, storytelling in pairs etc. can be used for recapitulation.
- Students can share the feedback they got from their home, in their small groups. Some students may be provided with the opportunity to share their experiences with the whole class.
- First day's discussion questions can be asked again for the students who were absent on that day.

More Questions for Discussion:

1. What are some actions of humans that show his limited understanding of human race and have resulted in problems like global warming and pollution ?
2. “We all are on the same page when we know the truth but we are different when we commit mistakes.” How? Discuss in the class. (For example-many years ago, what different opinions we all had about the moon and today when man has visited the moon we all have the same opinion on it.)
3. What are certain other things about which human beings still have different opinions? For example – different people have different opinions about man’s origin.)

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

14. A Cup of Tea

Duration: Minimum two days or till the Teacher is satisfied



Objective: To draw students' attention towards usefulness of every object

Begin the class with Mindful Breathing for 2-3 minutes

STORY

Direction of Discussion

It is often heard that a good listener becomes a good speaker. People who listen to others carefully and ponder over it, increase their understanding constantly. On the other hand, some people gather a lot of information and consider themselves more knowledgeable than others. Instead of listening to others, they keep boasting about themselves. Such people hinder their own progress due to their ego.

With the help of this story, students have been inspired to listen to others instead of just telling their own things.

There was a famous teacher. People used to visit him from faraway places to seek solutions for their problems. Once a person came to him and asked him about the aim of life. But instead of listening to the guru, he himself started telling about it to Guru and got lost in it. That person had gathered a lot of information by reading several books. He would always try to prove to others that he is also very knowledgeable. The Guru thought of a plan to burst the bubble of his ego.

The Guru arranged tea for him and started pouring tea from the teapot into the cup. The person was still busy in his talks. He then noticed that the teacher was pouring tea into the cup even after it was full and tea started spilling on the floor.

While stopping the Guru from doing so, the person said "This cup is full. It cannot hold more tea."

On hearing this Guru said "Just like this cup you too are filled with your own thoughts. Unless you empty your cup, how will you let my words in?"

DAY 1

Questions for Discussion

1. Does it happen to you that some people keep talking about themselves without listening to you thoroughly? Share such experiences.
2. How many of you feel that you also behave like this sometimes? Are you aware of it? If yes, then why do you do so?
3. Those people who speak less, their work speaks. Share if you know any such person.

Observe, Ask and Explore at Home (for students)

- Narrate this story to your family members and know their thoughts and experiences on this.
- Look around and find out who all try to tell their own things instead of listening to others.

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

DAY 2

Begin the class with Mindful Breathing for 2-3 minutes

- Recapitulation of the story to be done with the help of students. Various methods such as storytelling, role play, storytelling in pairs etc. can be used for recapitulation.
- Students can share the feedback they got from their home in small groups. Some students may be provided with the opportunity to share their experiences with the whole class.
- First day's discussion questions can be asked again for the students who were absent on that day.

More Questions for Discussion:

1. Why do some people try to tell their own things more than listening carefully to others? What effect does it have on their lives?
2. How can we develop our ability to listen carefully?
3. A good listener only makes a good speaker. Discuss in the class

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

15. Real Education

Duration: Minimum two days or till the Teacher is satisfied.



Objective: To draw students' attention towards usefulness of every object

Begin the class with Mindful Breathing for 2-3 minutes

STORY

Direction of Discussion

Everything in nature has a purpose. It is our inability if we do not identify that purpose. It becomes of no less importance if we do not realize its purpose.

The purpose of everything is to participate in a higher order.

The purpose of everything is its usefulness or its value. Nothing is worthless in nature. Identifying every object's value is identifying its honour.

With the help of this story, an attempt has been made to inspire students to know the purpose and usefulness of everything.

A Guru imparted education to his disciples in his hermitage for twelve years. In order to test them towards the completion of their education, Guru instructed them to make a list of unusable plants from the surroundings of the hermitage.

All disciples went away happily and came back with a list of unusable plants from their own perspectives.

One of the disciples kept a blank paper in front of Guru. Guru asked him "What happened? Why have you not made a list of unusable plants?"

The disciple said, "Each plant has one or the other uses. It is not there in nature without any reason. Everything in nature has its own importance. The plants that we think are useless, are also important for animals and physicians. An apparently useless plant also has many medicinal uses. If we have not yet recognized the usefulness of a plant, it does not make that plant useless. Therefore, in my view, no plant is unusable."

The guru said to the other disciples, "Your education is still incomplete. Only he has acquired real education."

DAY 1

Questions for Discussion

1. Have you ever used a thing which you earlier considered unusable? How? Share in the class.
2. What do you consider unusable in your surroundings? Share in small groups how things listed by you can be used for various purposes.

Observe, Ask and Explore at Home (for students)

- Narrate this story to your family members and know their views and experiences on this.
- Look at the things in your home that no longer seem to be of any use now. How can these things be used? Discuss this with your family members. For example- using old or broken plastic boxes, water tank, cooler tank etc. to grow medicinal plants, vegetables etc.

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

DAY 2

Begin the class with Mindful Breathing for 2-3 minutes

- Recapitulation of the story to be done with the help of students. Various methods such as storytelling, role play, storytelling in pairs etc. can be used for recapitulation.
- Students can share the feedback they got from their home in small groups. Some students may be provided with the opportunity to share their experiences with the whole class.
- First day's discussion questions can be asked again for the students who were absent on that day.

More Questions for Discussion:

1. Everything in nature has some usefulness. How do you see yourself useful?
2. How do you want to make yourself useful or able for society?
3. What efforts are you trying to make yourself useful for society?
4. "My usefulness is my identity". Do you agree or disagree? Discuss

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

16. Conduct Itself is the Proof

Duration: Minimum two days or till the Teacher is satisfied



Objective: To inspire students to practice the knowledge acquired by them.

Begin the class with Mindful Breathing for 2-3 minutes

STORY

Direction of Discussion

We often observe that there are many things that we tell others to follow or we write them as responses to some question in the examination, but we do not follow them in our own behaviour. What is the use of memorizing things written in books if we do not live by them?

Only a person who has harmony in words and actions can influence people more than others. Everyone can trust such a person. Also, people want to be connected with such a person. This, in turn, makes the person happy.

Through this story and the questions that follow, students have been inspired to practice their acquired knowledge in their conduct/behaviour.

During the cleanliness fortnight, a slogan competition was organised in a school whose title was- “My School, I care”.

All the students participating in the competition assembled in a big hall with necessary materials. The principal greeted the students while describing the purpose of the competition. The teacher provided chart papers to all the students and gave some instructions. All the students started to showcase their talent. On completion of the stipulated time, all the students hastily left by submitting their slogan chart papers as it was also lunch time.

Saurabh, a student of seventh grade, was still in the hall. He saw that when the competition started, the hall was very clean but later it was littered with pencil scraps, pieces of colours etc. When the teacher caught sight of Saurabh, he saw that after submitting his chart paper, Saurabh collected the litter and threw it in the dustbin.

The next day in the morning assembly, all students were eagerly waiting for the results of the competition. The Principal announced that this time only one award would be given. For this, the jury has unanimously selected Saurabh's name. Hearing this announcement, all students started looking at one another with astonishment. Saurabh's slogan was not worthy of winning first prize. Then the Principal narrated the whole

incident and said that though cleanliness was observed in the thoughts of other students, it was not visible in their conduct. Saurabh's conduct reflected cleanliness, so he has been chosen for the prize. The whole school premises echoed with the applause on hearing this.

DAY 1

Questions for Discussion:

1. Which things do you hear people around you talking about, but they are not seen in their behaviour?
2. What are some of those things that you ask others to do, but you yourself do not do them?
3. Share some such things that you want to do but they are not reflected in your conduct as of now. (For example-not getting angry, waking up in the morning on time, not littering etc.)

Observe, Ask and Explore at Home (for students)

- Narrate this story to your family members and know their views and experiences on this.
- Discuss in the family what things we expect from others but do not do them ourselves.

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

DAY 2

Begin the class with Mindful Breathing for 2-3 minutes

- Recapitulation of the story to be done with the help of students. Various methods such as storytelling, role play, storytelling in pairs etc. can be used for recapitulation.
- Students can share the feedback they got from their home in small groups. Some students may be provided with the opportunity to share their experiences with the whole class.
- First day's discussion questions can be asked again for the students who were absent on that day.

More Questions for Discussion:

1. Which people influence you more-those who only speak good things or those who not only speak 'good' but also do that? Why?
2. Give examples from everyday life, what actions are very important for us or our environment, yet many people do not do them? Also give reasons for not doing the same. For example- always carrying a bag from home to buy goods from the shop, separating wet and dry garbage, changing the water of the desert cooler regularly to prevent mosquitoes breeding etc.
3. "A person is not what he speaks but he is what he does." Do you agree or disagree? Discuss. (Hints- if a person gives a speech on honesty but commits dishonesty as soon as he gets a chance, how is that person in reality?)

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

17. Old Habits Die Hard

Duration: Minimum two days or till the teacher is satisfied



Objective: To inspire students not to acquire bad habits or to quit them before they get rooted.

Begin the class with Mindful Breathing for 2-3 minutes

STORY

Direction of Discussion

Until a person starts living thoughtfully, their personality shows their beliefs and habits. A thoughtful person introspects everything. They accept only those things which are readily accepted logically. They are with an aim. Their thinking and habits happen to be according to his goal.

People who are without any goal start believing in unsubstantiated talks and fall in aimless habits. It is just like if we do not grow plants of our use, many types of plants will still grow there, most of which are unusable for us.

Through this story, students have been motivated to use their thinking power in the right direction so that they do not fall prey to any habit that hinders their progress.

Chinu had developed the habit of playing games on mobile phone and his whole family was upset about this habit. Many times, various family members tried to make him understand but his habit was getting worse day by day.

Chinu's family had come to visit his maternal grandfather during the summer vacation. When Chinu's maternal grandfather came to know about his habit, he thought of an interesting way to make him understand. The next morning, Chinu's maternal grandfather took him to fields for a walk. He stopped near the tomato beds and told Chinu, "Look son, some other plants have also grown along with the tomato plants. They are not needed by us. They also hinder tomato plants from growing well. Can you help me in removing them?"

As if Chinu was waiting for this work only, he immediately said, "Why not grandfather? Tell me which plant is to be uprooted?" The grandfather pointed towards a small plant which Chinu uprooted easily. Now he pointed towards another plant which was bigger than the previous one.

Chinu caught the stem of that plant and started pulling it with full force, but that plant did not get uprooted. When the plant could not be uprooted even after a lot of effort, Chinu said, “Grandfather, this plant is very strong. It seems its roots are very deep.”

The grandfather affectionately explained to him, “Son, you are right. The same happens with our bad habits. As they get older and deeper, it becomes difficult to get rid of them.”

This conversation made Chinu reflect on his habit of playing games on mobile phones.

DAY 1

Questions for Discussion :

1. Which habits of yours would you like to quit? Make a list and share it voluntarily in the class.
2. On what basis should we decide as to which of our habits are good for us and which ones are not good? Discuss.
3. Have you ever been able to give up any habit of yours that you did not like?
4. How do the habits that we do not like creep into our behaviour?

(**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)

- Narrate this story to your family members and know their thoughts and experiences related to this.
- Discuss about your friend’s habits that he wants to leave. Also find out how this habit got into his behaviour.

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

DAY 2

Begin the class with Mindful Breathing for 2-3 minutes

- Recapitulation of the story to be done with the help of students. Various methods such as storytelling, role play, storytelling in pairs etc. can be used for recapitulation.
- Students can share the feedback they got from their home in small groups. Some students may be provided with the opportunity to share their experiences with the whole class.
- First day’s discussion questions can be asked again for the students who were absent on that day.

More Questions for Discussion:

1. Why does it become difficult to get rid of an old habit?
2. Why do some people adopt those habits which are not good for them?
3. Some people fall prey to some wrong habits. What problems do they themselves and others face because of this?
4. People know that some habits are not good for them, yet why do they not leave them?

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

18. The Whole World is One Family

Duration: Minimum two days or till the teacher is satisfied



Objective: To inspire students for thinking big and to expand their affiliations

Begin the class with Mindful Breathing for 2-3 minutes

STORY

Direction of Discussion

Every person has an infinite capacity to think and understand. We can see it in ourselves that we are not satisfied whenever we think narrowly. Narrow thinking brings troubles to us as well as to others.

Through this story, an attempt has been made to motivate the students to work for the whole globe and humanity and not restrict their thinking to only themselves and their family.

Once upon a time, a King invited homeless people for lunch/dinner on the occasion of his birthday. After the meal, the king announced that there is huge land outside the capital, on the lakeside. He offered that whoever covers the land upto the point they can fence it, they would be given the ownership of the land. He also announced that the person who will cover the most land would be appointed to a high post in his court. One week's time was given for this. All the people worked hard day and night and tried to occupy as much land as possible by making boundaries around the land. Despite occupying as much land as they could, everyone was saddened to see their piece of land being less than others.

After one week, the king ordered for the measurement of land occupied by everyone. While measuring everyone's land, the king saw that a person had built a hut without making any boundary or fence and had kept some of his belongings in it. There was a glimpse of happiness on his face. The king asked him why he had not made a boundary on the land. That person said, "King, even if I occupy as much land as

possible, it would appear less only, so I have kept my belongings in the space required by me. Instead of accepting a small piece of land as my own, I have accepted the whole earth as my own, so I did not feel the need to make a boundary."

The king was very pleased to hear this and appointed him to a high position in his court.

DAY 1

Discussion Questions:

1. The whole earth is one, but we have divided the earth into different sections as states, countries etc. What are the losses to humans by this?
2. The whole world is a family. We wish and speak this but we do not find it so in our lives. What are the reasons for this?
3. If the entire world becomes one big family, then what benefits will it bring to everyone? Present your views in the class after discussing them in small groups.

Observe, Ask and Explore at Home (for students)

- Narrate this story to your family members and know their thoughts and experiences on this.
- Students should be asked to ask their other acquaintances besides their own family whether they want the whole world to be one family. Also ask them why it has not happened even after wanting it for centuries.

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

DAY 2

Begin the class with Mindful Breathing for 2-3 minutes

- Students should be asked to recapitulate the story. Various methods such as storytelling, role play, storytelling in pairs etc. can be used for recapitulation of the story.
- Students can share the feedback received from their family members in small groups. Some students may be provided with an opportunity to share their home experiences with everyone in the Class.
- First day's discussion questions can be asked again for the students who were absent on that day.

More Questions for Discussion:

1. Give an example from your life about how you feel when you think big.
2. In spite of having great power for thinking, in what matters do we think narrowly?
3. "Only the person who thinks great becomes great and does great." How? Discuss.

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

19. Saint's Pot

Duration: Minimum two days or till the teacher is satisfied



Objective: To inspire students to increase their ability to concentrate their minds for understanding things

Begin the class with Mindful Breathing for 2-3 minutes

STORY

Direction of Discussion

It is often heard that knowledge is infinite, so one person cannot understand everything. On the contrary, if we look within ourselves, it can be clearly seen that nature has given us an infinite power to reflect and understand and we also have the desire to understand the infinite. The infinite power and desire to understand this limitless existence is available to all individuals. On this basis, we can infer that nature has the provision that this infinite can be understood by all. We can take an analogy that the nature of all the water in the ocean can be known by understanding the nature of a single drop of the vast ocean. It does not require testing the entire ocean. In the same way, by knowing one elephant, all elephants of the world can be known. Having done that, there is no need to try knowing all the elephants of the world.

As we pay attention to know things as to why they are, how they are, how they are related, we tend to gain clarity. In this way, we can say that wisdom is always there; we just need to develop the ability to seek it. To concentrate the mind to understand things is meditation.

Through this story, an attempt has been made to motivate the students to increase their ability to put their minds to understand things.

A young man came to a saint and said that he wanted to search for the truth and asked him if he could tell him a way to find it. The saint said, "First I have to bring water from a nearby well. Then I will tell you something. You also come along." That young man also went with the saint. The saint pulled the bucket from the well and poured water into the earthen pot that he had brought with him. The pot was bottomless, so all the water fell on the ground. He pulled the second bucket full of water from the well and again poured water into the pot. The young man did not say anything until three buckets of water spilled on the ground. But when he saw the same thing happening

with the fourth bucket, he said “Sir, you are doing strange things! There is no bottom in the pot you are filling water in, and all the water is flowing down. The pot will not get filled even if you keep doing it for a lifetime in this way.”

The saint said “Why should I be concerned with the pot’s bottom? I have to fill the water, so I am just looking at the neck of the pot. When the water reaches the neck, I will know that it is filled.

Hearing this, the young man was very shocked and left from there, smiling. In the night, he got disturbed thinking why the saint was unable to understand what even a child can understand. He thought that there is definitely a message deep hidden in it. So, the next day he went to meet the saint again. He apologized to the saint and said, “Please explain to me the meaning of filling water in that bottomless pot.”

The saint said, “It is good that you have returned. I do this task as the first thing in front of people who often come here in search of truth. These people go back thinking that I am crazy and never come back again. Since you have returned, I will definitely help you.”

The saint got serious and said “As you saw yesterday, a bottomless pot was unable to hold water, no matter how much effort we put. Similarly, Mind is the vessel to bear the truth in it. One needs to make this ‘mind vessel’ just appropriate to bear the truth. The bottom of this mind vessel is meditation and we have to put a strong bottom to the mind vessel. Only after doing that, the truth as vast as the existence can be felt within the mind vessel. You do not have to find the truth because it is not lost. In fact, the one who is seeking it, is lost.”

DAY 1

Questions for Discussion:

1. Give an example when you first found something very difficult to understand but suddenly when you started thinking about it, it appeared very easy.
2. On a typical day, for how many hours do you use your ability to think and understand for learning and understanding things and how many hours do you spend on sleeping and killing the time. Share with all honesty whether the achievement you are getting is proportionate to the power of thinking that you are investing in doing the right work. Share it with the class in light of past 24 hours work.

Observe, Ask and Explore at Home (for students)

- Narrate this story to your family members and know their thoughts and experiences on this
- Students should be told that while doing any work they should pay attention to whether the work is for moving forward in life or for time to pass.

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

DAY 2

Begin the Class with Mindful Breathing for 2-3 minutes

- Students should be asked to recapitulate the story. Various methods such as storytelling, role play, storytelling in pairs etc. can be used for recapitulation of the story.
- Students can share the feedback received from their family members in small groups. Some students may be provided with an opportunity to share their home experiences with everyone in the Class.
- First day's discussion questions can be asked again for the students who were absent on that day.

More Questions for Discussion:

1. All students have limitless power to think and understand. The more you use this power, the more it gets sharpened. Despite having such great power, why do some students remain anxious and stressed about studies?
2. Wisdom comes from meditation. What efforts can you put in to increase your ability to meditate/pay attention? Discuss. (Hints- practice of mindfulness, reading by understanding, playing such games which require more attention etc.)
3. Do you believe that any student can be intelligent if he/she desires to be so? How? (Hints- everyone has the infinite potential to think and understand, just need to trust themselves. With someone's help and practice, it can be achieved even more certainly.)

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

20. The Story of a Seed

Duration: Minimum two days or till the teacher is satisfied



Objective: To inspire students to move forward in life with honesty and patience

Begin the class with Mindful Breathing for 2-3 minutes

STORY

Direction of Discussion

Many people strive to make external progress (material progress), but they do not pay attention to their internal progress (emotional progress). Those who have good internal progress, not only live happily with high morale and self-strength, but also help others to get their happiness. Such people never compromise with their conscience, whether anyone is watching or not. They keep moving forward sincerely and patiently.

In contrast, some people lose their honesty due to greed. They do not know that happiness they are searching for in the material things can actually be felt by living honestly and responsibly.

Through this story and questions that follow, an attempt has been made to inspire students to progress in life with honesty and patience.

There was a businessman in a city. Due to his honesty and patience, he could grow his small business so big that he started giving employment to many people. When he became very old, he started worrying about who would look after his work when he would be no more because he had no children. He thought of choosing his successor from only those who have been cooperating in his work for a long time. According to the ideals of his life, he made a plan to choose the most worthy person.

The old businessman called everyone and told them that he was giving everyone a special seed. He told them that they have to sow the seed in a pot to grow a plant and take good care of that plant. He said that he would make the person the successor of his business whose plant would be the healthiest and the most developed. He said that he would inspect all the plants after six months.

Everyone took those seeds home and put them in the pot with great enthusiasm. Everyone told about this at their home also so that everyone could take

care of that plant together. After a few days, everyone started talking about their plants.

Among the businessman's associates was a person named Jim. The seed given to him had not sprouted yet. He thought that few seeds take time to sprout, so he kept manuring and watering it.

Six months later, the businessman asked everyone to show their plants. All brought their pots with big plants. The seed had not yet sprouted in Jim's pot, but he was confident that he had left no stone unturned in his work. So, he had no regrets about what the result had been. Jim also brought his pot so that no one thought that he had not made any efforts. All the other colleagues were laughing at Jim on seeing his empty pot. When the businessman asked Jim the reason for it, he told all the truth.

The old businessman said sincerely "I declare Jim my successor and I want all of you to take forward this work under his guidance and to grow. When everyone listened to this announcement, they looked at one another with surprise. The businessman said that he had given all of them boiled seeds which could not have sprouted. He further said, "Jim did not lose his honesty for any greed and did not lose his patience for six months, so I consider him the most worthy for this responsibility."

Now everyone got to know that except Jim, all of them had sown another seed. They all were embarrassed and apologized and happily got ready to work further under Jim's guidance.

DAY 1

Questions for Discussion:

1. How many of you feel that you cannot cheat even though no one is watching you? Have you ever had such a situation so that you could observe it in yourself?
2. Has it ever happened to you that despite repeated honest efforts, your work did not come to fruition? What did you do in such a situation?
3. If your friends pressurise you to eat or drink something which is not right in your eyes, what would you do and why?
4. If there comes a situation when you have to choose between your friends and your inner voice, which one would you choose and why?

Observe, Ask and Explore at Home (for students)

- Narrate this story to your family members and know their thoughts and experiences on this.
- Discuss with those people in your family who maintain their patience even in adverse circumstances that how they do so.

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

DAY 2

Begin the class with Mindful Breathing for 2-3 minutes

- Students should be asked to recapitulate the story. Various methods such as storytelling, role play, storytelling in pairs etc. can be used for recapitulation of the story.
- Students can share the feedback received from their family members in small groups. Some students may be provided with an opportunity to share their home experiences with everyone in the Class.
- First day's discussion questions can be asked again for the students who were absent on that day.

More questions for discussion:

1. Accepting truth is an act of bravery, especially if the consequences are adverse. When did you exhibit courage? Share your experiences in the class.
2. Even during our failures, there are some people who are always with us, they become our strength and give us the right advice. Which such people are there in your own lives? Identify such people and make a list of them and share it in class.
3. Despite failing many times, people have been honoured for performing their duty with honesty. Has there been such a situation in your life or have you ever seen such incidents in your neighbourhood? Share in the class.
4. Honesty, patience and humility are the hallmarks of inner progress. What efforts can you make to inculcate these qualities in you? Discuss in class.

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

Activity Section

Section Note

While doing activities, all students feel involved. They try to perform to the best of their capacity and interest in accomplishing the task. The learning with such activities remains with them forever because it is gained through some experience. It is observed that if students are involved in the act or they are witness to the act, the learning becomes easy. That is why activities have been taken into account while creating the content for the happiness curriculum.

Due care has been taken to ensure that these activities are age appropriate and according to the mental level of the target group so that students feel motivated to take part in these. It helps them to ponder on the questions during the discussion on the given activity.

The main objective of these activities is to develop critical thinking among students and enable them to see things as they are. They will be able to think out of the box and make balanced decisions in life.

These activities can be conducted in the classroom itself. No specific teaching materials are required to conduct them successfully.

Points to Remember while Conducting Activities:

- The 'Objective' and 'Note for the Teacher' in the activities are only meant for the teacher's reference. Do not read or explain these to students.
- Teachers should develop self clarity by reading the 'Purpose' and 'Note for the Teacher' before conducting the activity.
- Steps of activity should be conducted after reading thoroughly and strictly as given in the handbook for teachers.
- Let students present their views. Welcome all the responses without presumptions and judgment.
- Ensure that all the students participate in the related discussions.
- Teachers should also participate in the activities in order to encourage students for active participation.
- Let the students deduce their own conclusions. Do not give them a final conclusion.
- One may adopt different and innovative ways to conduct activities but the objective has to remain unchanged.

1 Let's Know Each Other

Duration: Minimum Two Days or till the Teacher is satisfied



Objective: To develop the connect of students with each other

Material Required: No specific material is required.

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

Note for Teacher:

Some new students join the class at the beginning of the session. The purpose of this activity is to develop the connection of students with each other, to be spontaneous in the class, and to increase acceptance for each other. Students might know each other earlier but there is always a scope to know more about each other. This might also be possible that the students are not connected with each other even though they are in contact with each other. In this activity, students can demonstrate their creativity while interacting with each other. Through this activity, students will get a chance to express their thoughts and feelings.

- Ask the students to work in pairs or in small groups.
- Give them 1 or 2 questions to be asked to each other so that they can know each other better.
- Students will begin by telling their names to their partners while greeting each other rather than directly asking the given questions to each other.
- Questions should be chosen in such a manner that students can tell something from their personal life and express themselves creatively. Some possible questions could be -
 1. What are your hobbies?
 2. What do you want to become when you grow up?
 3. Who is your favourite person? Why do you like him/her?
 4. Which one specific thing do you want to change in the world? Why?

Repeat this activity with new questions by changing the pairs again and again.

Suggested Questions for Discussion:

- How are you feeling after completing the activity? Why?
- Which answer shared by your partner did you like the most? Why?
- Ask some students to share their answers in the class?

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

Do's and Don'ts:

- The activity can be done while sitting or standing, depending upon the space available.
- Initially easy questions should be given and then thought provoking questions may be asked.

2. You are Unique

Duration: Minimum Two Days or till the Teacher is satisfied



Objective: To strengthen the bond between teachers and students

Material Required: No specific material is required.

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

This activity is proposed to bring liveliness/spontaneity (to break the inhibitions) in the classroom and to establish the connection between students and teacher by promoting mutual acceptance. In this activity, students will get opportunities to express their creativity and dramatic skills.

Steps of the Activity

- Students either in pairs or in groups will introduce themselves by greeting each other and will ask given questions to each other.
- Divide the class into small groups of 7-8 students in each group.
- Instruct the students to make a circle within their groups.
- One student from the group will walk to the centre of the circle in a unique style and will introduce himself/herself by telling his/her name and the place where s/he comes from. (For example- walking to the centre of the circle while acting like a bird and saying my name is Parnita. I come from Daryaganj.).
- Now, all the students will walk towards Parnita mimicking her walk and will say – “Parnita, you are Unique!” After that, all the students will go back in the same style to the edge of the circle.
- Provide the opportunity to all the students to perform turn by turn within their respective groups.

Proposed Questions for Discussion:

1. How can this activity be made more interesting?
2. Which uniqueness do you think you have but others don't?

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

Dos and Don'ts:

- Teachers must participate and join in any circle.
- There should be a feeling of praise towards the student standing in the centre of the circle, while moving towards them and while copying their action.
- Make sure that all students walk in different styles and show uniqueness.
- Due to various limitations of the classroom, this activity may be done by inviting each group in front of the class, turn wise.
- If there is space available, all the groups can perform this activity together.
- If any student doesn't feel comfortable walking in a unique way then he or she shouldn't be forced. They can show their uniqueness by their speaking style or any other way.

3. What are you Doing?

Duration: Minimum two days or till the Teacher is satisfied



Objective: To strengthen the bond between teacher and students

Material Required: No specific material is required

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

This activity is proposed to bring spontaneity in the classroom and to develop the connection between student and teacher by increasing mutual acceptance. In this activity, students will get opportunities to express their creativity and acting skills.

Steps of the Activity

- In this activity, students should be instructed to respond only by their gestures and acting without speaking anything.
 - Firstly, students will ask the teacher “What are you doing Sir/ Madam?”
 - In response, the teacher should act as if doing something, without speaking anything. Such as – reading a newspaper.
 - Now students will reply by recognising this work – “You are reading a newspaper!”
 - Now the same question should be asked to all the students by calling their names individually turn wise. Such as – “What are you doing, Sumit?”
-
- Student (Sumit) will act as if doing something without speaking anything. Such as – watering the plants.
 - By identifying this work other students will respond, “You are watering the plants!”
 - In this manner this activity will be repeated with every student of the class/group.
 - It should be taken care that every student should perform a different work. In other words, no act should be repeated.

Suggested Questions for discussion:

1. Which actions did you like the most? Why?
2. What are the various possible ways/ means for expression of thoughts and feelings?

Begin the class with Mindful Breathing for 2-3 minutes

Do's and don'ts

- Before beginning the activity, students should be given clear instructions as to how to perform the activity.
- If an action is not being identified by any student even after 2-3 attempts then the student may be told to perform any other action or she can tell herself about the act performed by her.
- No student should be made fun of because of their performance.

4 Come, Let's Know Ourselves

Duration: Minimum two days or till the Teacher is satisfied.



Objective: To strengthen the bond between teachers and students

Material Required- No specific material is required.

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

We often talk about others, but hardly think about our own behaviour. This activity provides us an opportunity to think about ourselves. Also, we get an opportunity to know what the people think of us with whom we live.

Steps of the Activity

- Ask all the students in class to sit in groups. A group of 10-15 students can sit in a circle or in two rows.
- All the students think about themselves without talking to each other and note down their strengths/ good things in a notebook. For e.g., helpful, amiable etc.
- Now, all the students will take a blank sheet from their notebooks and write down their names on the top. They will pass this sheet to the student sitting on their right side.
- The student who receives the sheet will write a good thing about the student whose name is written on the top of the sheet. Students who mention a good thing will not write their name.
- Students will keep on passing the sheets in such a manner that all the students in the group write good things about all the group members.
- Teachers should also be involved in this activity and know what the students think about the teacher.
- All the students will read the things written about them from their own sheet and share one or two good things with the class.

Suggested Questions for Discussion:

- How did you feel after knowing the things that were written about you? Why?
- What are the things that other students have written about you, which you never thought about yourself? Few students can share in the class willingly.
- Who among you has ever thought about yourself before? What did you think about yourself?
- If we keep on thinking about ourselves, how will we benefit from it?

Begin the class with Mindful Breathing for 2-3 minutes

Do's and Don'ts:

- If it is not possible to do this activity while sitting in circles in the classroom, this activity can also be done by sitting in straight rows. If sitting in a group of two rows, each student should pass his or her own sheet in such a way that all the pages are finally returned to them after passing the sheet to all the students.
- Write only good things about each student. Don't write anything negative.
- Students who do not feel comfortable sharing things about themselves in the class, should not be forced to share, if they are not comfortable about it.
- Neither teacher nor any student should make any negative comments on anything related to any student.

5. A Walk in the Garden

Duration: Minimum two days or till the Teacher is satisfied



Objective: To inspire students to take nature as the source of inspiration and to bring their attention towards the perfection of nature.

Material Required: No specific material is required.

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

Everyone feels joyous when they are close to mother nature. Mother nature is all around us. We just need to pay attention that nature is perfect in itself. Trees, plants, clouds, water, air, sun, etc. always support each other as if existing under an eternal law, which is proof that nature is perfect.

The purpose of this activity is to draw the attention of students towards nature so that they appreciate the beauty of nature and to get inspiration from nature.

Steps of the Activity

- Change the sitting arrangement of students in such a manner that they sit with a classmate who does not sit with them regularly.
- Now instruct them to close their eyes and imagine that they are sitting in a garden in which flowers are blooming all around. Now instruct them to enjoy the fragrance of flowers. Teachers should also do the same.
- After 2 to 3 minutes ask them to open their eyes slowly and to smile by looking at their partner and instruct them to close their eyes again.
- Now ask them to listen to the sounds coming from the garden.
- Now imagine the butterflies are flying in the garden, run behind the butterfly and let it sit on your hand.
- After 2 to 3 minutes ask them to open their eyes.
- Instruct the students to ask following questions to their partner-
 - When did you feel best while imagining the garden?
 - Which creation of nature do you like most and why?

Suggested Questions for Discussion:

- How do various creations of nature inspire us? Example - to smile always by flowers, to be always useful for others by trees, etc.
- Think of any natural creation (tree, lion, cloud, etc.) and tell what changes can be done to this creation to make it more beautiful.
- Do you agree that nature is perfect? How? Discuss. (Hint- Everything is done with laws of nature. For example - rotation of the earth, seeds from the tree and then the same tree from that seed, all the things are useful for each other, etc.)

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

Do's and Don'ts:

- The sitting arrangements of students should be changed regularly so as to increase the acceptance between each other in the class.
- The instructions should be clear to the students.

6. The Aim of My Life

Duration: Minimum two days or till the Teacher is satisfied.



Objective: To make the students realize that everyone's true desire is the same i.e., everlasting happiness.

Material Required: No specific material required.

Begin the class with Mindful Breathing for 2-3 minutes.

Note for Teacher:

Many people think that there are different sets of goals for different individuals. In this activity, it is proposed that everyone's ultimate and true goal is happiness. As of now, people think that doing business, job, earning name or fame, being a doctor/engineer or a social activist, taking care of parents etc. are the goals which everyone seeks but that is not true. These are just interesting or mediums through which people want to be recognized and to be happy. Some people also call these mediums as "Short Term goals" whereas "Goal" is something, when achieved, nothing else is needed, only that should remain forever.

All the endeavours taken by everybody are just for the sake of happiness. To examine this, if we ask "why" to every action of a man, the answer will be the same i.e., for happiness. Everyone is equal in terms of goals. The understanding of this equality leads to the path of trust among individuals. Today, every man is afraid of other men and without the elimination of this fear, happiness cannot sustain. We often express happiness with the words/phrases such as a sense of feeling better, peace and harmony etc.

Steps of the Activity

- Teachers should ask the students if everyone has the same set of goals in their life or do, they vary.
- Ask those students to raise hands who think that different people have different sets of goals and ask them about these goals.
- Then, ask those students to raise their hands who think that everyone shares the same true goal and if there are any students who agree with this thought, ask them about the goal.
- Now ask any one student what he/she wants to become or do in his/her life and then ask

them “why” do they want that? Keep asking them “why” until they answer “because it gives them satisfaction/happiness”. (For example, if a student says he/she wants to become a doctor. Ask him/her, why does he/she want to become a doctor. Potential Answer – To help and care for the ill people. Now, ask them what they would gain by doing that or why they want to do it. Potential Answer – Satisfaction/Happiness.)

- Similarly, ask the same question to 2-3 more students. And note down their final answers (which would possibly be one of the mentioned above) on the board.
- A student may also try and bring out the same answer from the teacher too.
- Now, students may be instructed to ask similar questions to each other in pairs.
- At the end, summarize the points written on the board (it feels good/ for satisfaction/ for happiness, etc.) by concluding it with one word – “Happiness” and ask the students if they agree with the conclusion of the discussion.

Suggested Questions for Discussion:

- Does everyone share the same goal in their life, or does it vary?
- What is the ultimate goal of everyone’s life?
- Will this goal be achieved by being together and helping each other or by fighting among themselves?
- How can you help others to achieve their goals?

Preparation for Day 2:

For the next day’s activity, ask the students to discuss the conclusion of the previous day (We all share the same ultimate goal – Happiness) with their family and friends and verify the same. To verify, students can ask the following two questions:

- According to you, does everyone share the same goal in their lives or does it vary?
- We derived this conclusion in our “Happiness Class” that all actions of a person are for their own happiness ultimately, and that is the reason why everyone’s true goal is Happiness. Do you agree?

Students should analyze the answers given by their family or friends based on the following points:

- How many people answered the questions of the survey?
- How many people answered that everyone’s true goal differs from each other?
- How many people answered that everyone shares the same true goal?

- How many people agreed with the statement that “Happiness” is the ultimate goal of life?
- How many people disagreed with the statement that “Happiness” is the ultimate goal of life?

Day 2

Steps for Activity:

- Divide the class into the groups of 10 students in each group.
 - Every group will compile the answers received about the goal of life and present it in front of the class.
1. How many people were questioned?
 2. How many people replied that everyone has different goals of life?
 3. How many people replied that everyone has the same goal in life?
 4. How many people agreed for “happiness” as the ultimate goal of life?
 5. How many people disagree with “happiness” as the ultimate goal of life?
- The Teacher will present the compiled data in the front of the class with the help of group leaders.

Suggested Questions for the Discussion:

- On what basis can it be said that all people are equal?
- Did you earlier consider all people equal on any basis? How?
- “The goal of life of all individuals is the same.” What do you think about others if you keep in mind this statement?

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

Do's and Don'ts

- Conclusion should never be provided rather it should be drawn by students themselves by asking questions.
- Students should be encouraged to share the classroom discussion that took place during the happiness period, with their family members at home.

7. Moments of Happiness

Duration: Minimum Two Days or till the Teacher is satisfied



Objective: To provide opportunity to students to cherish their happy moments and be enthusiastic towards life

Material Required: Paper sheet, pencil and colours.

Day 1

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

Sometimes a person suffers from anxiety because of not being able to cope up with the adversities of life. Some people suffer from depression during this time due to decreased enthusiasm for life. Enthusiasm for life increases by recalling the achievements of their life. When a person thinks about those happy moments the person gets inspired to do something new in their life.

In this activity students will get inspiration to provide opportunities to students to cherish their happy moments and be enthusiastic towards life.

Steps of the Activity

- Instruct all the students to sit quietly for a few minutes and recall all those important incidents/opportunities/achievements, memories of which still make them happy.
- Now all the students should make a big drawing of a flowing river on their respective paper sheets which we symbolise as the river of life.
- In this river of life, ask the students to draw any five memorable incidents/opportunities/ achievements through pictures/signs/symbols in the sequence of occurrence of the events. (Example- If any student has done something for any person in need then they can draw the picture of that person or situation. For someone the first day of school is memorable so they can draw the picture of their school. If someone obtained any achievement in any game then they can draw the picture of that game.)
- Tell students to not talk to each other while expressing your happy moments through pictures.

- To increase the enthusiasm of students the teacher should also take part in the activity.
- Now ask students to sit in pairs and share about how they have expressed their happy moments in drawing.
- Tell the students to keep their paper sheets carefully for the activity of the next day.

Suggested Questions for Discussion:

1. How were you feeling while expressing your happy moments?
2. What type of thoughts are there in your mind after expressing your happy moments?
3. How does recalling happy moments affect our state of mind?

Day 2

Begin the class with Mindful Breathing for 2-3 minutes

Steps for Activity:

- First of all, the teacher will share her happy moments with students by showing her paper sheet.
- Teacher should also share about her happy moments with the help of the pictures/signs/symbols drawn on her paper sheet.
- Now invite all the students to turn wise show their sheets to the class and to share their happy moments.

Suggested Questions for Discussion:

1. How many times have others done anything for you and how many times you have done anything for others in the events portrayed in your river of life?
2. When do we feel happier- when someone does something for us or when we do something for others?
3. We also feel happy when we do something for the happiness of others. How? Discuss in the class

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

Do's and Don'ts

- Do not pressurise any student if they hesitate to share their happy moments in the class or to show their pictures. Such students need to be motivated.
- Students may be motivated to explore other mediums/ways of expression

8. Do We need Money or Money is the Only Need?

Duration: Minimum two days or till the Teacher is satisfied



Objective: Taking the attention of children to the point that money is not an object but only a means to obtain objects. If we have money but commodities are exhausted, will it be possible for us to live?

Material Required: No specific material required

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

In the present time, money is given utmost importance. Many people seem to pass time in earning and spending money. Through this activity, attention of the students will be drawn to the point that whether we need money or we want to obtain something by money. Apart from this, attention will also be paid to the question that are all our needs fulfilled with money or are there some needs which cannot be satisfied with money?

Money is only a means to get something, not something in itself. That is, whenever we use money, we will bring something from it and use it.

If we consider money as a goal, then there is a disruption in the relationship of humans and nature. In such a situation, attention of students needs to be drawn towards the fact that we do need money but money is not the only need. This fact needs to be kept in mind so that the resources of the earth could be thoughtfully used and conserved and our needs can also be fulfilled.

Steps of the Activity

1. Ask the children to sit in groups of 4 to 5 students and to discuss the following points in the group. For this they can be given 5 to 8 minutes of time.
 - What is money?
 - What is the use of money?
 - Do we want only money in our daily life or want to buy goods with money?
 - If I have money, but the goods of my need are not available anywhere, then what will be the value of money at that time? Discuss.
 - The things we need will be met only by having money or it is also important to have the things available. For example, if we want a potato, will it be available only because we have money to buy it or must it be produced?

2. After the discussion, ask all the groups to share their conclusions in the form of a presentation, with whole class.

(3 minutes time may be given to each group for presentation.)

Suggested Questions for Discussion:

1. Do you need money or is money the need in your life?
2. If money is needed, what else is needed other than money?
3. If only money is needed, what will you do with it?
4. Do we get things by money or do we get things because someone produces/ manufactures those things?
5. What cannot be bought with money? (Hint: trust, love, respect etc.)
6. If we continue to harm the environment in attempting to earn money, what may be the consequences of our behaviour?
7. If we do not get pure water and air due to a deteriorating environment, what will we do with the money?

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

9. Who is benefitted?

Duration: Minimum two days or till the Teacher is satisfied



Objective: To make students aware of the importance of the virtue of forgiveness and to bring their attention to the fact that others expect from us is the same as we expect from them.

Material Required: No specific material required.

Day 1

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

We mostly keep on hurting ourselves from the negative behaviour of others. Any person, ignorantly, may become the cause of our trouble only once but we (who think ourselves most intelligent) trouble ourselves again and again by recalling the same thing repeatedly. Getting affected by the ignorance of others is ignorance in itself. If you do not get affected due to the ignorance of any other person then it is a real 'forgiveness'.

In this activity students are encouraged not to be affected by the wrong behaviour of others and understand the real meaning of forgiveness so that they can live with forgiveness with others.

Steps for Activity

Part – 1

- Ask all the students to sit quietly and calmly.
- Ask them to close their eyes and to take deep breath five times slowly.
- Now tell them to see/feel their state of mind.
- Now tell them to think about a person who became the cause of their bad mood or sadness.
- Think about the behaviour done by that person for 2-3 minutes. At the same time, they may think what punishment should that person be given.
- Now ask them to see/feel their state of mind.
- Tell them to open their eyes slowly and ask them following questions:

Questions for Discussion:

1. How were you feeling when you were thinking about the person who made you upset?
2. Do you think that you have made any difference to that person, by thinking about them now?
3. Do you think that you have been affected in any manner, by thinking about them? Please explain how you were affected?
4. That person hurt you only once but how many times have you hurt yourself by thinking about them?
5. Who has hurt you the most - that person or yourself?
6. If we call the person who becomes the reason for our sorrow only once as insensitive or silly, what should we call the person who becomes the reason of our sorrow again and again?

Part – 2

- Now close your eyes again and take a deep breath 5 times slowly.
- Now I think that sometimes I also make mistakes with imprudence. When at fault, I want to be forgiven.
- Now think about the person who caused you any pain/harm, that they had also committed that mistake in imprudence.
- Forgive them in your heart in a time of 1-2 minutes. Also think about their good deeds and virtues.
- Now ask them again to feel their state of mind.
- Tell them to open their eyes slowly and ask the following questions.

Questions for Discussion:

- How many of you were able to forgive them from the core of your heart? (Raise your hand)
- How are you feeling after forgiving that person?
- Do you think that it would have made any difference to that person, by forgiving them?
- Do you think that it would have made any difference to you, by forgiving them?

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

Day 2

Begin the class with Mindful Breathing for 2-3 minutes

Some students can willingly share their experience in the class that how this activity benefited them. Could they forgive anyone? How are you feeling after forgiving?

Suggested Questions for Discussion:

- What do you expect from others when you commit any mistake?
- Who benefits by forgiving someone? What is the benefit of doing so?
- Who suffers by not forgiving someone? What is the loss? (Hint- Focus of students should also be drawn towards the effects of our own troubled thoughts/memories on our physical health.)
- Why do we keep hurting ourselves by not forgiving others?
- “By thinking good, there is the benefit of the person who thinks good and by thinking bad there is a loss of the person who thinks bad.” How? Discuss this in the class.

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

Do's and Don'ts

- Do not pressurise any student to think about the person about who they don't want to think about?
- If any student feels very uneasy by recalling the memories then take help of the guidance (EVGC) teacher.

10. Let us pay attention to our state of mind

Duration: Minimum Two Days or till the Teacher is satisfied



Objective: To inspire the students to pay attention to their and others' moods and feelings.

Material Required: Paper slips

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

In each moment, our mind is occupied in thinking about either an object, a person or a situation. And if we don't like something, we get upset and similarly if we like something, it makes us happy. This concludes that when our mind does not accept anything, we feel sad and when it accepts something, we feel happy. It can be understood as a principle that living with a sense of acceptance is the key to happiness.

In this way, we can say that happiness is related to our state of mind. Generally, the state of our mind gets affected by the environment around us. By being aware of our state of mind, we can lessen the effect of the environment on it, gradually, and eventually, we are able to control the "the remote to our happiness" ourselves. We can cultivate the habit of being happy by practicing to be aware and sensible.

In this activity, students will be inspired to pay attention to their state of mind and stay wakeful towards it.

Steps of the Activity

Before starting the activity, write the following names of proposed moods on slips of paper:

1. Respect
 2. Surprise
 3. Anger
 4. Fear
 5. Anxiety
 6. Affection
 7. Hate
 8. Proud
 9. Hesitation
 10. Compassion
- Divide the class into groups of 4-5 students and explain the steps to perform this activity.
 - Give one slip of paper to every group without revealing it to the others.

- Every group has to discuss and prepare a 2 minute “mime” on the mood written on their slip of paper. They need to enact a play without speaking and only using gestures. For example, to portray Affection, they can mimic someone’s birthday. To portray Surprise, they can mimic meeting their friend after a long time and to portray Compassion, they can mimic helping someone in need, etc.
- After a group finishes their play, other groups should be asked about the mood portrayed by them.
- If students are unable to identify moods from the mimes, write the names of the moods on the board and ask them which one of them they think is being portrayed.

Questions for Discussion

- Which of the moods showed an emotion of happiness on the faces of students?
- Which of the moods showed an emotion of discomfort or negativity?

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

Day 2

Begin the class with Mindful Breathing for 2-3 minutes

Ask the students to focus and share information about their state of mind before and after mindfulness. Ask them – how were you feeling before focusing on your breathing or how was your mood then? How is your mood now? After this, discuss the following proposed questions:

Questions for Discussion

- In what mood do you usually find yourself? Happy or Sad?
- In what moods do you want to stay for a long time? Why?
- How does our state of mind (Happy or Sad) affect our work?
- “Being happy after doing work” or “doing work happily”. Which is better?

Discuss in the class.

Ask the students to sit quietly for 1-2 minutes and reflect on the message drawn from the discussion of the day.

Do’s and Don’ts:

- Tell all the students beforehand that every group will get a maximum 2 minutes for their play.
- Every student must have a role in their group’s act.

11. My problem, My Responsibility

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



Objective: To make students aware of the fact that one's habits play an important role in one's progress

Material Required: No specific material required

Day 1

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

Some people fall victim to bad habits due to some greed or bad company. Later on, it becomes very difficult to come out of those habits. In This way, many people create problems themselves.

The aim of this activity is to be aware of ourselves so that falling prey to such bad habits can be avoided. Also, students can develop the belief that even if they catch some bad habits, it is possible to get rid of the same.

Steps for Activity:

- All the students shall sit calmly and think about their friends, family members and other relatives for some time and make a list of habits which they do not like in them.
- Along with students, the teacher will also make her list.
- Now, encircle those habits from the list which are also a part of your behaviour. If there is no such common habit then add your own habit in the list which you do not like in yourself. Out of these, pick any one habit and share with your partner how to get rid of that habit.

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

Day: 2

Begin the class with mindful breathing for 2-3 minutes

- The teacher and some students will voluntarily share some of the bad habits and efforts to get rid of them.

Suggested Questions for Discussion:

- Can we be happy while still having bad habits? Why not?
- What kind of problems can arise due to bad habits?
- How do some people fall victim to bad habits?
- Why do some people not leave the habits that trouble them?
- What efforts can be made to quit bad habits?

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

Do's and Don'ts

- The teacher can share her habits first so that students get inspired to share their habits.
- The students who share the efforts to quit bad habits should be praised.
- The students should be encouraged to note their bad habits in their personal diaries and the efforts done to quit those habits.

12. Looking Good; Being Good

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



Objective: Understanding the difference between Apparently Good and Genuinely Good.

Material Required: No specific material is required.

Day: 1

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

Being superficially good and being genuinely good are two different things. Things that are superficially good, appear to be good and so their goodness lasts for a short span of time whereas if something is genuinely good, it is good forever. If we understand this difference, we will focus on being genuinely good. This does not mean that things that appear to be good are not always good, but they cannot bring long lasting happiness (for example, eating junk food affects health badly). The **Objective** of this activity is to develop the understanding in students that they should not restrict themselves to appear good rather they should strive to be genuinely good. People may vary in opinion about 'Appearing Good', but everybody is on the same page about being 'Genuinely Good' (For example, everybody accepts that healthy eating and living habits lead to healthy life).

Steps of activity:

- ask all the students to make two lists in their note book in 5-7 minutes.
- First list: What do they like? (For example, Playing, Ice Cream etc.)
- Second list: What are your dislikes? (For example, cleaning/bathing in winters, to get scolded etc.)
- Students will share their list with the class so that all of them know more about each other.

Proposed Questions for Discussion:

- Do we have the same or different likes and dislikes?
- Why do we have different likes and dislikes?

(Hint: Differences in body structure, differences in thoughts and beliefs, difference in habits and lifestyles)

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

Day 2

Begin the class with Mindful Breathing for 2-3 minutes

- Teacher shall ask every student about the first item from the list of likes and write these on the Board.
- Now the class shall be divided into small groups having 5-6 students in each group.
- Each group shall be instructed to discuss the items listed on board and segregate them under the headings of 'Things that are apparently good' and 'Things that are genuinely good'.
- (For example: Things that may be apparently good are - Tasty food, dancing, singing, ice cream, walks, chocolate, roaming around, learning new things, etc. Things that are genuinely good: Healthy food, keeping things carefully, earning trust, getting respect, affection, friendship, producing some things with labour, maintaining cleanliness, planting trees etc.)
- The group who completes the task first, shall be invited to write the classification on the board.
- Encourage all the groups to ponder the classification of listed points under the two headings.

Proposed Questions for Discussion:

- Why are things that appear good different for everyone?
- Why are genuinely good things almost same for every one?
- What is the difference between apparently good things and genuinely good things?

Hint: Difference between apparent good and genuine good

Apparent Good	Absolute Good
---------------	---------------

- | | | |
|---|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 1 | Momentary happiness (For example eating chocolate) | Long lasting happiness (for example- living with belongingness in relations) |
| 2 | Different for everyone (someone likes sweets whereas other may like spicy food items) | Same for everyone (Healthy food is good for all) |
| 3 | Keeps changing (Sometime chocolate or ice cream while at some other time candy or sweets) | Does not change (feeling of belongingness in relations always keeps one happy- it remains same and does not change with time) |

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

Day : 3

Begin the class with Mindful Breathing for 2-3 minutes

- The Class shall be divided into small groups and the groups will discuss any one of the following for 8-10 minutes and make a list of items related to that part.
 1. Apparent good and genuinely good. (For example- Making each other feel happy is both apparently and absolutely good)
 2. Apparently good but not genuinely good. (For example, ice cream is apparently good but it is not good in winters or when someone has fever)
 3. Genuinely good but not apparently good. (For example- Taking a bitter pill for recovering from a disease, bitter gourd doesn't taste good but is a healthy food. Some students may not like books but studying books and understanding things is a good habit)
- Neither apparently nor genuinely good. (For example- Littering around, making someone sad). Now each group will share their lists with the class.

Suggested Questions for Discussion:

- Which things make us happy for longer Duration, which are apparently good or which are genuinely good? (Answer: The genuinely good things, for example Trusting your friends, eating healthy food).
- Do we have the same or different choices about things that are apparently good? (Answer: Different)
- Do we have the same or different choices about genuinely good things? (Answer: Same)
- Do you succumb to the pressure of being superficially good like others? Share one such incident. (Teacher shall motivate students to share openly)
- When you go shopping for clothes, what affects your choices-the apparent good (for example branded clothes or showing off) or genuine good (like material of the cloth)?

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

Do's and Don'ts

- Teachers should encourage students to respond naturally. What is right or wrong must not be focused upon.
- The students who are not very good in writing skills should be encouraged to write in one or two words instead of full sentences.

13. My Remote Control is with Me

Duration: Minimum Two Days or till the Teacher is satisfied.



Objective: To Inspire students to become more responsible and answerable by being aware of their reactions.

Material Required: No specific material required.

Day 1

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

When we behave without thinking in a situation, it deteriorates the situation further, we can call it reactive mode. In such situations, we hand over the remote control of our behaviour to others. Thus, we act as others want us to act in such situations.

When we act after rational thinking and the situation is controlled, we call it responsive or manual mode. In it, the remote control of our behaviour remains with us. We gain control over the situation and we are self-guided.

Through this activity, students shall be motivated to become responsive rather than reactive.

Steps of activity:

- The class will be divided into small groups of 5-6 students.
- Each group will be given one situation from the situations given below. The groups will discuss for 5-7 minutes and tell how people behave in these situations and the situation get out of control. The groups will also share what else could be done so that the situations remain under control.
- For this, one student from the group can make two columns in a notebook. In one column, they will write general reactions to the situation and in other column, they will write better responses to the situation.
- One student in each group shall note down the points of discussion. After completion of the assigned time limit, each group will share their points with the class in 1-2 minutes.
- After a presentation by one group, students from other groups may also be given the opportunity to share a better suggestion.

Suggestive situations:

- spill vegetable curry on someone's clothes.
- Car and Bike accident
- purchased item not find original.
- A cup slips from hand and is broken at home.
- Putting blame on others for one's own fault.
- You misplaced a borrowed book.
- Breaking of window pane with ball.
- Too much salt in the soup.

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

Day: 2

Begin the class with Mindful Breathing for 2-3 minutes

Steps for Activity

- Presentation will be done by those groups who could not present on day 1
- Teacher shall also share her points on any situation.
- the following points will be written on board in random order and the teacher will ask the students to arrange them in the right order in 2-3 minutes.

Possible steps leading to a reaction**Random manner**

- Quarrel and fighting
- Doubting others' intention
- Getting angry
- Getting excited or irritated
- In right order
- Doubting others' intention
- Getting excited or irritated
- Getting angry
- Quarrel and fighting

Suggestive situations:

- share an incident when you reacted without rational thinking and it resulted in your loss?
- What are the harms we may face if we react without thinking?
- Share an incident when you made a decision in anger but changed it after some time?
- How is it beneficial to take a decision in responsive mode?
- What are the differences between the decisions taken in reactive mode and responsive mode? Elaborate with examples.
- How will you develop your capacity for taking decisions in responsive mode rather than in reactive mode?
- Breaking of window pane with ball.
- Too much salt in the soup.

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

Do's and Don'ts

- Teacher shall inspire students by exhibiting responsive behaviour in her behaviour .
- Encourage the students to act in a responsive manner and write about their efforts to do the same in their diaries.

14. We all are equal

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



Objective: To make students aware of the universally inherent equality.

Material required: No specific material required.

Material Required:

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

In today's world, Human beings are divided on the basis of caste, belief system, religion, attire, language, region, category, occupation etc. These differences have been created by humans themselves to get happiness. People have created mental blocks of 'related' and 'other' between each other on the basis of these differences. These differences result in violence, terrorism and wars. On the other hand, the truth is that all human beings want happiness. Every human being wants recognition and respect. All human beings have unlimited capacity for thinking and understanding. These are all natural bases. On these basIs, we can say that all human beings are equal.

If equality among human beings is accepted, we can liberate the coming generations from violence, terrorism and war. f, 'Happiness' cannot be achieved, till human beings are in fear .

Each individual wants to change others' belief systems. It shows that every human being wants to extend their own self. If humans accept the natural basis of equality, the mental blocks of 'relatedness' and 'otherness' can be broken and the fear from each other can be done away with. This can achieve extension of self and basic want of happiness to all.

The Objective of this activity is to draw the attention of students to the basis of natural equality in humans so that they can view all human beings like themselves.

Steps of activity:

- The class shall be divided into small groups.
- Each group will discuss for 8 to 10 minutes and identify the basis that shows equality in humans. For example, we feel good by helping others and we all feel bad when dis-respected.
- Now every group will share their outcomes with the class.
- All the points of equality will be written on the board.
- If no group is able to get to the basis given in the 'Note for the teacher', the teacher shall extract those points from students by probing questions. For example,
 - Do all of us need recognition and respect or only a few amongst us want that?
 - Does the power of thinking and understanding get exhausted by overusing it or does it improve?

Suggested Questions for Discussion:

- before this activity, did you ever think that we all are equal? If yes, what was your basis of equality?
- Now when you know that we all are equal, what thoughts are coming to your mind? Share with the class.
- What would this world look like if all people on earth understood the fact that all human beings are equal? Discuss.

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

Dos and Don'ts

- If some groups find it hard to think of the basis of equality, the teacher shall elicit the same with the help of examples.
- Let students think for themselves and reach their own conclusions.

15. My slip

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



Objective: To encourage students to cooperate rather than compete with each other
Material required: Paper slips

Material Required:

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

If we look at nature, we shall find that the existence of all natural entities like air, earth, water, plants, trees, birds and animals is complementary and not competitive to each other. None of these is a winner or a loser. On the contrary, when we look at human beings, all of them appear to be in a state of competition with each other and with the win or lose mentality.

In nature, everything is linked to others. Therefore, in order for anyone to survive, the survival of all has to be supported. For example, if we remove all the trees from nature, our own existence will be finished. Therefore, in order to survive in the human race, survival of trees is a must. And we find that it is nature's law that letting others survive is survival and letting others live is living.

Steps of activity:

Students will be divided into groups. It would be better if there are 12-15 students in a group.

- All students will be given paper slips of the same size. They will write their names on the slips.
- All the slips will be folded. folded slips of one group shall be kept in front (may be on the teacher's table).
- Now all the students of that group will be asked to find the slips of their names in minimum time. For example, a group of 15 students may be given 30 seconds time.
- All the groups will do the activity. If some groups are unable to complete their task in the specified time, they may be given extra time to make a plan to finish the task in given time.

- After making the plan, the groups which declare that they can complete the task in given time, will be given the chance to do the task.
- (Even if after making a plan, if some groups do not finish the task in time, the students' attention must be brought to the fact that they can complete the task by helping each other and thus give another chance to them.).

Suggested Questions for Discussion:

- What were the thoughts in your mind when you were trying to find the slip of your name for the first time?
- What are the benefits of doing work with the help of each other?
- Do you see any competition anywhere in nature where natural entities are trying to race ahead of others except in human beings?
- What do you see in nature in place of competition? (Answer: Cooperation/ Complementing)

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

Do's and Don'ts

- Students' safety and security must be ensured during the activity. There shall be no rush.
- keep in mind the size of the group while deciding the time Duration for searching name slips.

16. Body and Mind

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



Objective: Aim of the activity: Understanding mind and body as two distinct realities on the basis of actions.

Material Required: No specific material is required.

Day 01

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

If we try to visualize our mind and body, keeping in mind our actions, needs and power, we shall find that these are two different identities. Through this activity an opportunity will be given to students to know about themselves and develop their analytical skills. Only the actions of mind and body will be discussed here. Their needs and strengths have been discussed in other activities.

The actions of mind are continuous whereas, the activities of body are repetitive or harmonic, but not continuous. On this basis, mind and body can be viewed as separate entities. Example:

- Activities related to both mind and body: Seeing, speaking, listening, sniffing, eating, touching, walking, talking and clipping the nails etc. These actions are voluntary, that is, these actions are controlled by mind. The decision for these actions is taken in the mind and these are executed through the body. These actions are also called volition acts.
- Activities related to mind only: Concentrating, thinking, believing, knowing, understanding, imagining, predicting, analyzing, drawing conclusions, deciding, taking a pledge etc. These are voluntary actions. These acts are also called volition acts.
- Activities related to body only: Beating of Heart, digestion of food, blood circulation, breathing, perspiring, growing of nails and hair etc. These actions are involuntary, that is, there is no control of mind on these. However, some involuntary actions can be influenced to some extent through the body. For example, increase in breathing rate and heart beats by running for some time. These actions are involuntary.

Steps for Activity:

- The class will be divided into small groups with 5-6 students in each group.
- The teacher will write following 10 actions on Board:
- Walking, thinking, beating of heart, understanding, talking, imagining, digestion of food, seeing and circulation of blood.(these are 9 only 10th is missing)
- The students will be instructed to discuss for 5-7 minutes and divide these actions under following three categories:
- Activities related to mind only. For example, being happy.
- Activities related to body only. For example, increasing the length of nails.
- Activities related to both mind and body. For example, clipping the nails.
- Any of the students in the group can note the classification in their notebook.
- Ask every group to share their classifications to the class.

Simultaneously all the three categories of division shall be written on the Board. If any group has not classified any action properly, they shall be given a chance to correct it through discussion.

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

Day 2

Begin the class with Mindful Breathing for 2-3 minutes

Today, the students will discuss and make further lists of three types of actions and will present the same to the class.

Suggested Questions for discussion:

- Name the actions that we can control voluntarily?
- Name the actions that we cannot not control voluntarily?
- Write the characteristics of the actions related to mind only. (Hint: Voluntary, continuous, of the same level in all human beings, unidentifiable through senses, understanding and feeling etc.)
- What are the differences in 'mind only' and 'body only' actions? (Continuous v/s. periodical, voluntary v/s. involuntary, with volition v/s. without volition etc.)

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

Do's and Don'ts

Different students should be called to present the group's conclusion every time.

17. Who do I Respect?

Duration: Minimum two days or till the Teacher is satisfied.



Objective: To inspire students to earn respect through their usefulness.

Material Required: No specific material is required.

Day 1

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

The desire of identity and respect is innate in all human beings. Many people believe that they gain identity and respect by going ahead of others or by showing off. We can also say that many people try to gain identity and respect on the basis of four things- looks, wealth, post and power.

If we reflect deep within, we shall find that we do not respect others on the basis of these things. We always respect those whose behavior and conduct are good and those who contribute to the society and nation. We respect such people irrespective of their looks, wealth, post and power. We do not respect those who do not use their wealth, looks, power and post wisely.

We know that the basis of gaining respect is our behavior and usefulness. Even then, most of the people try to gain respect through looks, wealth, post and power.

Through this activity, students will be motivated to create their own identity and gain respect by becoming useful to others rather than by trying to rush ahead of others.

Steps of activity:

- The class will be divided into small groups.
- Each group will discuss for 5-7 minutes about the activities done by people to gain respect and identity in society. For example- climbing the Himalayas, getting a different hair style etc.
- A student in the group can note their points of discussion.
- Each group shall share the conclusions of the discussion with the class.

Suggested Questions for Discussion

On the basis of conclusions drawn by the students, tell the class about the activities/efforts done by the people to gain respect and identity?

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

Day 2

Begin the class with Mindful Breathing for 2-3 minutes

- All the students will write the name of a person in their notebook whom they respect the most. They will also write its reason (It is also possible that the student may not have met that person before. For example- a person from family, school, society or from anywhere else).
- Now, all the students will share the name of that person and the reason behind writing their name.

Suggested Questions for Discussion:

- Do you respect any person for their looks?
- Do you respect any person for their muscle power?
- Do you respect any person for their huge wealth?
- Do you respect any person for their post?
- Will you respect a person who misuses his post or money?
- Why do people run after looks, wealth, post and power if these are not the basis of gaining respect?
- What do you do to gain respect?

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

Do's and Don'ts

- Do not comment by saying right or wrong on any point.
- Provide opportunities to the students to arrive at the conclusion on their own (thinking/ reflection).

18. How may I be known

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



Objective: To encourage students to develop their own identity on the basis of their qualities.

Material Required: Chart paper, Paper slips and some colors.

Day 1

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

Note for Teacher:

Every human being wants to create their own identity. But people put unnecessary efforts to create their permanent identity through temporary means. Some people try to make identity by means of their looks, some by their wealth, some by power and some others by being at the top post. Whereas, the truth is that all of these are temporary. Apart from this, if someone has all of these qualities, but their behavior and conduct are not good, we will not be able to respect them. If someone has all these qualities, but they are not helpful or useful to others, will you respect them? It can be concluded that one gains permanent and true identity and respect only if they are useful to others, behave nicely irrespective of whether they have above four temporary qualities or not.

The Objective of this activity is to encourage students to develop their identity by their virtues instead of showing off.

Steps for Activity:

- Students shall be given paper slips made from chart paper or ordinary paper.
- Students will be asked to sit calmly and introspect and find the answer of the question - , they want to get identification for which work or virtue?
- Each student will write one of their good act or virtue on the paper slip with their name.
- (I want to be identified as a person who is helpful to others- Simran 'VII B')

Or

- (I want to be identified as a person who is honest- Amit Kumar 'VII C')
- Teacher shall also prepare her own slip and share it in the class.

- Now, each student will share their chosen basis of identity. They shall also share why did they choose that basis?
- All slips will be pinned on Board or Chart paper pasted on the wall of the classroom.

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

Day 02

Begin the class with Mindful Breathing for 2-3 minutes.

- In this activity, all the students will share their individual point. Therefore, the remaining students will also share the reason of choosing a particular basis?
- Students will be told that to discuss their efforts to create their identity and the progress in this regard.

Suggested Questions for Discussion:

- Which things people generally show off to create their identity?
- Have you ever tried to show off to make your identity? What did you try?
- Do you accept that people try to make their identity by show off? Why so ?
- Do you respect the people who show off? Why not?
- What efforts will you put in to create your identity?

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

Do's and Don'ts

- Sketch pen and colors can be used for writing on the slips.
- Students will be told to share at home their chosen basis of making identity.

19. Being Happy: By what means and for how long?

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



Objective: Drawing the attention of students towards the basis of our happiness and the life of happiness gained through these basis.

Material Required: No specific material is required.

Day 01

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

All our efforts are towards seeking happiness. Even when we act to make others feel happy, we do so to make ourselves happy. It appears that all human beings have different ways to seek happiness. when all these ways are analyzed, we find that these can be classified into following three categories:

- Happiness from Material objects: Momentary happiness in sensory pleasure.
- Happiness from relations: Deeper happiness in feelings in relations.
- Happiness from wisdom: Sustainable happiness in understanding or clarity of thoughts.

By this activity, students' attention will be brought to the basis of their happiness. They will also gain clarity about the basis of sustainable happiness.

Steps for Activity:

- Class will be divided into small groups.
- Each group will discuss and make a list of all the things, relations or incidents that make them happy. The teacher will motivate students to prepare a comprehensive list, however long that may be.
- After 5-7 minutes, the teacher will ask the students about what they have included in their list. Teacher will classify students' answers on Board under the following three heads. A. Happiness from material, B. Happiness from relations, C. Happiness from wisdom.
- The teacher will classify the students' list items under the given head. Students from other groups will be told to share only those items which are not already covered on the Board.

A	Happiness from Material objects- When we find happiness in material objects	Eg. Ice Cream, New Cloths, etc.
B	Happiness from relations- When we find happiness from relations	Eg. Playing with your brother/sister, Outing with family, etc.
C	Happiness from wisdom- When we understand something	Eg. Being able to decide on one's own, Clarity of vocational goal in life, etc.

- Teacher will finish the activity by telling students that all happiness situations are of three types:
- One- When we find happiness in material objects; it is also called apparent good – Happiness from material objects.
- Two- When we find happiness in relations; it is also called coordination –Happiness from relations.
- Three- When we gain clarity with ourselves; it is also called wisdom- Happiness from wisdom.

Suggested Questions for Discussion:

- Do you think there is a fourth kind of happiness too? If yes, that is to be included in the above table also. (Teacher shall examine the suggestion from the student and decide whether it comes under given three heads or it is to be written separately).
- What differences do you find in these three types of happiness?

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

Day 02

Begin the class with Mindful Breathing for 2-3 minutes

Steps for Activity:

- Teacher is requested to revise the main points of the previous day's discussion by making a table on the Board.
- Students shall examine more critically when the teacher is recreating the table on Board.
(Write it in tabular form)

Material Objects = Happiness

Relations = Happiness

Wisdom = Happiness

Gift

New purchasing

New Book

New pair of shoes etc.

Chit chat with brother/sister or friends
Playing with brother/sister
When family or friends understand our emotions
Understanding the meaning of a new word
Understanding a formula in Science or Mathematics
Finding solution to a problem
Taking right decision during a chaos
Doing away with a conflict through wisdom
Understanding financial situation of parents

Suggested Questions for Discussion:

- What difference do you find in these three kinds of happiness?
- Do you find a difference of time, that is, which type of happiness stays for longer

Duration?

- Out of three columns, which type of happiness-
 - a. Stays momentarily?
 - b. Stays longer? And
 - c. is continuous?
- What things have you been searching for happiness till now?
- Do you get a sustainable happiness in that thing or do you need to find other things for getting happiness again?
- On the basis of the activity, discuss with students which type of happiness has the possibility to stay for long and also ask students if that is right.
 - A. Happiness from material objects- Momentary happiness
 - B. Happiness from relations- Happiness for longer Duration
 - C. Happiness from wisdom- sustainable happiness

(Hint: Happiness from material objects- Momentary happiness. Some students may argue that some of the material objects provide happiness for a short Duration, but some objects provide long sustaining happiness. For example - eating chocolate may give momentary happiness but buying new clothes may provide happiness for longer Duration, so, it should be classified as happiness.

Now, it should be clarified that happiness from a material object stays only till it is new, till it gets broken or till we find a new and better model of that object with some other person. As soon as we find a new model or a better object with someone, our happiness quotient starts coming down. Similarly, the happiness goes away when the object gets deteriorated or irreparably broken

Happiness from relations- Happiness for longer Duration. This may be a bit confusing. Some students may argue that happiness from relationships is also a sustainable happiness. Students are right on their own. They should be clarified that being happy in a relationship results from the behavior of the relative. So long as they behave or talk as per our likings, we get happiness, but, when they behave or talk in contravention to our beliefs and likings, we do not remain happy anymore. Therefore, the happiness from relations may appear to be permanent, but actually it is not.

Happiness from Wisdom- Sustainable happiness. The students are to be clarified that getting to understand makes us happy. And when we understand about anything, it remains with us forever. For example- if someone understands that $2+2=4$, this remains with them forever. Similarly, water quenches thirst or fire burns. If it is understood once, it remains as a learning forever. This can be understood with one more example. If we get to understand that the economic condition of our parents is not good, we would not bother them in future for not being able to spend money as extravagantly, as other parents do for their wards).

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

Do's and Don'ts

- Students should be given ample time for reflection.
- Do not give conclusions to the students, rather let them come to a conclusion on their own, that is, make efforts for construction of knowledge rather than transfer of knowledge.

20. Who is Happy, Who is Not?

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



Objective: No specific material is required.

Material Required: No specific material is required

Day 1

Begin the class with Mindful Breathing for 2-3 minutes

Note for Teacher:

Despite having good health and availability of luxurious things all around, people don't seem happy. One main reason for this is not having good relationships. Sense of security and fulfillment of emotional needs come from good relations.

All of us have an instinctive desire to live in harmony, but people don't seem to be living harmoniously. The reason for this is that many people spend most of their time securing material things. Many people live anxious life because they do not have good relationships.

The Objective of this activity is to inspire students to be attentive to their relationships and make them better.

Steps of activity:

Write the following four situations on the Board and ask the students to note these in their notebooks.

- The one who makes me happy also gets happiness from me.
- The one who makes me happy, gets unhappiness from me.
- The one who makes me unhappy gets happiness from me.
- The one who makes me unhappy also gets unhappiness from me.

Now students shall be asked to write the name of one person/relation, from their family, friends, peers or any other relation, against one situation. Someone may also write more than one name.

If any student does not find names for any of the situations, they may be asked to leave that situation without a name.

Students will be asked to think about the reasons which led to the evolving of that situation with that person.

Now all students shall share with each other, in pairs, about those persons and reasons for the situation related to those persons.

Some students may be called voluntarily for sharing with the class, reasons for arriving at that situation.

Suggested Questions for Discussion:

- Can we remain happy in a relationship when there is resentment in that relation?
- What may be the causes for resentments in relations?
- How can resentment be done away with from the relations?
- Explain with the help of an example, how you removed resentment with someone?
- Is it possible that there will never be discontentment in relations? How?

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

- (For the next day's activity, those students (from within class) who have resentment in relation with each other, shall be motivated to take lead to overcome the resentment or to take help of other person for resolving the issue. Those students, who do not have resentment with anyone in the class, shall be asked to take lead in starting conversation with those who are on less talking terms with them. Those students, who have cordial relations with others, shall be asked to extend help in removing resentment of those who have resentments in relations with others).

Day 02

Begin the class with Mindful Breathing for 2-3 minutes

Suggested Questions for Discussion:

- Who all have been successful in doing away with resentment from their relations? How? Share with the class.
- Who all have not been successful in doing away with resentment from their relations? What can be the reasons according to you? What other efforts can be undertaken by you?
- Who all tried to do away the resentment from others' relations and what was the result? Share with the class.
- How are they feeling now who could remove resentment from their relations? Why?

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

Do's and Don'ts

- Teachers can also propose to help in removing the resentment from the relations of students.
- If students face difficulty in doing the activity taking all four situations, the activity can be conducted with second and fourth activity only.
- Students shall be asked to share the experiences voluntarily. The students who do not feel comfortable to share their experiences in the beginning, shall not be compelled to do so. Such students gain confidence slowly by learning and getting inspired from the experiences of other students.
- Only the natural atmosphere of the classroom can bring confidence in students to express their state of mind.

Expression Section Section Note

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 to know each other. With the help of expression besides others we also get clarity about how we think and feel. Only humans can express their feelings and understanding to others with such great clarity. Expression always gives great satisfaction to a person. (A person feels satisfaction only after expressing his feelings.) So Expression is an essential part in the life of a person.

Why to Express?

Every unit in nature has a definite role/purpose. We identify its role as the utility of that unit. The utility of that unit doesn't change with time, place and situation. E.g. We recognise the utility of rice as a nutritional food for our body. The 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, humans also have a definite role/purpose in nature. He plays that role as his responsibilities in family and society. E.g. parents play their role in upbringing of their children. When children grow up they take care of their elderly parents. Parents in old age guide their children. Teachers educate their students. Siblings and friends cooperate with each other. Our cooperation to make others' lives happy is our value in their life. We feel these values as emotions in our life. Every human being universally feels happy about the emotions of noticing the contribution of parents, brother-sister, teachers, friends etc. and also, their contribution in others' life. Therefore, in this section the basis of expression is considered our feeling in the form of universal values. E.g. feeling of gratitude, feeling of respect, feeling of affection etc.

When we see these feelings in our relationships we feel happiness. Whenever we feel happiness we want to share it with our dear ones. So our happiness deepens. So for happiness in life we need to identify, feel and express these feelings. Also we need to be aware about the practice for the stability of these feelings in us.

Languages (written, oral, symbolic) came into existence to exchange these feelings with each other. To express our feelings with skills performing arts came into existence e.g. music, dance, stage etc. In this way our happiness in life is connected to the exchange of good feelings with each other by different media and skills. So for the complete development and happy life of a person expression of feelings is very essential. That's why expression is a part of the happiness curriculum.

What to express?

In this section for class 7 four values were selected to explore, to experience and to express. These are

- 1 Gratitude
- 2 Respect
- 3 Affection
- 4 Care

20 sessions have been designed for the above values.

Basis of Expression-

- * Only Expression of feelings (universal human values) will be there in all sessions.
- * Expression will be centred on students' own life which includes their working, behaviour and experience.
- * There will be no discussion based on feelings expressed by students. Some particular type of questions will not be asked during the session of Expression e.g. 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? In happiness class stories are reflective, activities promote thoughtfulness and expression for feelings.
- * Questions in expression sessions are based on four situations students in their relationships
 - 1 what they observe
 - 2 how do they behave
 - 3 what responsibility they bear
 - 4 how do they feel
- * Generally the expression should be based on the experience in the recent past week , but previous experience may be shared in some situations.
- * Questions in every session are suggestive only. 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 of Expression-

Generally use individual oral expressions in the whole class. Sometimes according to the question or situation of the class sharing in pairs or in small groups may be used.

- * According to the questions or for a specific student other ways of expression may be used e.g. in written form (letter, card, diary etc), role play, using diagram, symbol or sign language etc.

Classroom Strategies-

- * Any student can answer the questions but some questions should be answered by those students only who have the question related previous experience.
- * Choose students to answer the question randomly or by changing order frequently. Sometimes from the beginning of a row, sometimes from the end of the row, sometimes from the middle of the row.
- * If students start repeating the same answer, motivate them to share their own experience or change the question.
- * If a question has more than one part, ask the second part of the question only when the first has been already answered.
- * If students find it difficult to understand the question then the teacher should explain it further so that they can answer.
- * One question may be asked to 5-6 students, the second question to the next 5-6 students and so on. Then the first question may be asked again. Some questions may be asked to the whole class.
- * Number of days for one session is mentioned with the respective session or the session may be continued till the teacher is satisfied with the discussion.

Do's and Don'ts

- Aim and teacher's note in every session is only for teacher's reference. No need to read it out for the students.
- Let the answer come from the students' side. Teachers should avoid preaching or suggesting their opinion.
- Teachers' role in the session of expression is to provide the right environment to the students and to ask questions only.
- Motivate all students to share their experiences. If some students hesitate then initially ask them to share with their partners or in small groups.
- Negative and adverse comments on someone's expression may discourage him for sharing. or it may also happen next time that he/she doesn't share his true feelings/experience.
- Affectionate and motivating behaviour of the teacher will be more effective in the happiness class during expression.

1. Respect



Objective: To be able to see, experience and express respect for oneself, family, friends, school and society.

Note for the Teacher:

Respect can be seen in two ways –

A. Self-respect

If we see the needs of a person besides food, clothing and shelter, they are respect and recognition. No one would accept food if served with insults. On this basis, we can say that for a person, his/her respect and recognition are bigger issues than food, clothing and shelter. If we see the efforts made to gain respect, we will see that most people want respect on the basis of status, money, looks, language and power. We can properly examine this fact that if a person is not useful to the society in any way and his/her behaviour is not proper, then even though he/she might have a lot of money, a good designation, a beautiful face, good language skills and power, our mind would not recognise that person as respectable. We may only pretend to respect such people. What is self-respect in the true sense? All people feel respected when they know about their usefulness and importance. Usefulness here means being happy oneself and contributing to others' happiness. This competence is developed through right understanding and practice. If we see the meaning of self-respect, it essentially means right evaluation of the self. When we develop the unlimited potential of our thinking and understanding capacity through teaching others and helping them understand, we become useful by staying happy ourselves and being helpful in others' happiness. As our usefulness increases, we live with more respect within. And in this way, we are free from depending on others for our respect. We also see those people who don't feel respectful within, unsuccessfully try to garner respect by show off. Now, it can be reflected upon that respect towards self will come from one's usefulness or through another person who is in quest of respect himself/herself.

B. Mutual respect

If we see, the basic wish of all people on earth is to be happy and live with clarity. With this, if we are able to see people's basic capabilities, we will find that everybody has unlimited potential to think and understand. In this way, if we see through nature, all people are equal and also wish for equality. When we accept someone as a person the way we accept ourselves without any prejudice, it is called right evaluation or respect. When we are respectful towards somebody, then our behaviour with them is friendly and cordial. When we accept a person as a person like ourselves based on thinking and understanding capability and the basic wish for happiness, then the person also feels respected. No person likes discrimination. When a person is discriminated against on the basis of caste, religion, gender, designation, language, money etc., he/she feels insulted. The person who is discriminating also does not feel good because equality 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 is not obliging anyone but is a natural compulsion to stay happy oneself. Till we don't see equality in the other person, we cannot feel respect towards 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 feeling like doing it. Everyone feels 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 through any other way. There are five sessions that have been created to explore, experience and express the feeling of respect.

Session: 1.1

Duration: Minimum Two days but can be extended if required



Objective: To draw the attention of students to their own utility and the sense of respect inherent in it.

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

A person feels respected when they feel they are useful in some sense. Questions of this session will help to draw the attention of students towards their own utility in their family.

Expression by Students:

Students should be given opportunities to express themselves with the help of the following suggested questions –

- In which tasks did the family members feel the need of your help in the last few days? Share one or two such tasks. (example, bringing goods from the market, helping in the kitchen etc.)
- How did you help your siblings last week? How did you feel helping them?
- How did you help a friend or neighbour last week? How did you feel doing this? (Hint- utility, respect, satisfaction, happiness etc.)

Task for Next Expression Day:

By the next expression session, reflect on how you have been useful for others.

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

Session: 1.2

Duration: Minimum Two days but can be extended if required



Objective: To draw attention of students to their own utility and the sense of respect inherent in it.

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

It is expected that in this session the attention of students is drawn towards the moments of self-respect that have come so far in their lives and they feel a sense of respect for themselves. They should know what is the feeling of self-respect and when it is felt.

Expression by Students:

Students should be given opportunities to express themselves with the help of the following suggested questions –

- Which one good thing did you get to know about yourself this week? Who shared it with you and how did you feel after knowing about it?
- Did you compliment anyone this week? What did you say and how did you feel while saying that?
- Has anyone ever praised/complimented you about something which you feel that is not there within you? What was that and how did you feel after listening about it?

Task for Next Expression Day:

By the next expression day, reflect on how you feel whenever you are helpful to someone.

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

Session: 1.3

Duration: Minimum Two days but can be extended if required



Objective: To draw attention of students towards feeling of the humiliation implied in discrimination and the feeling of respect implied in equality.

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

Discrimination is not acceptable to anyone. Whoever is discriminated against, does not like it. When we accept a person as an individual like us, without any discrimination, then we also feel happy. The purpose of the session is to draw attention of the students towards feeling of the humiliation inherent in discrimination and the feeling of respect inherent in equality.

Expression by Students:

Students should be given opportunities to express themselves with the help of the suggested questions –

- Whom do you feel a sense of respect for and why?/Who are the people you respect the most? Why?
- When do you feel good, when you are discriminated against or when you are treated equally? Why?
- Share about the occasions you felt honoured? How did you feel at that time and why?
- Have you ever felt humiliated? When and Why?

Task for Next Expression Day:

By the next expression day, reflect on the occasions you felt that your behaviour was not appropriate for someone.

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

Session: 1.4

Duration: Minimum Two days but can be extended if required



Objective: Feeling respect for others.

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

Everybody wants to be respected. Nobody wants to get insulted, yet knowingly or unknowingly, sometimes, we do insult people. Whosoever gets humiliated feels as bad as we feel when we are humiliated. Purpose of this session is to make students aware of the feeling of being respected and not offend anyone in their relationships.

Expression by Students:

Students should be given opportunities to express themselves with the help of the following suggested questions –

- Share an incident when you felt that your behaviour was appropriate with someone but later you realized that it wasn't.
- Has anyone been unknowingly or knowingly humiliated by you? Why did you do that? How do you feel when you recall that incident?

Task for Next Expression Day

By the next expression day, reflect on when and in what ways you have expressed respect for your parents or elders.

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

Session: 1.5

Duration: Minimum Two days but can be extended if required



Objective: Encouraging students to express their feeling of respect towards others.

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

When we don't see someone as equal to us or having good qualities, we can't feel the sense of respect towards them. It would be like felicitating someone outwardly by giving them a gift/token of respect but thinking about their faults. It is called pretension if we respect someone without feeling it. Emotions are universal, meaning that the feeling will be the same to everyone, but the ways of expressing it in practice can vary according to time, place and culture. Such as – one can express the feeling of respect by touching feet, by bowing or in some other way.

The purpose of this session is to make students feel and express respect for others honestly, without pretending to respect someone.

Expression by Students:

Students should be given opportunities to express themselves with the help of the suggested questions

–

- How do you express respect for your parents and elders of the family?
- Has it ever happened when you could not express respect for someone in spite of feeling respect towards them? If yes, give reasons.
- Is it enough to have a feeling of respect for someone or is it also important to express the feeling of respect? Why?

Task for Next Expression Day

By the next expression day, reflect on how you feel when someone helps you.

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

2. Gratitude

Learning Outcomes:

- To be able to see the participation/role of elders – our parents, teachers, family members, seniors/elders in the neighbourhood etc. – in our lives
- To feel and express gratitude towards them.

For Teachers' Reference

Many people contribute towards our progress in life. When we accept their cooperation from within, we feel grateful towards them. This leads to a stability within which we feel happiness. When we are grateful towards someone, our behaviour towards them is humble and we remain disciplined. If someone's behaviour is indecent towards us, then it is possible that we have no role in their growth and welfare or they are not able to identify this role. Whenever we are happy, we want to share our happiness with people close to us. This makes us happier. When someone is worried, they may want to be alone, but when they are happy, it is unlikely that they'd want to be alone.

When we are feeling an emotion, we want to express it. A person who expresses emotion is indeed called a 'vyakti', the one vyakts, the one who expresses. If we will see the effort behind the finding or discovery of the things and facilities we use today, like food, clothing, mobile phone, bus, train etc., we will feel indebted to people who have made it all possible for us today. We will also feel indebted towards those who worked on the basic discovery and helped it reach its refined form that we use today. Gratitude is the feeling of this indebtedness.

To be grateful does not mean just saying thanks. It is an emotion generated when we feel grateful from the heart. On feeling this, we automatically begin to contribute towards the development of society. The way to our happiness is to live by contributing to society and this is also the true significance of life. If we understand the order of nature, we can see that the person who contributes to the system can be happy. Most people work hard with the belief that by acquiring more and more they will someday find happiness. Gratitude encompasses trust, respect and love. Gratitude is also known as being thankful or indebted. There are six sessions that have been created to explore, experience and express the feeling of gratitude.

Session 2.1

Duration: Minimum Two days but can be extended if required



Objective: To acknowledge the contribution of family members and others for our own happiness.

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

Many people contribute to the growth and happy life of a person. When one is not conscious of this fact, they may think of themselves as self-made - only because of the hard work done by them. This leads to the thinking that why should they do anything for society if society hasn't done anything for them. As a result, they think only about themselves and do not realise their responsibility of making this world a better place.

The purpose of the session is to make students realise that various people, directly or indirectly, help us to progress in our life in many ways. If we focus on the contribution made by others in our lives we would feel more connected with them.

Expression by Students:

Students should be given opportunities to express themselves with the help of the suggested questions –

- In what ways are you helped by your family members?
- How do family members contribute in bringing the food you eat, from the market to your plate? (buying, cooking and serving food)
- How do food items reach the market/shops? Who are the people who contribute in bringing it from farms to market.
- Who are the people that contribute to keeping your neighbourhood clean? And how?

Task for Next Expression Day

By the next expression day, reflect about the people who help you at home and in school and how they help you.

Session 2.2

Duration: Minimum Two days but can be extended if required.



Objective: To draw attention of students towards the contribution made by the school for providing good education.

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

Many people and institutions contribute to the life of a person for their development and to help them live a happy life. School is one of those important institutions which have been established for the progress of students. The purpose of this session is to draw attention of students towards the importance of school and its contribution in their lives.

Expression by Students:

Students should be given opportunities to express themselves with the help of the suggested questions –

- Who helped you in studies this week (other than your teachers)? How did they help you?
- Describe one thing related to your school that contributes to making it possible for you to study well?
- Who are the people that have contributed in making the desk you are sitting on, from making it to reaching your classroom? How?

Task for Next Expression Day

By the next expression day, reflect on the times when you got help in the time of need and when you could not get any help. How did you feel in both the situations?

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

Session 2.3

Duration: Minimum Two days but can be extended if required.



Objective: To feel a sense of gratitude towards others.

Begin the class with Mindful Breathing for 2-3 minutes

Note for the Teacher:

Whenever someone helps us in our times of need, we feel good. Not only this, we feel good, thinking about it even later too. In the time of need, both the helpers and those seeking help feel good and if they don't, both do not feel good about it.

In this session, students would reflect on how it feels when we accept someone's help. In this manner, they will feel a sense of gratitude.

Expression by Students:

Students should be given opportunities to express themselves with the help of the suggested questions –

- Recall an incident when you needed someone's help but no one helped you. While sharing the event, tell us how you felt at that time and why?
- Recall an incident when someone helped you in a difficult time. While sharing the incident, tell us how you felt at that time and how do you feel now when you recall it?

Task for Next Expression Day

By the next expression day, reflect on how you behave in the presence of people who have helped you in your progress. How do you express your feelings towards them?

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

Session 2.4

Duration: Minimum Two days but can be extended if required.



Objective: To acknowledge the importance of expressing gratitude.

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

When we are happy, we want to share our happiness with the people close to us. Our world of happiness is associated with having good feelings towards each other and expressing them through various mediums and ways. One who expresses the true sentiment feels happy and the person for whom the sentiment is expressed, also feels good.

The purpose of this session is to provide opportunities to the students to express their gratitude for others.

Expression by Students:

Students should be given opportunities to express themselves with the help of the suggested questions –

- How do your parents help you? How do you express your gratitude towards them?
- Express your gratitude to one family member who helped you this week. Also, explain how they helped you?
- Share an incident when one of your elders helped you, but you could not show gratitude to them. Why couldn't you express gratitude?
- Have you expressed gratitude for a classmate during the last week? To whom and Why?

Task for Next Expression Day

By next expression day, reflect on how you feel towards the people who help or have helped you in the past, in your progress and happy life.

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

Session 2.5

Duration: Minimum Two days but can be extended if required.



Objective: To explain the true meaning of gratitude to the students.

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

Many people support us to move forward in our lives. When we accept their cooperation wholeheartedly, we feel happy that someone has done something for our betterment. In fact, to acknowledge the help of others for our betterment is gratitude. Acknowledging their work, being thankful to them is an expression of gratitude. The focus of this session is to help students clarify the meaning of the feeling of gratitude so that they could recognize, feel and express it in their behaviour.

Expression by Students:

Students should be given opportunities to express themselves with the help of the suggested questions –

- Share an incident when one of your elders helped or guided you, but you did not realize it at that time.
- Who are the people that help you to achieve what you want? How do you feel about it?
- Think about the person who has made a big contribution for your betterment (well being/ prosperity). How is your behaviour in front of that person? Share.

Task for Next Expression Day:

By the next expression day, reflect on the times when you helped others to be happy.

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

Session 2.6

Duration: Minimum Two days but can be extended if required



Objective: Encouraging students to contribute to the happiness of others with a sense of gratitude.

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

All the facilities (food, clothes, mobile, bus, train etc.) that we are enjoying today, from their discovery or invention till their current sophisticated form, are the contribution and hard work of many people. From this perspective, when we look at the facilities that we have in our life, we will feel indebted to them. Also, when we accept any help from someone we feel gratitude. When we realise this, we will not only conserve these legacies but we will also start contributing to the development of society. This is the only way to our happiness and also the meaningfulness of life.

The Objective of this session is to motivate the students to contribute to the happiness of others with a sense of gratitude

Expression by Students:

Students should be given opportunities to express themselves with the help of the suggested questions –

- How did you feel when the good work done by you was acknowledged? Give an example.
- You did something good for someone, but your contribution was not acknowledged. How did you feel at that time?
- Would you still want to help the person? If yes, why? If not, so why not?
- Parents and other family members take care of you, do you care about them too? How?
- Can gratitude be expressed only by saying thank you? How do you show your gratitude?
- Describe a task that you have done for your family, school or society last week.

Task for the Next Expression Day:

By the next expression day, help someone in your class, home or neighbourhood learn / understand something and share your experiences on the next expression day.

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

Session 2.7

Duration: Minimum Two days but can be extended if required



Objective: To provide students the opportunity for expression of active participation with a sense of gratitude done in the past week.

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

Being thankful does not mean just saying thank you every time. A feeling of gratitude is felt when we accept a contribution wholeheartedly. When we participate for someone's help, they are also grateful to us.

Therefore, in this session, students are encouraged to contribute with a sense of gratitude.

Expression by Students:

- Students should be given opportunities to express themselves with the help of the suggested questions –
- What work have you done to help your parents this week?
- What work have you done for your classmates this week that made you happy?
- How have you been helpful to other members of your school family (except classmates) this week?

Task by Next Expression Day:

By the next expression day, reflect on the times you could appreciate the work done by the society.

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

3. Trust

Duration: Minimum Two days but can be extended if required

Note for the Teacher:

Trust can be seen in two ways –

A. Self-confidence:

When we are able to do something properly or understand something in the right manner, there is no fear or nervousness. This assurance of doing it right gives us stability which we experience in the form of happiness. When we have clarity about something, we are assured

about it. Our mind is relaxed on recognising certainty. In a condition of obscurity or uncertainty, our mind remains unstable because of which we face difficulties. Each person has an unlimited potential to think and understand. When a person recognises these basic capabilities and develops their competences through teaching or helping the other understand, they develop the confidence of living a life full of happiness. This is experienced in the form of self-confidence.

B. Mutual trust:

The wish to always be happy and keep others happy is the basic intention of each person. Despite wanting this, we are neither able to be happy or become instrumental in keeping others happy. This is also the situation of others. If we see the order of nature, we find that air, water, soil, stones, animals and birds, plants and trees etc. all complement each other. As opposed to this, humans have not been able to complement each other and so, there are problems. According to the laws of nature, for happiness, it is important for everyone to complement each other's efforts.

If we think with a calm mind, we all want to be happy and want to contribute to each other's happiness. Despite wanting this, we do not understand how to be happy and make others happy. This lack of understanding becomes the reason for our sadness. This sadness sometimes, is reflected as anger. For example, when a child becomes irritable for some reason and we are unable to understand how to make the child quiet or happy, we often get angry with the child. This anger is more an outcome of our own incompetence than the child's wrongdoing. In this way, we can say that due to a lack of competence, we are neither able to be happy always nor are we able to make others happy. The meaning of being competent or having the right understanding here is that our attention should be on the basic wish of happiness for each other.

Where does the other person come from, what is their understanding and what are their conditions? When we are aware of this, we can gauge their competence better. In this case, when others make a mistake, we understand that the mistake is due to a lack of understanding and is not committed knowingly. And so, we are also able to see how the competence to do right can be developed in the other person. This is the

fruit of our understanding or competence. If we take note of a person's basic wish, then, even when they go wrong, we will see it as a lack of competence and we can be instrumental in helping them work on their incompetence. As opposed to this, when we are unable to analyse their competence in the right way and doubt their basic intention, then instead of being helpful, we get angry and oppose it. For example, when a very young child wets the bed, we do not doubt the intention of the child and we see the lack of competence in the child and help the child. But when the child grows up and still wets the bed, then we doubt their intention and instead of helping them, we get angry, while this mistake is still a lack of competence in the child. The child is definitely not doing this deliberately.

In this way, when we doubt anyone's intention, we get angry and oppose it because of which we get worried and also cause worry to them. When we do not doubt someone's intention and perceive their mistake as a lack of competence, we become their helpers and are complementary to them. In our relationships, when we generally don't doubt each other's basic wish, we maintain our relationships with mutual love and affection. Trust is the basis of our relationships. So, this value is also called 'base value'. Only after trusting others can we feel their feelings. When we are trustful towards each other, our behaviour with each other is collaborative and constantly reflects the feeling of cooperation. Trust is also known as confidence, belief, surety, reliance and faith. The sessions in this section have been created to explore, experience and express the emotion of trust.

Session 3.1

Duration: Minimum Two days but can be extended if required



Objective: Feeling the emotion of self-confidence

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

There are times we feel confident about doing some work/task, and sometimes we cannot convince ourselves to do or even to learn certain works/tasks. The focus of this session is to draw the attention of students towards confidence - when and how do they feel confident.

Expression by Students:

Following questions are suggested to provide opportunity to students for expression:

- Share with us about a task/work you felt scared or nervous to do earlier but now you can do it confidently? (Eg. riding a bicycle, cooking or playing a sport) How did this happen?
 - Tell us about a work/art/skill that you have learnt recently. (Eg. Riding a bicycle, painting, playing harmonium, playing a sport etc.) Describe the change that you felt in yourself after learning the work/art/skill.
 - Share an incident when your classmates understood a topic in your class but you could not? How did you feel at that time?
- Are there any topics which you feel confident about and can explain well to your classmates? Name them.

Task for Next Expression Day

By the next expression day, think about how you feel when you do not trust others.

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

Session 3.2

Duration: Minimum Two days but can be extended if required



Objective: To experience the emotion of trusting others

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

We all want to be happy and to contribute to the happiness of others. Sometimes we are able to make others happy and sometimes we can't do so. Such situations depend upon our understanding and ability to play a crucial role in our efforts of making others happy. Same applies to others too.

The Objective of this session is to help students understand that we all strive to contribute to the happiness of self and others. This further develops trust with each other.

Expression by Students:

Following questions are suggested to provide opportunity to students for expression:

- Share about an incident when you suffered any type of loss/damage because of a mistake done by any of your family members or friends? How did you feel?
- How did you feel when you faced loss/damage due to a mistake committed by someone else (people who are not family or friends)?
- Which of the above two situations made you feel extremely angry or unhappy? Why?

Task for Next Expression Day

By the next expression day, think about how you feel when you do doubt others' intentions.

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

Session 3.3

Duration: Minimum Two days but can be extended if required



Objective: To inspire students to express the emotion of trusting others

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

When someone commits any mistake that causes any loss or damage, we tend to doubt the intention of the person and that feeling of distrust makes us angry. On the other hand, when we trust the intention of others, we don't experience anger. Rather, we try to complement the effort of the person and help the person to learn what they lack.

The Objective of this session is to help students understand that mistakes can be perceived as the lack of ability and they can help each other to develop the required ability.

Expression by Students:

Following questions are suggested to provide opportunity to students for expression:

- Share about an incident when you committed a mistake and someone did not trust your intentions. How did you feel at that time? Why?
- Have you doubted the intention of someone when they committed a mistake? Why did you think so?
- Who are the people you don't get angry with, even if they commit a mistake? Why?

Task for Next Expression Day

By the next expression day, think about the people you always listen to and agree with Why does this happen?

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

Session 3.4

Duration: Minimum Two days but can be extended if required



Objective: To inspire students to express the emotion of trusting others

Begin the class with Mindful Breathing for 2-3 minutes

Note for the Teacher:

Why do we trust or doubt? There are certain ways that lead to either of the situations.

The Objective of this session is to identify those factors and to reflect on why do we want to be trusted by others?

Expression by Students:

Following questions are suggested to provide opportunity to students for expression:

- Who are the people you always listen to and agree with? Why does this happen?
- Think about the person whom you trust completely. What makes you trust the person?
- Do you wish to be trusted by others? What qualities do you think you must have to be a trustworthy person?

Task for Next Expression Day

By the next expression day, reflect on how you feel when you are not trusted and also, when you do not trust others? Why does this happen?

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

Session 3.5

Duration: Minimum Two days but can be extended if required



Objective: To develop clarity on the meaning of trusting each-other.

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

When we are assured of the basic good intention of others in our relationships, we feel stability in ourselves. Having a doubtless state of mind leads to the feeling of trusting each-other.

The Objective of this session is to help students develop clarity on the meaning of trust, cooperation and undoubting the basic intention of each other.

Expression by Students:

Following questions are suggested to provide opportunity to students for expression:

- Who are the people you trust? Make a list and share it with your classmates.
- Recall an incident when someone broke your trust. Share, how did you feel at that time.
- Share an incident when you were not trusted. How did you feel at that time?

Task for Next Expression Day

By the next expression day, reflect on how you react in a situation when a person who you trust, commits a mistake?

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

4. Affection

Learning Outcomes:

- To be able to see the mutual affection and support among siblings, friends and classmates.
- To be able to feel affection and express it.

For Teacher's Reference

The joys and sorrows of our life are connected with 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 distance in relationships created due to lack of affection is very painful. Hence, for a happy life, it is important to feel affection for our loved ones. Along with this, it is also important to expand our circle of affection so that all distances vanish. The biggest fear in our society is due to these water-tight compartments of those who are our own and those who aren't. All people are connected to each other. As soon as we accept that connection, we feel secure and loved which is manifested in the form of happiness.

When we connect with someone through a relationship like 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 don't have any work with them. We want to meet them for happiness, with happiness and in 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 is no isolated way out – the provision is to live with each other. 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 in all situations. There are three sessions that have been created to explore, experience and express the feeling of affection.

Session 4.1

Duration: Minimum Two days but can be extended if required



Objective: Feeling the emotion of affection towards siblings and friends

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

It is important to have a feeling of belongingness in our relationships to lead a happy life. And to expand the boundaries of happiness, we must stretch the idea of belongingness. In this way, there would be no feeling of otherness in our relationships. We all are connected in some way or the other. When we come to accept belongingness or connectedness with others, we feel happy.

The Objective of this session is to draw the attention of students towards people - their siblings and friends, they feel connected with.

Expression by Students:

Following questions are suggested to provide opportunity to students for expression:

- Who do you feel most connected to from your friends? Why?
- Who are the people you feel to share your happiness with?
- Has someone helped you without feeling happy about it? How did you feel when you found out about it? Why?
- When a stranger or your friend asks you for help, do you feel the same way or differently? Why?

Task for Next Expression Day

By the next expression day, think about the times you feel connected to your siblings or friends. How do you express your connectedness with them?

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

Session 4.2

Duration: Minimum Two days but can be extended if required.



Objective: To express the emotion of affection towards brother-sister or friends and classmates

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

We feel closely connected to some people. When they commit any mistake we rarely get annoyed. But our behaviour may be different when others are at fault. When we have the emotion of affection for someone, we are committed to them and therefore, we stay with them through thick and thin. All want to be happy and to contribute to the happiness of others.

The Objective of this session is to help students lead a happy life by being affectionate in their relationships and to keep expanding the horizons of their happiness while spreading the boundaries of their connectedness with others.

Expression by Students:

Following questions are suggested to provide opportunity to students for expression:

- Have you ever helped your friend by lending them your notebook/book without them asking for help, whereas you did not lend your notebook to your classmate despite being asked by them? Why did you do so?
- How do you behave when your younger siblings commit any mistake - do you affectionately explain the situation to them or scold them? Why?
- Share an incident when you committed a mistake and you were insulted by scolding? How did you feel?

Task for Next Expression Day

By the next expression day, think about who you share your happiness and problems with. Also reflect on what makes you comfortable about sharing with them.

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

Session 4.3

Duration: Minimum Two Days but can be extended if required



Objective: To develop clarity on the feeling of affection

Begin the class with Mindful Breathing for 2-3 minutes.

Note for the Teacher:

We feel connected and happy with people when we accept them as a sibling or a friend. We feel happy when we meet or even think about them. We also feel happy with, in, and for happiness with the people we feel affectionate to.

The Objective of this session is to help students develop clarity on the emotion of affection so that they can lead a happy life while living in their relationships with a feeling of belongingness.

Expression by Students:

Following questions are suggested to provide opportunity to students for expression:

- Who do you share your happiness and problems with? What makes you comfortable about sharing with them?
- Share about a person- brother-sister or friends, you feel better even when you think about them. Why?
- Do you behave in the same way or differently when your siblings or friends cause any harm and when someone else does the same? Why?

Task for Next Expression Day

By the next expression day, reflect on how you feel when you do not behave affectionately with others.

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

Session 4.4

Duration : Minimum one day or till the teacher is satisfied satisfaction.



Objective: To get the attention of students that it is also showing respect when you treat everyone as equal human beings.

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

Note for the Teacher: Every person has a common desire not to be discriminated against, on any basis whether on physical appearance or level of understanding. Treat everyone equally is showing respect to all.

Reflection by Students:

- Were you being compared to anyone at home or school this week? On what basis were comparisons being done, habits, studies or behaviour?
- How did you feel when compared?
- Have you also compared a person to someone else ? Why did you do that?
- How did you feel after doing that?
- Identify some people from home or school who you think are just like you.
- Which of their qualities or habits do you think are similar to yours?
- How do you feel like being with them?

Task for Next Expression Day:

This week observe different ways of respect around 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