

Grade VIII

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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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.



-2-

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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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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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

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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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Index

1. A brief outline of the Happiness curriculum	1
2. Note for Teachers	18
3. Mindfulness Section	20-122
Session 1 : Introduction to Mindfulness	22
Session 2 : Mindful Listening	25
Session 3 : Mindful Listening – Silence	29
Session 4 : Breath Star	33
Session 5 : Mindful Belly Breathing	37
Session 6 : Mindful Seeing	41
Session 7 : Seeing our Strength	46
Session 8 : Awareness of Eating/Food	50
Session 9 : Heartbeat	54
Session 10 : Progressive Muscle Relaxation-I	58
Session 11 : Progressive Muscle Relaxation-II	63
Session 12 : Body Scan	68
Session 13 : Word Association	73
Session 14 : Mindfulness of Thoughts	77
Session 15 : Mindfulness of Feelings	82
Session 16 : Happy Experiences	87
Session 17 : Gratitude	91
Session 18 : Sticky Thoughts	95
Session 19 : Gatekeeper	99
Session 20 : Thoughts as Traffic	103
Session 21 : Thoughts as Bus Passengers	107
Session 22 : Mind Jar	111
Session 23 : Brain House	115
Session 24 : Silence between Thoughts	119
4. Story and Activity Section	
Chapter 1: Understanding Happiness	126
Section 1: Why do we need the Happiness class?	127
Activity 1.1: Why should we read and write?	
Story 1.1: Alexander and Diogenes	130
Section 2: How much happiness is needed? Is it Sometimes or always? Less or more?	132
Activity 2.1: How much happiness do we need?	133
2.1: The mind palace	135
Activity 2.2: Being happy – From what and for how long? Story	138

2.2: Rabia's needle	142
Section 3: What is happiness?	145
Activity 3.1: When do we feel happy?	146
3.2: When do we feel sad?	147
Story 3.1: What is real and what is fake?	149
Chapter 2: Need	152
Section 1: Understanding of needs	152
Activity 1.1: Our needs	153
Activity 1.2: Difference in our needs – on the basis of quantity	155
Activity 1.3: Difference in our needs – on the basis of time duration	158
Section 2: Are our needs unlimited and resources limited?	160
Activity 2.1: Are our needs unlimited and resources limited?	160
Story 2.1: How much land?	162
Chapter 3: Needs of the self	165
Section 1: Ego and show off	165
Story 1.1: Ego's room	166
Story 1.2: Turban	169
Section 2: Needs of the mind: Feelings	171
Activity 2.1: Feast: When required, when show off	171
Story 2.1: My identity	173
Chapter 4: Trust and Confidence	175
Section 1: Trust in oneself	176
Activity 1.1: Understanding trust in ourselves	176
Activity 1.2: Need for trust- Permanent or Occasional?	179
Story 1.1: Arunima Sinha	182
Section 2: Trust in Relationships	184
Activity 2.1: Trust in Relationships	184
Activity 2.2: Intention and Competence	185
Chapter 5: Identifying Commonness	188
Section 1: Identify commonness	188
Activity 1.1: Our uniqueness	189
Activity 1.2: Our commonness	191
Activity 1.3: The basis of recognition(among humans)	194
Activity 1.4: The recognition of commonness (among humans)	197
Chapter 6: Sensible person = Happy person	200
Section 1: What is understanding?	201
Activity 1.1: Who is considered sensible?	201

Story 1.1: Socrates' three questions	205
Section 2: Being sensible, systematic and participating in the larger order	207
Activity 2.1: Role of a sensible person in the larger order	207
Story 2.1: Three laboures, three perspectives	210
Section 3: What is prosperity?	213
Activity 3.1: Richness, Poverty and Prosperity	213
Section 4: The way the mind works/happy mind(self)	215
Story 4.1: Serene water	216
Activity 4.1: The perils of anger	218
Story 4.2: Who's speaking	222
Chapter 7: Happy family	225
Section 1: Family – an Harmonious order	225
Story 1.1: The kite string	227
Story 1.2: A big man	229
Section 2: Participation to relationships	231
Story 2.1: Brother, not a burden	232
Story 2.2: All together	234
Section 3: Relationships in family	238
Activity 3.1: Recognising parent-child relationship	238
Activity 3.2: Recognising relationship with siblings and friends	240
Chapter 8: A happy society	242
Section 1: Why society?	243
Activity 1.1: Why do we need society?	243
Activity 1.2: Understanding society	246
Section 2: What kind of society?	248
Story 2.1: Sugar in milk	249
Activity 2.1: Our Role	251
Chapter 9: Nature and Space	252
Section 1: Four orders	252
Activity 1.1: What all is around us?	253
Section 2: Space	257
Activity 2.1: Space – a reality	257
Activity 2.2: How is space?	260
Expression Section	263-294
1. Trust	266
2. Respect	274
3. Gratitude	281
4. Affection	288

Condensed Happiness Curriculum Framework

1. RATIONALE:

1.1 Context & Background

All children are born with a natural curiosity for knowledge, a desire for justice and happiness, an attitude of truth and honesty and a willingness to do right. The varying environments they grow up in, condition and mould them to slowly lose touch with these traits. The current environment in which children are raised, 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 will turn out like.

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 themselves, but also of others. Consequently, a happy being with deeper insight tends to have greater inclination for self-discovery and lower self-deception.

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

1.2 Happiness in School Setting

Education has a larger purpose to serve and hence, it cannot be seen in isolation from the dire needs of today's society. 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 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 society, which the education system therefore, must free learners of.

Happiness has now become a part of the global policy agenda. Research has begun to show that students learn better if they are happier. 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.

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

Learning to do

Learning to be

Learning to live together

Aristotle is often cited to have said: 'Happiness is the meaning and purpose of life, the whole aim and end of human existence' and 'Happiness is the only self-sufficient achievement of learning.' (Crisp, 2000). Indeed, all human endeavours, starting from birth and throughout life, are pursued to this end, and require for 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 of children appears indispensable. Dorothy Nolte (1998) 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 classes Nursery to

VIII. As Mahatma Gandhi said, 'If we want to reach real peace in this world, we should start educating children.' Thus, 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. And if we inculcate happiness in children right from 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.

2. 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 & 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.

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 a tasty meal, smell a flower, etc. The satisfaction we derive out of such actions is in the form of pleasure. In addition to such sensory pleasures, we also experience happiness and satisfaction, when our desire for feelings such as security, love, affection and care are fulfilled in all our relationships.

From a developmental perspective, as children grow up, their cognitive, psychomotor and affective abilities develop further. As per Piaget's theory of cognitive and affective development (1983), theoretical and hypothetical thinking, and abstract reasoning start to develop during their developmental years. There develops a strong desire in them to seek knowledge, to understand the world and to find meaning and purpose in life.

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

The Triad for Happiness:

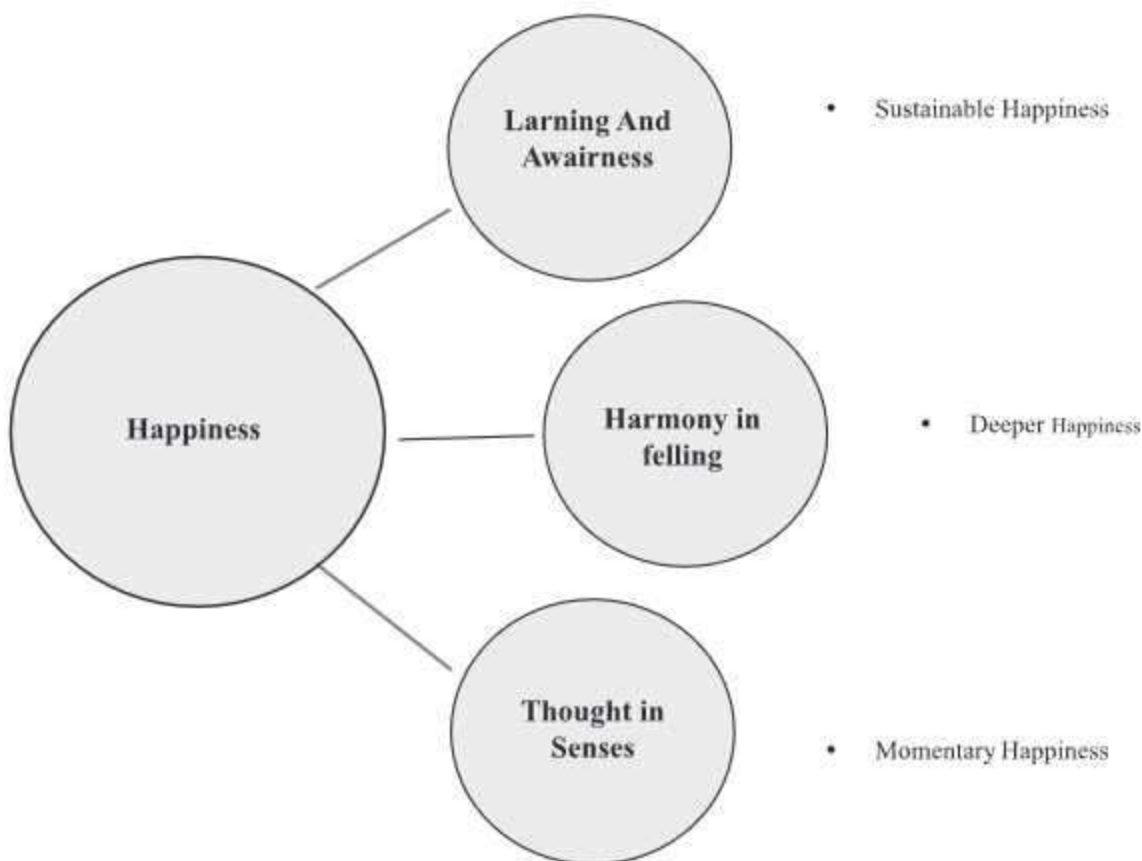
Through our senses: This is the pleasure we get via inputs through the 5 senses of sight, sound, touch, smell and taste. We can observe/experience that **happiness through our senses** like eating good food, watching a film, or listening to music are highly enjoyable but shorter in duration. Happiness from tasting a piece of sweet, or watching a good film could last from few seconds to a couple of hours. Hence, this can be classified as **Momentary Happiness**.

Feelings in relationships: We intrinsically desire feelings like affection, care, gratitude, respect in all our relationships, be it friends, family and society. These **feelings establish the value of a relationship** and thus they are called 'values'. We expect these feelings to be fulfilled. These expectations can't be fulfilled by any material or physical things, but by feelings only. It is when these expectations are met that we feel happy. Also, when we internally feel values of affection, trust, respect, gratitude for someone, happiness from such feelings stays with us for a longer time than that derived through the senses. This is **Deeper Happiness**. Their impact on our inner state is longer and helps us 'be' in a relationship.

Learning (change in behaviour according to constructive understanding) & Awareness: This is to do with being aware of our thoughts, being mindful of our actions and being free from internal conflict. 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, this is **Sustainable Happiness**, which 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.



This Happiness Curriculum 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 & Awareness and ensure continuity of values.

SYLLABUS OUTLINE:

The curriculum 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 stories and activities. Regular happiness classes will enable students to reflect on the relationship between their feelings, thoughts, behaviour and their impact on themselves, family,

society around them and the natural environment. The syllabus is universal and designed age appropriately. Like any other subject, students will have a happiness period every day. Teacher's Handbook for Happiness Class includes description of mindful activities, stories and activities with reflective questions, and self-expression. The intended outcome is to enhance students' level of awareness, mindfulness and deepen learning to lead a happier and meaningful life.

The syllabus has been broken down into 3 units with the following modules:

U1: Exploring Happiness through Learning and Awareness

M1: Knowing my Needs M2: Harmony in the Self M3: Happiness My Goal M4: Why Education

U2: Experiencing Happiness in Relationships through Feelings

M5: How Similar are We

M6: Harmony in Relationships

M7: Understanding Values in Relationships M8: Cooperation and Collaborative Living

U3: Happiness through Active Participation

M9: Living in an Interconnected Society M10: Coexisting with Nature

These modules have been designed in a spiral approach for all classes. With each subsequent theme connecting with the previous one and increasing in depth as the child progresses in one academic year and moves forward to the next class.

NURSERY & K.G.

The happiness curriculum designed for Nursery & K.G. consists of only mindfulness activities. This is done keeping in mind their developmental age as these students are active, have limited attention span and learn through sensory exploration.

S.No	Units	Modules & Sessions
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none">• Learning to be aware of one's emotions• Learning to be mindful

CLASS I - CLASS II

The happiness curriculum designed for Class I and II consists of mindfulness activities, simple stories and basic reflective activities. This is done keeping in mind their developmental age as these students are more expressive and able to engage in conversation.

CLASS I

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none">• Observing activities of the body• Becoming aware of our likes• What do we like more - being with material versus being with people• Identifying sources of momentary happiness• Observing the desire to be happy always• Happiness in learning a new skill

2	Experiencing happiness in relationships through Feelings	<p>Observing contributions in relationships</p> <ul style="list-style-type: none"> → mother → father → siblings <ul style="list-style-type: none"> • Recognising feelings and values: <ul style="list-style-type: none"> • Respect • Affection • Care • Proper Listening • Sharing things with others • Supporting others in need
3	Happiness through Active Participation	<ul style="list-style-type: none"> • Creative expression of oneself • Communication & Collaboration • Joy of participation in school • Joy of participation in family • Observing various entities in nature

CLASS II

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none"> • Observing needs of the body • Becoming aware of our likes and dislikes • Identifying sources of momentary happiness and deeper happiness • Observing the desire to be happy always • Happiness in learning a new skill
2	E x p e r i e n c i n g happiness in relationships through Feelings	<ul style="list-style-type: none"> • Recognising physical similarities between humans • Observing contributions in relationships <ul style="list-style-type: none"> → parents → teachers → siblings • Recognising feelings and values: <ul style="list-style-type: none"> • Respect

		<ul style="list-style-type: none"> o Affection o Care o Guidance <ul style="list-style-type: none"> • Observing whether we feel happy when sharing • To communicate clearly • Recognising and communicating the value of doing things together • Sharing how do we feel when someone helps us, we help others. • Communicating our feeling of happiness when we share or cooperate • Keeping our things in order in family, class, school
3	Happiness through Active Participation	<ul style="list-style-type: none"> • Keeping one's things in order • Observing participation of others in the house and in school • Joy in participation in school • Joy in participation in family • Recognising characteristics of entities in nature

CLASS III - CLASS V

The happiness curriculum designed for Class III to V consists of developmentally age appropriate mindfulness activities, evocative stories, reflective activities and self-expression. The students learn to cooperate in group settings, are more expressive and begin to develop their own point of view.

CLASS III

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none"> • Identifying activities and needs of the body • Recognising differences in our decisions based on what we like versus what is good for us • Realizing the desire to be happy always • Recognising how we feel when there is harmony in relationships

2	Experiencing happiness in relationships through Feelings	<ul style="list-style-type: none"> • Recognising similarities in humans at the level of desire - addressing the core desire for happiness • Observing contributions in relationships <ul style="list-style-type: none"> → parents → teachers → siblings → grandparents → extended family • Recognising feelings and values: <ul style="list-style-type: none"> • Respect • Gratitude • Affection • Care • Guidance • Feeling responsibility towards the collective in class, school, family • Taking responsibility instead of blaming in a conflict
3	Happiness through Active Participation	<ul style="list-style-type: none"> • Participating in the collective, helping others and taking collective responsibility • Observing distinctions between entities and their interrelationships • Recognising characteristics and intrinsic nature of entities

CLASS IV

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none"> • Identifying separate needs of the self and body on the basis of quantity • Recognising the distinctions in voluntary and involuntary activities of the body • Identifying sources of momentary happiness and deeper happiness • Realizing the desire to be happy always • Recognising how we feel when we look after things around us

2	Experiencing happiness in relationships through Feelings	<ul style="list-style-type: none"> • Similarity in humans in the ability to think, wanting to understand and have curiosity • observing contributions in relationships <ul style="list-style-type: none"> → parents → teachers → siblings → grandparents → extended family → neighbours → friends • Recognising feelings and values: <ul style="list-style-type: none"> • Trust • Respect • Gratitude • Affection • Care • Guidance • Encouraging practise of collaboration. Free of feeling of competition during class activities • Ensuring equal participation of all in different class activities • Observation of the feeling of happiness during cooperation & teamwork (at school & home)
3	Happiness through Active Participation	<ul style="list-style-type: none"> • Self expression • Collaboration and participation <ul style="list-style-type: none"> • encouraging practice of collaboration • observation of feelings of happiness during cooperation and teamwork • Joy of participation in the collective • understanding distinctions between entities in nature and their interrelationships • Recognising characteristics and intrinsic nature of entities

CLASS V

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none"> Identifying separate needs of the self and body on the basis of duration Importance of health and a daily routine Observing that all humans have the potential to understand things around them Exploring sustainable happiness How it is related to clarity of purpose Identifying what feels good versus what is good for us Realizing the desire to be happy always Recognising how we feel when we have more than we need (to be able to share freely)
2	Experiencing happiness in relationships through Feelings	<ul style="list-style-type: none"> Recognising similarities in humans at the level of feelings/values in relationship - the desire for respect and trust Observing contributions in relationships <ul style="list-style-type: none"> → parents → teachers → siblings → grandparents → extended family → societal relationships - neighbours, friends, people around school Recognising feelings and values: <ul style="list-style-type: none"> Trust Respect Gratitude Affection Care Guidance Collaboration Cordiality Focus on behaviour, feeling & process instead of only outcome

		<ul style="list-style-type: none"> • Appreciation of others contribution & participation • Encouraging practise of collaboration - free of feeling of competition during class activities
3	Happiness through Active Participation	<ul style="list-style-type: none"> • Creative expression of oneself • Collaboration and participation <ul style="list-style-type: none"> • encouraging practice of collaboration • observation of feelings of happiness during cooperation and teamwork • Understanding the role and purpose of various entities in nature, classified in 4 broad categories - material order, plant order, animal order, human (or knowledge) order

CLASS VI - CLASS VIII

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

CLASS VI

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none"> • Identifying separate needs of the self and body • Identifying voluntary activities in a human being based on decision by the self • Understanding the difference between knowing and assuming • Evaluating our assumptions and preconditioning about life and situations around us • Understanding the desire to be happy always • Understanding our desire for clarity • Exploring the desire for prosperity - a feeling of having more than I need • Evaluating our assumptions about happiness • Exploring the need for education

		<ul style="list-style-type: none"> • Exploring what education entails - whether it is accumulation of wealth, or transformation of mindset • Exploring how humans are different from the other 3 orders
2	Experiencing happiness in relationships through Feelings	<ul style="list-style-type: none"> • Recognising similarities in humans at the level of knowing, assuming and understanding • Observing contributions in societal relationships and our role in maintaining them • Recognising feelings and values: <ul style="list-style-type: none"> • Trust • Respect • Gratitude • Affection • Care • Guidance • Collaboration • Cordiality • Humility • Commitment • Generosity • Simplicity • Feeling of confidence & usefulness due to participation
3	Happiness through Active Participation	<ul style="list-style-type: none"> • Joy of participation in the neighborhood • Recognising contribution in society, supportive role in maintaining systems • Exploring uniqueness in the various entities in nature, classified in 4 broad categories - material order, plant order, animal order, human (or knowledge) order

CLASS VII

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none"> • Understanding how do the needs of the body get fulfilled • Understanding how do the needs of the self get fulfilled • Understanding what knowing entails • Exploring the relation between self reflection and knowledge • Evaluating our assumptions and preconditioning about life and situations around us • Understanding the desire to be happy always • Understanding our desire for clarity and prosperity • Understanding what is sustainable happiness • Evaluating our assumptions about happiness • Evaluating our assumptions about prosperity • Exploring the need for the happiness curriculum in education • Exploring the connection between happiness and education
2	Experiencing happiness in relationships through Feelings	<ul style="list-style-type: none"> • Understanding similarity in humans at the level of human goal • Summarising human similarities on the basis of potential, programme and goal • Observing the desire for justice in relationships • = mutuality in feelings/values • Evaluating our assumptions in/about relationships • Recognising feelings and values: <ul style="list-style-type: none"> • Trust • Respect • Gratitude • Affection • Care • Guidance

		<ul style="list-style-type: none"> • Cooperation • Cordiality • Humility • Commitment • Generosity • Forthrightness • Simplicity <ul style="list-style-type: none"> • Feeling of confidence & usefulness due to participation • Participating in Neighborhood/Society - helping in maintaining systems- classrooms & family • Contribution in others studies - younger sibling, classmate etc.
3	Happiness through Active Participation	<ul style="list-style-type: none"> • observing feelings of confidence and usefulness due to participation • Exploring uniqueness and complementarity between the various entities in nature, classified in 4 broad categories - material order, plant order, animal order, human (or knowledge) order • exploring balance in orders

CLASS VIII

S. No	Units	Content
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none"> • Understanding the purpose of the body and the self • Relationship between the self and the body • Understanding the distinctions between the self and the body • Understanding what knowledge entails Understanding of the self, existence and universal human behaviour Evaluating our assumptions and preconditions about life and situations around us • Understanding the desire to be happy always Understanding our desire for clarity, prosperity and coexistence in society and nature Understanding how clarity leads to sustainable happiness <p>Recognising how happiness is linked with understanding the self</p> <ul style="list-style-type: none"> • Exploring the role of education to fulfill the desire for clarity (knowledge) in human beings

2	<p>Experiencing happiness in relationships through Feelings</p>	<ul style="list-style-type: none"> • Understanding similarities in universality and oneness in humans • observing the desire for justice in relationships • = mutuality in feelings in relationships- transparency, oneness across relationships - family-society • evaluating our assumptions in/about relationships • Recognising feelings and values: <ul style="list-style-type: none"> • Trust • Respect • Gratitude • Affection • Care • Guidance • Cooperation • Cordiality • Humility • Commitment • Generosity • Forthrightness • Simplicity • Oneness • Participating in Neighborhood/Society - helping in maintaining systems (cont.) • Contribution in others' lives- siblings, classmates, neighbors
3	<p>Happiness through Active Participation</p>	<ul style="list-style-type: none"> • recognising sense of value, self worth through sharing and contribution • exploring uniqueness and complementarity between the various entities in nature, classified in 4 broad categories - material order, plant order, animal order, human (or knowledge) order • understanding the purpose of and interconnectedness between the 4 orders • exploring maintenance of balance in orders

LEARNING OUTCOMES:

After going through the happiness classes over a year, the learner:

A. becomes Mindful & Attentive:

develops increased level of self-awareness & mindfulness

comprehends subject matter clearly

reflects better performance in academics and extracurricular activities

shows increased interest in studies

develops active listening (with teachers, family, peers, etc.)

focuses and sustains attention on the current task thus reducing distractions (E.g., on academics, sports, arts)

remains in the present, i.e., aware of what is happening within himself and in the surrounding environment.

monitors and is mindful of actions, and thinks before acting

B. Develops Critical Thinking & Reflection:

observes self and others better

develops strong ability to reflect on one's thoughts and behaviours

thinks critically and not believe without evaluation

operates in a resolution-centric way

reflects clarity of choices and be able to choose and decide authentically

thinks beyond stereotypes and assumptions

thinks innovatively & executes work creatively

C. Sevelops Social-Emotional Skills:

demonstrates empathy (understand feelings of others and see situations from own as well as others' perspective, and respond appropriately)

understands expectations in relationships

cope with stress & anxiety better

identifies, reflects on, and takes mindful action in difficult circumstances

recognises and maintains relationships and resolves conflict in a more appropriate manner

develops better communication & expression skills ❖❖❖

D. Develops Confident & Pleasant Personality:

develops balanced outlook on daily life
reflects self-confidence with pleasant behaviour
reflects awareness towards health, cleanliness & hygiene
appreciates self, family, society and the natural environment
becomes more responsible

EVALUATION:

The primary focus of evaluation will be to directly monitor and observe the status of happiness in the life of a child. Following are the guidelines for evaluation for the happiness curriculum:

The teachers will assess the students in a qualitative way, but will then convert their qualitative assessment into quantifiable outcomes. Assessments need to be adaptable to students and settings. Rather than the uniform approach that works in a traditional assessment, the approach given below gives a wide range of criteria for the teachers to assess the students. We will assess the child as well as the project simultaneously. It would be done at three levels:

1. Weekly: During happiness class the teacher will transact the entire curriculum through different pedagogies followed by discussions with children where their progress will be continuously evaluated by the teacher. Its record may be maintained weekly by teachers in their diaries.
2. Monthly: there shall be integrated assessment, which will be done at the end of every week i.e. Saturday, the day to day behaviour of the children, their communication, content and process, and reflective abilities will be observed on weekly as well as monthly basis in a diary by the teacher.
3. Annual: The third and final level of assessment will be done at the end of the year. This will help the teacher to track the progress of students more effectively and regularly by compiling the weekly and monthly records. The teachers will get reflections through various modes which may be recorded not only in tools but also through pictures, photographs, videos, audios and through projects.

The Happiness Curriculum is designed in a way that focuses on the process rather than the outcome. The results of the process might take time to appear. The journey for each student will be different and unique. This assessment should be done with humility and integrity and more qualitative than quantitative.

NOTE FOR TEACHERS

If anyone is asked do they need happiness, their answer is surely going to be, “Yes, I do.” It does not matter to which religion, caste, section, country, gender or age group the person belongs to. Everyone seeks happiness and is in its pursuit knowingly or unknowingly. However, if you ask a person, are you always happy, in all likelihood, the person will go into deep thought. Unlike the previous question, everyone won’t have the same answer. If everyone wants happiness, why don’t they get it? To solve this riddle, the Department of Education and SCERT (Delhi) collaborated with some academician friends and volunteers dedicated to education to create the Happiness Curriculum. With a regular in-class practice, students will not only learn to be happy but will also take more interest in various subjects and studies in general. The content of the curriculum has been woven with mindfulness, stories, activities and expressions. Teachers can follow the directions in the *Teacher’s Handbook* to implement this curriculum in class.

The way students are coached in formal education and they are accomplished in Science, Maths, History, Languages etc., similarly, the practice of happiness can also be cultivated. Our happiness is linked to our thoughts and feelings and our state of mind. That is why mindfulness, stories, activities and expression have been integrated in this curriculum.

1. First Section (Mindfulness): Through the process of paying attention, we become aware of our environment, thoughts, feelings and emotions. By practising it, children perform better in academics. They are emotionally stable and move towards peace and happiness. With this practice, a student learns to stay calm even in unfavourable circumstances and takes a decision after thinking peacefully and in an unassuming manner.

2. Second Section (Story and Activity): This section has the following nine parts that comprise 18 stories and 30 activities:

- | | |
|---------------------------|-----------------------------------|
| 1. Understand happiness | 2. Needs |
| 3. The needs of the heart | 4. Trust |
| 5. Recognise equality | 6. Sensible person = Happy person |
| 7. Happy family | 8. Happy Society |
| 9. Nature and Space | |

This syllabus has the kind of stories through which the students’ behaviour could be changed for the better. The stories are written and compiled to give some food for thought to the students. The purpose of these stories is to inspire the student to become a better person through self-evaluation.

Through activity-based learning, the students would understand their role towards themselves, their families, the society and the environment. They will cultivate better analysing power, rationality and decision-making. They will be able to see the situations and reality the way they are. Through this syllabus, an attempt has been made to create a conducive environment for the growth and development of a happy, purposeful person.

- 3. Third Section (Expression):** Under this section, on the last day of the working week, the students will be given a chance to express their feelings. This would also give them an opportunity to share the positive changes they experience in their lives so that they can inspire each other. The questions for the expression section have been framed in a way that the student can see the role of others in his/her development and also inspire himself/herself towards participating in the growth of peers. In this way, the teachers will be able to evaluate the changes in the thinking and behaviour of the students.

The weekly implementation and time table of the syllabus:

Every Monday there will be a practice of mindfulness and a discussion. (Check-in 3 minutes + Discussion 10 minutes + Mindful Activity 5 minutes + Discussion 15 minutes + Check out 2 minutes = 35 minutes)

From Monday to Friday, classes will be conducted according to the sections of this book according to which the given stories and activities will be done in class. (Check-in 3 minutes + Story/Activity and Discussion 30 minutes + Check out 2 minutes = 35 minutes)

On Saturday, students will express their feelings and behavioural changes. (Check-in 3 minutes + Expression by students 30 minutes + Check out 3 minutes = 35 minutes)

Every day the class will begin with a 2-3-minute Check-in dedicated to the process of paying attention and will end with the similar process for 1-2 minutes (Check out)

Mindfulness in class: Check-in and Check out

Every day, in the beginning and end of the happiness class, mindfulness will be practised.

Check-in: As soon as the class begins, the first 2-3 minutes would be dedicated to get the students to focus on their breath. The purpose of this activity is to get the students ready for the class. In the beginning, keep this practice only for a minute and then increase the duration to 2 to 3 minutes. On the day dedicated to mindfulness, this mindful check-in has to be practised according to the directions given in that section. On the days of story, activity and expression, this practice has to be focused on breath. After that, without any questions, the story, activity or expression should be started.

Check out: At the end of the class, the students should sit quietly and reflect on the discussion, activity or expression of that day. The teacher need not give any other direction that day. Kindly don't ask any question after this silent check out. In the beginning, the duration of this exercise can be a minute and then can gradually be increased to 2 minutes.

Teachers are requested to begin all the days of the happiness class (mindfulness, story, activity or expression) with check-in and end with check out.

Mindfulness Section

***Note for teachers:** Before commencing the class on Mindfulness, kindly read this chapter carefully. It would help you to conduct the Mindfulness class the entire year.*

What is Mindfulness?

To understand this, you need to get the meaning of two words.

Are you mindful or is your mind full?

- The meaning of being mindful is being completely aware of the present.
- The meaning of having your mind full is that you are distracted by multiple thoughts and are not aware of the present situation.

Hence, to live in the present and be aware of what's happening now is mindfulness.

Mindfulness is the basis of happiness.

Understand a Few Important Points of This Class:

The Mindfulness class will be held on the first working day of the week, either on Monday or on the successive working day, in case Monday is a holiday. The 35 minutes of this class will have three main phases:

1. a. Mindfulness check-in every day (3-5 minutes)
b. After this exercise, hold a discussion about the students' experience for 10 minutes. Each week engage different students in talking about their experiences and how mindfulness has impacted their work or behaviour.

Teachers are requested to not suggest any expected/desirable answers, in fact let the students find the answers from their own experiences and share authentically.

2. a. As part of the mindfulness exercise, get the students to do various activities given to make them aware of the various processes within their bodies or thoughts for about 5 minutes. These exercises will vary each week.
b. A discussion on the exercises for about 15 minutes should follow. The teacher is required to encourage different students to speak about their experience, and ensure that each student gets a chance to put his/her point forward.

3. At the end of the class, the usual exercise on mindfulness should be conducted for 1-2 minutes.

Mindfulness is a scientific process. This practice is being followed all over the world with teachers and students. It is an easy exercise that can be done by anyone anywhere and at any time.

The Benefits of Mindfulness Exercise:

- It is helpful in keeping the focus on studies in the classroom.

- It helps the students to listen to the teacher carefully.
- While studying at school or at home, it helps in maintaining focus.
- It improves retention power and memory.
- It helps in focusing on any activity we are doing right now.
- It helps in being aware of our surroundings at all times.
- While talking, eating or doing any other work, it helps in being aware of our actions, so as to not do anything inappropriate.

Things to Remember:

- The students should not be asked to chant any mantras or words while doing this exercise.
- There should be no expression of stress in the classroom, for example, no student should be scolded or instructed in an unpleasant tone or pressurised over anything.
- Ensure all the students participate during the discussion.

Some Special Points to be Taken Care of by the Teacher:

- Be an active participant in the process. For example, while getting the students to practise mindfulness, do it yourself too.
- Be aware of your mental state when you enter class and try to keep your thoughts and feelings stable. Remember, children notice the teacher's behaviour.
- Before you get the students to reflect, ensure the class is peaceful and each student is comfortable. Ensure that the children share their experience afterwards. Children would need a pleasant and safe environment to share their experience.
- The whole idea of this exercise is not to get away or suppress our thoughts and feelings. The idea of this exercise is to make the children aware of their environment, emotions, thoughts and feelings so that they can give a better response in their usual behaviour.
- This section has 24 sessions. According to the requirement, the teacher may want to repeat a session.

Session 1- Introduction to Mindfulness

Time allocation:

- 1 (a) **Mindful check in** - 3-5 minutes
- 1 (b) **Introduction to Mindfulness**- 20-30 minutes
- 2 **Silent Check out**- 1-2 minutes

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers could begin by telling the students that through this activity, we will bring our attention to the present. This exercise can be done by the students anywhere and at any time.
- Ask the students to sit comfortably and, if they want, they can straighten their backs and close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- The students may keep their hands on the desk or on their lap.
- Inform the students that we will begin the class with the mindful check-in activity, which we will do for 3-5 minutes.
- Ask the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- These sounds can be soft or loud, reduce or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)
- Tell the students that now they should focus on their breath...on inhaling and exhaling.

- Ask the students not to change their breath in any way. Just become aware and focus on it.
(Wait for 10 seconds.)
- Ask the students to focus on their inhalation and their exhalation. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.
(Wait for 20 seconds.)
- Now ask the students to slowly focus on their sitting position and whenever they are comfortable, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1(b) Introduction to Mindfulness: 20-30 minutes



Objective: To make students familiar with the concept of mindfulness

At the beginning of the mindfulness class, the teachers can discuss the following with the students:

“Welcome to the Happiness Class. Like all of you already know, last year too you had the mindfulness class on the first day of the week. Similarly, this year too you will have various mindfulness related activities on the first day of the week.”

- Would anyone like to tell the class what does mindfulness mean to you?
- How did the practice of mindfulness help you last year?

Proposed Points for Discussion:

- Now teachers should ask the students to sit quietly. Then ask the students to close their eyes for the next one minute and let the thoughts that are coming to their minds flow. After they open their eyes, ask them – were their thoughts related to past moments/happenings, planning for forthcoming moments/worrying about them or about this moment/in the present? (Ask the students to raise their hands according to whichever time they thought of when their eyes were closed.)
- (It is largely found that everyone is either thinking of the past or the future while we are actually working in the present.)

Are you mindful or is your mind full?

- The meaning of being mindful is to have a complete focus on the present. This practice is called mindfulness.
- To have your mind full means you're distracted by multiple thoughts and are not aware of the present.

Hence, to live in the present, to be aware of yourself and to be alert is mindfulness.

Mindfulness is the basis of happiness.

The mindfulness exercise helps in:

- Retaining students' concentration during the class. Whether they are studying in school or at home, mindfulness ensures they are focused and retain concentration.
- Listening to the teachers carefully.
- Reducing feelings of stress, sadness, worry, loneliness.
- Ensuring that if each second we are focused on the work at hand, we will complete it quickly. We would be able to do it better and without stress.

Dos and Don'ts:

- Discuss the aforesaid points based on the students' level and take up examples from their daily life in the conversation.
- Encourage all students to answer.
- Accept all answers given by students, don't contest them.

2. Silent check out: 1-2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

Steps of the activity

- The mindfulness class should be ended by sitting quietly.
- During this, students should reflect upon the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to look down – this should be left to them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 2: Mindful Listening

Time Allocation:

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

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if comfortable, they can straighten their backs and close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the outer sounds may reduce ... or increase, they may be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to

where they are coming from.

(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.

(Wait for 10 seconds.)

- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath. (Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

b. Discussion on Mindfulness: 10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.

- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students

Dos and Don'ts

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2. a. Mindful Listening: 5 minutes



Objective: Students should be aware of the sounds in their environment and pay attention to them

The steps of the activity

- Teachers must tell students that today they are going to be quiet and listen to the sounds around them. This is called Mindful Listening.
- Tell the students that they may sit in a comfortable position, straighten their backs and close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Ask the students to focus on the various sounds that are coming from the environment. These sounds can be of the fan, the traffic outside, of someone talking or laughing.
- Ask the students to concentrate on the sounds they can hear in their environment. Ask them to just listen to them carefully without deciding whether they are good or bad.
- If anyone feels that their attention has drifted, they may become aware about it and focus on the sounds once again.

After 1-2 minutes, ask the students to open their eyes and ask the class what all sounds they could hear. After this, take the activity ahead in the following manner:

- Tell the students that once again we will focus on the sounds, as it is possible that our attention might not have gone on some sounds earlier.
- Teachers must ask the students to sit in a comfortable position again, straighten their backs and slowly close their eyes.

- Teachers should ask the students to listen to the various sounds around them.
- They should pay attention to the kind of sounds that are there. Which among these sounds are coming constantly?
- The teachers should ask them to just listen to them carefully without deciding whether they are good or bad.
- If anyone feels that their attention has drifted, they may become aware about it and bring their focus back on the sounds once again.

This activity should be held for 2-3 minutes.

2. b. Proposed points of discussion: 15 minutes

- How did you feel during the activity?
- Was there a difference in your experience between the first and second time?
- Who all got distracted with the sounds? (You may ask them to raise hands.)
- If you got distracted, were you able to focus again on the sounds?
- What have we gained out of this exercise (Indication: Whenever we sit quietly and focus on different kinds of sounds, we tend to hear more sounds than what we would hear ordinarily).

Silent check out: 1-2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

Steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 3- Mindful Listening - Silence

Time Allocation:

- 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 Mindful Listening :** 15 minutes
3. **Silent Check out:** 1-2 minutes

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs and close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.

(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.

(Wait for 10 seconds.)

- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath. (Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1. b. Discussion on Mindfulness: 10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed points of discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2. a. Mindful Listening: Silence: 5 minutes



Objective: Students should be aware of the silence in their environment.

The steps of the activity

- Tell the students that they may all sit in a comfortable position, straighten their backs and close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Ask the students to focus on the various sounds that are coming to the class. These sounds can be of the fan, the traffic outside, of someone talking or laughing.
- (Do this activity for 1-2 minutes.)
- Ask the students to gradually concentrate on the silence between these sounds. Ask them to carefully listen and feel the silence and focus their attention on this silence.
- If anyone feels that their attention has drifted from the silence, they may become aware about it and bring their focus back on the sounds once again.
- Do this activity for 2-3 minutes.

2. b. Proposed points of discussion: 15 minutes

- How was your experience?
- By focusing first on the sounds and then on silence what change did you experience within you?
- Is it difficult to listen to silence? What could have been the reason behind it?
- Have you experienced silence in your environment before?

3. Silent check out: 1-2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

Steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 4: Breath Star

Time Allocation:

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

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs and close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.

(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.

(Wait for 10 seconds.)

- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.

(Wait for 20 seconds.)

- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1. b. Discussion on Mindfulness: 10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.

- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2. a. Breath Star: 5 minutes



Objective: Students should pay attention to inhaling and exhaling.

The steps of the activity

- Tell the students that they may sit in a comfortable position.
- Ask the students to spread five fingers of one hand. This way, the hand will look like a star. This is the student's star hand.
- Ask the students to use the index finger of the other hand to draw the outline of the star hand.
- Now the students should take a deep breath and while inhaling they should take the index finger of the second hand through the bottom to top of the thumb of the star hand.
- Now, while exhaling, the students should be asked to bring the index finger of the other hand from the top of the thumb of the star hand to the space between the thumb and the index finger.
- Now, ask the students to inhale deeply and make the outline of the index finger of the star hand in a similar manner.
- Now, ask the students to exhale and while exhaling they should make the outline from the top of the index finger to the base of the second finger.
- Ask the students to repeat this pattern and trace the fingers of the star hand for five slow, deep breaths.
- Now, ask them to repeat this process with the other hand too.

b. Discussion on Breath Star: 15 minutes

- During the activity, did you focus on the breaths you inhaled and exhaled?

- What was the difference between breathing like this and breathing normally?
- What are the advantages of breathing mindfully and deeply?

3. Silent check out: 1-2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

Steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 5: Mindful Belly Breathing

Time Allocation:

- 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 Check out:** 1-2 minutes

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.

(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.

(Wait for 10 seconds.)

- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.(Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1. b. Discussion on Mindfulness: 10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2. a. Mindful Belly Breathing: 5 minutes



Objective: Students should pay attention on inhaling and exhaling

The steps of the activity

- Tell the students that in Mindful Breathing, we bring our attention on to our breathing and focus on each breath that we inhale and exhale.
- Tell the students to sit in a comfortable position and close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Now ask the students to pay attention to each breath that they inhale and exhale.
- Now ask them to keep one hand on their stomach.
- Ask the students to pay attention to when their stomach expands and when it contracts as they inhale and exhale along with focusing on their breath.
- Meanwhile, if it is seen that the students are not able to concentrate on their stomachs and breathing then the teacher should tell them that the stomach expands while inhaling and contracts while exhaling.
- After conducting the activity for 1-2 minutes, ask the group of students these questions-
 - Did you feel the stomach expanding?
 - Did you feel the stomach contracting?
 - When did your stomach contract?
 - When did your stomach expand?

Now, conduct the activity once again for 1-2 minutes and once again ask the students to examine carefully the pattern of inhaling and exhaling and the stomach movement.

2. b. Discussion on Mindful Belly Breathing: 15 minutes

- Earlier, while breathing, did you pay attention to the stomach movement?
- Why does the stomach expand on inhaling and why does it contract while exhaling?

- Discuss that when we focus on breathing along with stomach movement our breathing becomes slower and deeper. We can do this exercise anytime and at any place.
- By breathing deeply and mindfully how do we feel?

3. Silent check out: 1-2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

Steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 6 :Mindful Seeing

Time Allocation:

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

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.

(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.

(Wait for 10 seconds.)

- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.

(Wait for 20 seconds.)

- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1. b. Discussion on Mindfulness: 10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.

- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

1. a. Mindful Seeing: 5 minutes



Objective: Preparing the students to carefully observe things around them.

The steps of the activity

- Tell the students that today we will focus our attention on things around us.
- Ask the students what all they are able to see in class (Like chair, table, blackboard, duster, books, pen, window, fan, door etc.)
- Teachers should take the students' attention to any one thing like duster, fan, table, chair etc. Get their attention on the shape, form, colour, its positioning in the room etc.
- For example, while drawing the attention of the students towards their desks, the following questions may be asked –
 - Are you able to see the four legs of the desk?
 - Are all the four desks around you similar?
 - Is your desk broken from somewhere or has a scratch or mark?
 - Is the entire desk of one colour only?
 - How is this desk?
 - Hard or soft?
 - Rough or smooth?
 - Are you able to focus on any other property of this desk?

- In a similar manner, the attention of the students can also be taken to their books. Taking one book, you can ask them about various aspects of the book, like –
 - Is this book –
 - Heavy or light?
 - Small or big?
 - How many pages are there in this book?
 - What are the colours on its cover?
 - What is written on its cover? It is written in which colour? Ask them to open a page in the book and ask –
 - This page is of which colour?
 - Are its letters big or small?
 - Is the writing on it shiny?
 - Is it embossed?
 - Is the page rough or smooth?
 - Are all pages like this?
- On the basis of the above stated examples, teachers can discuss any one point. Give this process 2-3 minutes.
- Now ask the students to focus on any one thing that is attracting them.
- Ask the students to observe its shape, colour, positioning in the room, figure, material and its various parts carefully.

2. b. Discussion on Mindful Seeing: 15 minutes

- Which objects did you focus on and what all did you see?
- Have you observed any object carefully like this earlier?
- How did you benefit from observing?
- Where do you think paying attention is useful? (Clue: When we look carefully, we are able to know whatever is happening in our surroundings in a better manner.)

3. Silent check out: 1-2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

Steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 7: Seeing our Strengths

Time Allocation:

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

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.

(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.

(Wait for 10 seconds.)

- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.

(Wait for 20 seconds.)

- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1. b. Discussion on Mindfulness: 10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.

- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2. a. Seeing our Strengths: 5 minutes



Objective: To bring the attention of the students on their qualities

The steps of the activity

- The teachers should tell the students, "We are going to practise mindfulness through one more activity today."
- Ask the students to peacefully sit in a comfortable position and close their eyes slowly and focus on the sounds around them.
(Wait for 30 seconds.)
- Tell the students that with the next breath they inhale, they should focus on themselves and take out time to think what are their qualities or what are they good at, what are their strengths? For someone, it can be academics, someone else may be a good friend or someone's quality may be his/her peaceful disposition. It can be anything.
(Wait for 2 minutes.)
- Tell the students that if they have all recognised their strengths, they may now spend some time in thinking about them. We all have some or the other qualities, but we are not able to recognise them.
(Wait for 1 minute.)
- Ask the students to take their attention to their feelings and how they are feeling after recognising their strengths.
(Wait for 30 seconds.)
- Ask the students to breathe in and when they feel good, they may open their eyes.



2. b. Discussion on Seeing our Strengths: 15 minutes

- Were you able to recognise your strengths?
- Did you find it difficult to recognise any of them?
- Would anyone want to share their experience?
- How did you feel during this activity?

3. Silent check out: 1-2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

Steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.

Session 8 : Awareness of Eating/Food

Time Allocation:

- 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-** 1-2 minutes

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.

(Wait for 10 seconds.)

- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.

(Wait for 20 seconds.)

- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1. b. Discussion on Mindfulness: 10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

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



Objective: Students should pay attention while eating.

Required material: Teachers can give something to eat to the students for this activity. Teachers should arrange one raisin/toffee per child beforehand.

The steps of the activity

- Tell the students that the way we focus our attention on things around for Mindful Seeing and the sounds around us for Mindful Listening, similarly in this process, we will focus our attention on what we are eating.
- Tell the students that we eat different kinds of things every day but often we are not able to focus fully on what we are eating.

Ask the students –

- Has anyone of you given full attention to your food?
- Have you ever been completely aware of its taste?
- Have you thought about where does the food that you're eating comes from and what all processes it has undergone before landing on your plate?
- Tell the students through this activity we will be able to eat our food properly and we would be more aware and conscious of what we are eating.
- For this practice, the teacher should ask the students to sit quietly in a comfortable position.
- Now the teacher may give one raisin/toffee to each student. Tell the students that they will focus their entire attention on it. They should look at it as if they are seeing it for the first time. Look at this with curiosity and a new perspective.
- Ask the students to focus on the contribution of various people towards this food item reaching them. At this moment, we must feel grateful to all of them.
- Ask the students to take that eatable item in their hand and know how it feels. Is this eatable item cold or hot, what is its temperature? Is it soft or sticky or hard?

- (Teacher should wait for 30 seconds.)
- Tell the student if their attention is wavering, with the next breath they inhale, they should take their attention back to the eatable.
- Now, ask the students to bring this eatable close to their nose and focus on its fragrance. Is there any memory associated with this item? While focusing on this eatable, do they feel any kind of taste in their mouth?
- Now ask the students to put this eatable in their mouth with complete awareness that it is in their mouth and they are chewing it slowly. Ask the students to focus on its taste and notice if the taste changed while chewing?
- Now the students should focus on how the object is travelling from their mouth to the stomach and how they feel while eating it.
- Now students should bring their attention to their breath. (Wait for 30 seconds.)

2. b. Discussion on Awareness of Eating: 15 minutes

- How are you feeling after eating with awareness?
- What is the advantage of eating mindfully?
- By eating with awareness, what were the new things you learnt about that food item?
- Do you do other activities too while eating? (Like watching T.V., talking, studying etc.)
- Have you ever been able to focus this much on food like you have today?

3. Silent check out: 1-2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

Steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 9: Heart Beat

Time Allocation:

- 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, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.

(Wait for 10 seconds.)

- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.

(Wait for 20 seconds.)

- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1(b) Discussion on Mindfulness-10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2(a) Heartbeat: 5 minutes



Objective: : Students should become aware of their heartbeat and breathing.

Preparation: Make enough space for students to jump during the activity.

The steps of the activity

- The teachers may tell the students to peacefully sit at one place. Tell the students to close their eyes or lower them.
- Ask them to take three deep breaths. Inhale ... Exhale (Thrice)
- Tell the students to place their fingers or hands on that part of their body where they can feel their pulse or heartbeat. Like, on the side of their neck, under their jaw, or their wrist, on their heart.
- Ask the students to notice how swiftly or slowly their heart is beating.
- Tell the students to pay attention to what they are feeling right now.
- Ask/ Find out from the students if this feeling is associated with their heartbeat. When the heartbeat is fast, are thoughts different, and when the heartbeat is slow, do thoughts change?

(Wait for 10 seconds.)

- Now ask the students to open their eyes, and without talking, quietly and with awareness, ask them to jump 10 times.
- Ask them to sit after this and to take their attention once again to their heartbeat.
- Ask the students to focus on whether they experienced any change. Has their heartbeat changed? Is there a change in their breathing?
- Ask the students to close their eyes and focus on their heartbeat until it slows down. (After 30 seconds.)
- Tell the students that as and when they feel alright, they may open their eyes.

Dos and Don'ts

If any student experiences trouble in jumping, do not pressurize him/her to jump.

2(b) Discussion on Heartbeat: 15 minutes

- What change did you experience before and after jumping?
- Do you feel your thoughts are associated with your heartbeat? If your heart beats fast, are your thoughts also different and when your heartbeat is slow, do your thoughts change?
- During the activity, what changes did you experience in your body and thoughts? Discuss.

3. Silent Check Out: 1 to 2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

Steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 10 - Progressive Muscle Relaxation- I

Time Allocation:

- 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-** 1-2 minutes

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.

(Wait for 10 seconds.)

- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow... light or deep?
- Tell the students to be aware of each breath.

(Wait for 20 seconds.)

- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1(b) Discussion on Mindfulness-10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2(a) Progressive Muscle Relaxation I: 5 minutes



Objective: Students are able to focus on their body.

Note: Refrain the students from straining too much during this exercise, they should only do the steps to the extent comfortable to them. If anyone feels uneasy during this exercise, they should discontinue doing it.

The steps of the activity

- The teachers should tell the students in a simple language that Progressive Muscle Relaxation is an activity through which we take our attention towards the tension and relaxation being generated in our muscles.
- Ask the students to imagine that they are holding a lemon. Now they should imagine that they are squeezing the lemon to take out its juice. While doing this, they will experience a stress in their muscles. They should feel this tension. Now students should imagine that they have dropped the lemon. They would be able to feel the tension in their muscles has reduced.
- Ask the students how they are feeling.
- Now, ask the students to peacefully sit at one place and close their eyes. Tell them to focus their attention only on their body. If they get distracted, they should take their attention back to the same muscle on which they were focusing earlier.
- Now, the students should make a tight fist with their right hand. Ask them to hold this fist for five seconds and feel the tension rising in their hands. Now ask them to open the fist gradually and loosen their hand. Let their hands rest. Students should repeat this activity once more.
- Now, ask the students to make a tight fist with their left hand. Ask them to hold this fist for five seconds and feel the tension rising in their hands. Now ask them to open the fist gradually and loosen their hand. Let their hands rest. Students should repeat this activity once more.
- Now ask the students to make a tight fist with both hands but without putting stress. Now they should experience the tension rising in both their hands. Now open the fists and loosen the hands.
- Ask the students to loosen their entire body.

- Now ask the students to tighten and straighten their hands and arms. They should straighten them as much as possible. Now, feel the tension rising in the arms. Wait for 5 seconds. Now let the hands relax and loosen them. Feel the relaxation in the hands and arms.
- Students should feel the relaxation in their whole body and breathe normally.
(Wait for 10 seconds.)
- Now tell the students to raise their eyebrows as much as they can and tighten their forehead muscles. Wait for five seconds and feel the increasing stress on the forehead. Now relax and loosen the forehead muscles. Relax completely.
- Tell the students to feel the increasing relaxation in their bodies.
- After this, ask the students to close their eyelids and tighten their eye muscles. Wait for five seconds and then loosen the eyelids. Loosen them completely. Feel the increasing relaxation on the eyelids.
(Wait for 10 seconds.)
- Now, tell the students to put their necks backwards as if they are looking at the wall. Feel the tension in the neck muscles. Wait for five seconds. Now, gradually bring the neck back in place. Loosen the entire body and now feel the increasing sense of relaxation in the whole body.
- Continue to breathe normally.
- Now ask the students to rotate their shoulders as much as possible. Feel the tension in the shoulder muscles. Now, gradually relax the shoulders.
- Ask the students to feel the state of relaxation in their neck and shoulders. (Wait for 10 seconds.)
- Now ask the students to take a deep breath and gradually release it.
- Breathe in ... and gradually breathe out.
- Ask the students to focus on how they would be feeling peaceful, relaxed and stress-free. Now feel the relaxation in the entire body.
- Ask the students to mentally count from 1 to 4 and then back from 4 to 1. As and when they feel ready, they may open their eyes.

2. b. Discussion on Progressive Muscle Relaxation: 15 minutes

- How are all of you feeling?
- When did you experience stress in your body and when did you feel relaxed?
- What is the difference between tightening your muscles and loosening them?
- What are the advantages of this practice? (Indication: When we feel stressed our body and muscles also feel the stress. By practising Progressive Muscle Relaxation our body relaxes because of which our mind also feels peaceful.)

(Stressful thoughts » Stress in the body » Progressive Muscle Relaxation » Relaxation of the body » Relaxation in the mind)

3 Silent Check out: 1 to 2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

Steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 11 - Progressive Muscle Relaxation II

Time Allocation:

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

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.
(Wait for 10 seconds.)
- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.
(Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1 b Discussion on Mindfulness-10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
 - Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
 - In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
 - A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2(a) Progressive Muscle Relaxation II: 5 minutes



Objective: To get the students to focus on their body.

The steps of the activity

- The teachers should remind the students that in the Progressive Muscle Relaxation activity, we take our attention towards the tension and relaxation being generated in our muscles.
- Tell the students that this process would be done with each muscle for about five seconds. It is important for them to breathe normally through the process.
- Ask them to sit in a comfortable position and close their eyes. Ask them to focus their attention only on their body.
- If they feel distracted, they should take their attention back to the muscle they were focusing on.
- Tell the students that the last time we did the Progressive Muscle Relaxation activity for the hands, face and shoulders. Now we will do this from the stomach to the feet. It is better to take off shoes for this activity.
- Ask them to take a deep breath, wait for a few seconds and release it gradually. Now once again, while breathing in, see if your stomach is expanding and your lungs are filling in with air.
- Tell the students as they exhale, they should imagine the stress leaving their body. Inhale again ... and exhale.
- Now ask the students to pull their stomach in and tighten the stomach. Hold the breath for five seconds and then release. Tell the students to feel the difference between stressful and relaxed situations. Ask the students to feel the growing relaxation in their body.
(Wait for 10 seconds.)
- Ask the students to press their knees together and tighten their thighs. Tighten as much as they can. Feel the growing tension in the thigh muscles. Wait for five minutes. Now slowly, take the knees apart and feel the growing relaxation in your thigh muscles.
- Now ask the students to flex their feet. For this they should pull their toes towards their body, while

keeping their feet on the ground and feel the tension in the calf muscle. Wait for 5 seconds ... and relax.

- Tell the students to take the weight of their feet downward and feel the relaxation while loosening them.
- Tell the students to turn their feet downward and curl their toes. Wait for 5 seconds and relax. (Wait for 10 seconds.)
- Ask the students to imagine a wave of relaxation sweeping from their head to their toes.
- Now take in a deep breath and breathe out gradually.
- Breathe in ... and slowly breathe out.
- Tell the students that they are now relaxed, peaceful and stress-free. Ask them to feel this relaxation in their whole body.
- Ask the students to mentally count from 1 to 4 and then back from 4 to 1. As and when they feel ready, they may open their eyes.

2. b. Discussion on Progressive Muscle Relaxation: 15 minutes

- How are all of you feeling?
- When you tried to tighten your muscles, how did you feel?
- When you loosened your muscles, how did you feel?
- What was the difference between tightening and loosening the muscles? (Clue: When we are stressed, our body and muscles also feel the stress. With the practice of Progressive Muscle Relaxation, our body learns to relax and our mind is peaceful.)
- Did you practise the Progressive Muscle Relaxation learnt in the previous class elsewhere too other than the mindfulness class? When? Did you find it useful?

3. Silent Check out: 1 to 2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

Steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.

- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 12: Body Scan

Time Allocation:

- 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-** 1-2 minutes

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.
(Wait for 10 seconds.)
- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.
(Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1(b) Discussion on Mindfulness-10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2 (a) Body Scan: 5 minutes



Objective: To make the students aware about the sensations in their body.

The steps of the activity

- The teachers should tell the students the following:
- This exercise is called Body Scan. This helps us with being aware about our bodies.
- Just the way we focus on listening, seeing, walking etc., similarly, we can pay attention to our bodies.
- In this process, we focus our attention on the various parts of our body and also focus on how we are feeling.
- In Body Scan, we will become aware of our various body parts. We won't try to create any pull or tension in them.
- All the students should quietly and comfortably in one place. They may rest their hands on your feet.
- Ask the students to take two-three deep breaths and close their eyes. Those who don't feel comfortable may look downwards.
- Ask the students, with the next breath, to bring their focus on their head and try to know if they are experiencing any kind of stress there. Now take the attention to the face and become aware of the make of the face – the nose, the ears and the air touching the face. Now students should take their attention to their throat and see if they can feel their breath coming in and going on in their throat. It's possible that this might be a very mild feeling! Now with the next breath, they should take their attention to their neck and shoulders and know how they feel in this part of their body. Is there a pull, pain or stress in the muscles? Whatever is being experienced, they should become aware about it.

(Wait for 30 seconds.)

- Tell the students that they will now take their attention from their heads to their shoulders and will try to know what is happening in their shoulders when they inhale and exhale.
- With the next breath, they should take their attention to their arms and hands and know what is happening there.

(Wait for 10 seconds.)

- Ask them to focus on their chest and know when they inhale and exhale what happens in there. Ask them to feel that when they inhale, their chest expands and when they exhale, their chest contracts.
(Wait for 10 seconds.)
- Ask the students to take their attention to their heartbeat and know if they are able to feel their heartbeat – it is fast or slow. For a while, they should focus on their heartbeat.
(Wait for 10 seconds.)
- Now ask the students to take their attention on their stomach and know when they take a deep breath, does it impact their stomach in any way? Does their stomach expand on inhaling and contract on exhaling? They should focus on the expansion and contraction in their stomach and see how the stomach moves in and out with their breath.
(Wait for 10 seconds.)
- Now ask the students to slowly take their attention to the muscles on their waist and know if they are able to experience the change in their breath.
- Ask the students to move their focus to their legs and experience how they feel in this part of the body. If there is any sensation, discomfort or pain here, they should become aware of it. Ask them to not try and change this. Just be aware each second and when they get digressed, they should bring their attention back to their body. Now, with the next breath, they should focus on their feet and feel the touch of the shoes and socks they are wearing! Tell them they would now know how their feet are feeling. Is there any tiredness or comfort that they are experiencing? However they are feeling, they should become aware about it.
(Wait for 10 seconds.)
- Ask the students to now become aware of their entire body. From their head to their toe, they should pay attention to their breath and know in which part of the body they are experiencing the maximum movement of the breath.
(Wait for 10 seconds.)
- Now ask the students to become aware of the position they are sitting in with this awareness. Slowly, they can bring their attention to their class and whenever they feel good, they can gently open their eyes.

2(b) Discussion on Body Scan: 10 minutes

- How are all of you feeling?
- What did you experience about your body today?
- Did you experience any kind of discomfort in your body or sensation or any kind of unnatural feeling in your muscles? If yes, do share.

3. Silent Check out: 1 to 2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

Steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 13: Word Association

Time Allocation:

- 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 Check out:** 1-2 minutes

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.
(Wait for 10 seconds.)
- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.
(Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1(b) Discussion on Mindfulness-10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2(a) Word Association: 5 minutes



Objective: To get the students to recognise thoughts.

The steps of the activity

- The teachers should say a word and ask the students to express any words or images associated with the word that comes to their mind. Teachers can write those words on the blackboard. For example, when saying the word *cloud*, there can be many other thoughts – *sky, rain, blue, water, white, thick clouds* etc. All these are thoughts.
- If the teacher wants, they can use other words as appropriate. Like,
- flowers, food, day, book, friend, teacher, breath, happiness, studies etc.
- Teachers can do this process using 5-6 such words.

2. b. Discussion on Word Association: 15 minutes

- Are you getting various kinds of thoughts? (For example, some thoughts can be connected to the time gone by and some to the times to come. Some thoughts are related to stress, worry, anger, hope and happiness. Through the day, we get thousands of thoughts and we are not aware of them and don't pay attention to them.
- Have you ever paid attention to how many and what kind of thoughts come to you?
- When do you get more thoughts? When are they less? When you get more thoughts, how do you feel and how do you feel when you get less thoughts?
- Scientists have called the human mind a 'Monkey Mind'. Just the way a monkey cannot sit at once place and jumps from one place to the other, similarly our mind also keeps racing.
- Ask the students to pay attention to their thoughts today and know if their mind is also like a monkey mind?

Dos and Don'ts

- Teachers must ensure that they use a soft and polite tone while instructing.
- If a student does not participate in any activity, do not force him/her.

3. Silent Check out: 1 to 2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

Steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 14: Mindfulness of Thoughts

Time Allocation:

- 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 Check out:** 2 minutes

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.
(Wait for 10 seconds.)
- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.
(Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1(b) Discussion on Mindfulness-10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts:

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2(a) Mindfulness of Thoughts: 5 minutes



Objective: To make the students aware of their thoughts.

The steps of the activity

- The teacher should tell the students that now they will practise Mindfulness of Thoughts. Through it they will focus on their thoughts. For this practice, the students should quietly sit in a comfortable position. They can keep their hands on their legs.
- Ask the students to now take 2-3 deep breaths and close their eyes. Those who are uncomfortable about closing their eyes may lower them.
- Tell the students that through this exercise they are going to take their attention on their thoughts. Students should pay attention to the many thoughts crossing their minds right now. Think closely, are these thoughts related to the past or the future? It is also possible that these thoughts may be related to any incident that has happened with them.
- (Wait for 1 minute.)
- Tell the students that whatever thoughts are coming to them, they should let them come and go. They should not restrict any kind of thoughts or categorise them as good or bad. Even if they feel like examining a thought as good or bad, they should become alert and just focus on the thoughts.
- (Wait for 1 minute.)
- Tell the students that the way they are breathing in and breathing out, similarly their thoughts are coming and going. They should try to look at this process of thoughts coming and going rather than stopping the thoughts.
- (Wait for 1 minute.)
- Tell the students that when they feel caught up in the thoughts, they should try to figure where their attention is and then gently bring their attention back to the coming and going of thoughts.
- (Wait for 1 minute.)
- Tell the students that now they should slowly bring their attention to their sitting position and become aware of the environment around them. Whenever they feel good, they can slowly open their eyes.

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

(Teachers can ask their own questions which would help in arriving at the purpose of this activity.)

- How are you feeling?
- What did you notice about your thoughts?
- Were you getting only one thought or multiple?
- Did you find any change in your thoughts at the beginning and the end?
- Was this exercise easy or tough?
- Were you getting caught in your thoughts?
- Were you able to become aware of your thoughts?

(Note: This practice helps us become aware of our present thoughts and helps us know about the speed and the kind of our thoughts. With a continuous practice, this thought helps in achieving stability in thoughts and a peaceful mind. Remember, through this exercise we are not trying to solve for hindering thoughts or ending them.)

Dos and Don'ts

- Teachers must ensure that they use a soft and polite tone while instructing.
- If a student does not participate in any activity, do not force him/her.
- Do not pressurise the students to close their eyes. They can look downward and do the exercise.
- We are not trying to solve for hindering thoughts or ending them.
- Accept all answers from the students and do not comment on whether they are right or wrong.

4. Silent Check out: 1 to 2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class

Steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 15: Mindfulness of Feelings

Time Allocation:

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

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)
- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.

- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.
(Wait for 10 seconds.)
- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.
(Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1(b) Discussion on Mindfulness-10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts:

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2(a) Happy Experiences: 5 minutes



Objective: To make the students aware of their feelings. By becoming aware of their feeling, students would be able to know themselves better and would become better decision-makers.

Tell the students:

- The way we focus on listening, seeing, walking etc., in a similar manner, we can also pay attention to our feelings.
- In this process, we will pay attention to what we are feeling at this time.
- By practising Mindfulness of Feelings, we will become aware of our feelings. We would not see them as right or wrong, good or bad. We will only know how we are feeling.

The steps of the activity

- The teacher should tell the students to quietly sit in a comfortable position. Ask the students to now take three deep breaths and exhale through their mouth. If they are experiencing any stress, ask them to release it from their body with the next breath.
- Ask the students to focus on how they are feeling right now and what is their feeling this second? The students should remember no feelings are good or bad. Tell the students that feelings of happiness, sadness, anger, stress, discomfort, fear – whatever they are experiencing right now, they should see them as they are. They are looking at these waves of feelings just how they are. They should pay attention that whatever they are feeling right now, they should not try and change it. Nor should they try to struggle with them.
- Tell the students that whatever feelings they are experiencing, they should focus on them and try to know what kind of feelings they are. Where all in their body do they experience these feelings? Is the feeling in their chest, or stomach or hands? Pay attention to which part of the body or in which organ are you able to experience this.
(Wait for 10 seconds.)
- Tell the students that if they get distracted, they can bring their attention back to their thoughts.
(Wait for 30 seconds.)

- Tell the students to now focus on how their breath is impacted with the feeling. Has the breathing speed changed? Is the breath long and deep or short and fast?
- Tell the students if they get distracted while doing this or start focusing on the feeling, they should bring their attention back to the breath and see what kind of changes they are seeing in it.

(Wait for 10 seconds.)

- Ask the students to focus if from the beginning to end they experienced any changes in their feelings. Whatever they are feeling, they should look at it with love. Nothing is right or wrong.

(Wait for 10-15 seconds.)

- Tell them now they should slowly bring their attention to their sitting position and bring their focus back to their class. Whenever they feel good, they can slowly open their eyes.

2(b) Discussion on Mindfulness of Feelings-I: 15 minutes

- How are you feeling now?
- Did you find any change in your feelings at the beginning and the end?
- What did you learn about your feelings?
- What is the benefit of paying attention to one's thoughts and feelings?
- Teachers can discuss the following with their students –
 - We usually begin the process of paying attention through focusing on our breath, then practice focusing on the environment around us and on our body. This exercise can also be done through our thoughts and feelings.
 - With this exercise we are able to understand our own thoughts and feelings in a better manner.
 - With this awareness in our daily life, we can develop the capability to think properly and decide before giving a reaction to the situation.
 - With this practice we can work without being impacted by our thoughts and feelings because we understand that thoughts and feelings do not stay the same way – they keep changing by the second. When we get caught in the labyrinth of our feelings, it is possible that we don't see the whole situation in its 360 degree view but we get impacted by its half- form/feelings and decide based on a lop-sided view.
 - The way waves create a stir in the sea, similarly in our minds too feelings come and go. These feelings are not good or bad. Sea waves create deep sounds but the base of the sea is always quiet, similarly, when we practise mindfulness, we experience a sense of stability despite the ebb and fall of our feelings.

Dos and Don'ts

- Teachers must ensure that they use a soft and polite tone while instructing.
- If a student does not participate in any activity, do not force him/her.
- Do not pressurise the students to close their eyes. They can look downward and do the exercise.

- We are not trying to solve for hindering thoughts or ending them.
- Accept all answers from the students and do not comment on whether they are right or wrong.

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



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

The steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 16: Happy Experiences

Time Allocation:

- 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 checkout-** 2 minutes

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.
(Wait for 10 seconds.)
- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.
(Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1(b) Discussion on Mindfulness-10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts:

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2(a) Happy Experiences: 5 minutes



Objective: To make the students experience happiness in their hearts.

(Note: Through this activity we become aware of how our body, thoughts, feelings and behaviour would be when we are happy. We can practise this anytime, anywhere to experience happiness.)

Teachers should tell the students the following:

- We would now do an activity which would help us experience happiness.
- The teacher should tell the students to sit in a comfortable position. Ask them to straighten their backs and loosen their shoulders. Slowly, let them close their eyes. Now, ask them to take a deep breath and exhale through their mouth. Repeat this once or twice. Take a deep breath and exhale through the mouth.
- Tell the students to think of a place or a situation where they feel happy and peaceful. Imagine what you'd do at this place or in this situation. Who are you with?

(Wait for 10 seconds.)

- Ask the students to search and find out where in their body they are experiencing happiness. Is it in their heart, their stomach or hands? (Wait for 10 seconds.)
- Tell the students to experience this feeling of happiness. Students should pay attention to how they are feeling. What is the process going on in their body?
- Ask the students that with this they should also try to focus on their thoughts. This very second, what are the thoughts you are getting? Is it one thought or are they multiple? Students should be with these thoughts for a while.

(Wait for 10 seconds.)

- Tell the students to slowly breathe in ... and breathe out. While breathing in they should think, "I am smiling." While breathing out they should think, "I am smiling."
- Now ask the students to slowly focus on the environment around them and when they are ready, they can open their eyes.
- Now the students should look at each other and smile gently.

2. b. Discussion on Happy Experiences: 15 minutes

- How are you feeling now?
- When did you feel happy?
- Did you feel happy imagining the place where you thought you'd be happy?
- What do you think are the advantages of practising this activity? (Clue: Through continuous practice of this activity we experience more positive feelings like happiness, love, contentment, gratitude, pride, hope, interest etc. Through this we feel more gratified and our well being increases.)

3. Silent Check out: 1 to 2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

The steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 17: Gratitude

Time Allocation:

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

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.
(Wait for 10 seconds.)
- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep.
- Tell the students to be aware of each breath.
(Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1(b) Discussion on Mindfulness-10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts:

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2(a) Gratitude: 5 minutes



Objective: To bring the focus of the students towards the feeling of gratitude and to help them experience that to be happy, it is important to feel gratitude towards others.

The steps of the activity

- Teachers should tell the students that through this activity, we will focus on any one person, who is very important to us, and would express gratitude towards that person.
- Tell the students to sit in a comfortable position. Ask them to straighten their backs and close their eyes. If anyone has a problem in closing their eyes, they can look downward.
- Tell the students, for a few seconds, become aware of the person towards whom they are thankful and for whom they want to experience gratitude. They should bring their attention to the moments spent with that person. (Wait for 10 seconds.)
- Ask the students to focus on where they are with that person. (Wait for 5 seconds.)
- Ask the students to focus on what they are doing with that person. (Wait for 5 seconds.)
- Ask the students to become aware towards that moment. Ask them to remember it and feel it.
- Tell the students to pay attention if the person is trying to say something to them. Ask them about how they feel about their relationship with that person? They should take their attention towards the kind of feelings they are experiencing at this moment and if they feel they are getting caught in the feelings, they can bring their attention to their breathing.
(Wait for 10 seconds.)
- Tell the students that with their next breath, they can express gratitude towards that person.
(Wait for 30 seconds.)
- Now ask the students that when they are expressing their gratitude towards that particular person, what is the kind of sensation in their body? Try to know with your next breath in what part of the body are you feeling that sensation. Is it in your throat, your chest, your hands, your feet, your legs etc. For a while, be with this sensation. With each breath you take, this feeling goes on increasing.
- Tell the students to gradually bring their attention towards their sitting position and whenever they feel ready, they may open their eyes.

2(b) Discussion on Gratitude: 15 minutes

- How are you feeling after this activity?
- Whom were you grateful towards and why?
- What will happen when you express gratitude towards others?
- What can be the various ways in which you can express gratitude?

3. Silent Check out: 1 to 2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

The steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 18: Sticky Thoughts

Time Allocation:

- 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-** 1-2 minutes

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.
(Wait for 10 seconds.)
- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.
(Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1(b) Discussion on Mindfulness-10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts:

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2(a) Sticky Thoughts: 5 minutes



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

The steps of the activity

- Teachers will tell the students that today we will do an activity using our imagination. Now all the students should close their eyes, take three deep breaths and sit in a comfortable position. Now ask the students to imagine a big elephant. Imagine that this elephant is huge, it has big ears, black eyes and is standing still. Imagine this elephant in great detail.
- (Teachers should wait for 30 seconds and let the students imagine.)
- Tell the students to not think of the elephant now. Any thoughts related to the elephant should be taken out from their mind. Sit quietly for a while but don't think anything about the elephant.
- (Teachers should wait for 30 seconds and let the students think.)
- Ask the students if any of them is still visualising the elephant, they may raise their hands.

Dos and Don'ts:

- Teachers should remember that this message should be conveyed to the students that sticky or uncomfortable thoughts are not anything bad or a problem.

2(b) Discussion on Sticky Thoughts: 15 minutes

- Were all of you able to imagine the elephant?
- When I asked you not to imagine the elephant, what happened? (Clue: Most of the students would have imagined the elephant.)
- When it was instructed to take off the elephant-related thought, still did some students imagine it? Ask the students to raise their hands. (Clue: Similarly, sometimes it is tough not to think about a topic. It means some thoughts, concerns and stressful thoughts get stuck in our minds. We can call them sticky thoughts as they don't leave our minds easily and keep recurring in our minds.)
- If we try to calm our mind or will try to hinder these thoughts, does it become a tough process? Like, when I asked you not to think of the elephant you were still thinking of it.

- If we are only aware about our thoughts but don't get caught in them, then how would we feel? (Clue: The mind becomes peaceful. Let your thoughts come and leave organically. Keep a sense of empathy with your thoughts and see that you don't get caught in them. Through this, slowly you will experience peace of mind.)
- Note for teachers: Teachers should accept all answers from the students and not comment on whether they are right or wrong.

3. Silent Check out: 1 to 2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

The steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 19 - Gate Keeper

Time Allocation:

- 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-** 1-2 minutes

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.
(Wait for 10 seconds.)
- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.
(Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1(b) Discussion on Mindfulness-10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts:

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2(a) Gate Keeper Activity: 5 minutes



Objective: To bring awareness towards thoughts.

The steps of the activity

- Teachers will tell the students that today we will take our attention inward and become aware of our thoughts. The thoughts that are coming to us, let them come naturally and take your attention to them.
- Tell the students that they shouldn't try to change or stop their thoughts or categorise them as good or bad or try to alter their frequency.
- Tell the students that they can think of their mind as a gatekeeper and think of the thoughts as guests. The way a gatekeeper smiles and welcomes guests, in a similar manner we can look at our thoughts as guests and welcome them.
- While practising this, they will know how many thoughts come to them.
- Ask the students to sit in a quiet, comfortable position. Now ask them to take three deep breaths and release them through their mouth. If they are experiencing any stress in their body, they should release it with the next breath.
- Tell the students to let their breathing be comfortable and easy. They should not try to alter it. They should not lengthen or shorten it.
- Tell the students the way our breaths are coming in and going out, similarly our thoughts enter and exit our mind. It is possible that the thoughts are concerned with the past or the future or are related to any event. Let these thoughts come and leave. Observe them with a calm mind. You cannot stop any thought. Let any thoughts come the way they are.
- Tell the students that while doing this if they experience any discomfort or sensation in their body, they can take their attention to their breathing.
- Tell the students in their imagination they can think of their minds as gatekeepers and the thoughts as guests. The way a gatekeeper observes guests in a peaceful manner, similarly they can look at their thoughts coming and going.

- Tell the students if their mind gets caught in the thought, they can bring their attention to their breath and say within, “I am aware about every breath I inhale. I am aware of every breath I exhale. I am looking at my breaths entering and leaving me with a gentle, quiet mind.”
- Ask the students to wait a minute in this position.
- Tell the students to bring their attention to their sitting position with the next breath and become aware of the sounds in their environment. Slowly, they can move their toes and whenever they feel good, they can open their eyes.

2. b. Discussion on Gatekeeper: 15 minutes

- Did you experience various thoughts coming in and leaving?
- What did you understand about your thoughts?
- How are you feeling after this exercise?
- Was it tough or easy? Why?

3. Silent Check out: 1 to 2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

The steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today’s activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don’ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 20 - Thoughts As Traffic

Time Allocation:

- 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-** 1-2 minutes

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.
(Wait for 10 seconds.)
- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.
(Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1(b) Discussion on Mindfulness-10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts:

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2(a) Thoughts as Traffic: 5 minutes



Objective: To see thoughts as traffic with a comfortable mind. The purpose of this activity is to become aware of our thoughts and to see them with ease, without deeming them as right or wrong. With this, we would be able to see our thoughts clearly and in a more objective manner.

The steps of the activity

- Teachers should tell the students to sit comfortably and loosen their shoulders. Now, take a deep breath and release it from the mouth. Close the eyes with the next breath. If anyone is uncomfortable with closing the eyes, they may look downward.
- With the next breath, students should become aware of their surroundings. Take your attention towards various sounds in your surroundings.
(Teachers should wait for 30 seconds)
- Ask the students if they are inhaling and exhaling normally. Now ask them to imagine that they are standing by the side of a main road peacefully. They are watching the traffic on the road.
- Tell the students to imagine that the thoughts coming to their minds are like the vehicles on the road. Each thought is like a vehicle on the road. The way vehicles are coming and going on the road, similarly, thoughts are crossing your mind.
- Tell the students that they should not classify their thoughts as good or bad. They should not try to change or stop them. They should observe thoughts like traffic. Thoughts are coming, they are going and they are observing them with a quiet mind.
- Tell the students that while observing thoughts, they might get caught in them or get distracted. In such a case, they should bring their focus back to their breathing.
- Now, tell the students to observe their thoughts for the next one minute. Let the thoughts come and go. Do not stop them.
(Wait for 1 minute.)
- Tell the students to bring their attention to their sitting position with the next breath and become aware of the sounds in their surroundings. Whenever they feel good, they can slowly open their eyes.

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

- How was your experience?
- Did your attention go to your thoughts?
- What did you feel about your thoughts? Did you feel a difference in your thoughts in the beginning, middle and end of the exercise?
- Did you experience that some thoughts stayed longer in your mind as compared to some others?

Dos and Don'ts:

- Teachers should give full space to the students for their expression.
- It is expected from the teachers that they should patiently listen to the students. They should neither praise nor criticise any student.
- They should not compare the experience of one child with the other because each one has his/her unique experience.

3. Silent Check out: 1 to 2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

The steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 21: Thoughts as Bus Passengers

Time Allocation:

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

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.
(Wait for 10 seconds.)
- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.
(Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1(b) Discussion on Mindfulness-10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts:

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2(a) Thoughts as Bus Passengers: 5 minutes



Objective: To see thoughts as bus passengers. With this, students would be able to become aware of their thoughts and their impact.

We have various kinds of travellers in a bus but the focus of the driver is on the road. Similarly, we are the driver of our attention and our thoughts are like bus passengers. In this activity, we will quietly observe the various kinds of passengers on the bus today.

The steps of the activity

- Teachers should tell the students: "Today we will observe our thoughts as if they are bus passengers. The way a driver does not focus on any passenger but concentrates on the road, in a similar manner, we will pay attention to our thoughts."
- Ask the students to see the thoughts the way they are. They should not think of them as right or wrong.
- Ask the students to sit in a comfortable position and loosen their shoulders. Take a deep breath and exhale through the mouth. With the next breath, close your eyes gently. If anyone is not comfortable with closing eyes, they may look downwards.
- Tell the students to become aware of their surroundings with the next breath. Tell them to take their attention to the sounds being created in their surroundings.

(Wait for 30 seconds.)

- Tell the students they are inhaling and exhaling normally. They should focus on the sensation caused by inhaling and exhaling.

(Teachers should wait for 10 seconds.)

- Tell the students to imagine that the thoughts coming to their minds are like the passengers on the bus. The way passengers get on and off a bus, similarly, thoughts are crossing your mind.
- Tell the students that they should not classify their thoughts as good or bad. If any thought passenger fights, gets angry or creates stress, they should take their attention off that passenger and bring their focus back to their own breathing without fighting with that passenger.
- Tell the students that while observing thoughts, they might get caught in them or get distracted. In such a case, they should bring their focus back to their breathing.

- Now, tell the students to observe their thoughts for the next one minute. Let the thoughts come and go. Do not stop them.
- Tell the students to bring their attention to their sitting position with the next breath and become aware of the sounds in their surroundings. Whenever they feel good, they can slowly open their eyes.

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

- How was your experience?
- Would you want to share your experience?
- When were you able to focus on your thought during the exercise?
- How did you feel about paying attention to your thoughts?

Dos and Don'ts:

- Teachers should give full space to the students for their expression.
- It is expected from the teachers that they should patiently listen to the students. They should neither praise nor criticise any student.
- They should not compare the experience of one child with the other because each one has his/her unique experience.

3. Silent Check out: 1 to 2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

The steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 22: Mind Jar

Time Allocation:

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

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.
(Wait for 10 seconds.)
- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.
(Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes..

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1(b) Discussion on Mindfulness-10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts:

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2(a) Mind Jar: 5 minutes



Objective: To understand the impact of uncomfortable thoughts and feelings on the mind.

Necessary objects:

- A transparent bottle
- A fistful of chalk powder or mud

The steps of the activity

- Teachers should demonstrate this experiment to the students:
- Show the students a bottle half filled with water. Ask the students if they can see through it. Is the water in the bottle stable and clean?
- Tell the students that this is the situation of our mind when we are peaceful and stable.
- Now fill a fistful of mud or chalk powder in the bottle or ask the students to do so and close the lid tightly.
- Now shake the bottle. Ask the students to observe carefully as the mud or chalk powder mixes with the water. Now ask them again how are they finding the water look? (Students can now see the water is unclean. It has become dirty and muddy)
- Tell the students that we get upset, angry, worried and uncomfortable in a similar manner. At that time, we are unable to think clearly and aren't able to decide on what is right or wrong.
- Now keep the bottle on the table and ask the students to take their attention on their breath and take five deep breaths.
- Now ask them to observe the bottle for a while.
- Tell the students to pay attention to how they are feeling now?
- Ask the students to pay attention to where the mud/chalk powder is going in the bottle.
- When most of the mud/chalk powder particles settle at the bottom and the water starts appearing clean then you can finish the activity and move towards the discussion.

2. b. Discussion on Mind Jar: 15 minutes

- What happened after mud/chalk powder was put in the water?
- In which situations does our mind feel uncomfortable and worried?
- After leaving the mud/chalk powder in the water for a while, how did the water appear at the end?
- How can we stabilise our mind?
- Don't you feel when our mind is calm like this water, we feel nicer? Why/why not?
- When we are under stress, we often get carried away by our feelings and do something wrong. If, in that situation, we bring our attention to our breathing, we would be able to decide better with a calm mind.

Dos and Don'ts

- If a transparent bottle is not available in the school, a transparent glass may be used. A spoon can be used to stir the mud/chalk powder in the glass.
- Teachers should ensure that each student is able to see the glass and the mud/chalk powder in it.
- Do this experiment at a place where each student is able to see easily.

3. Silent check out: 1-2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

Steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 23: Brain House

Time Allocation:

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

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.
(Wait for 10 seconds.)
- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.
(Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1(b) Discussion on Mindfulness-10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts:

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2(a) Brain House & Discussion: 15 minutes



Objective: To make the students aware of their feelings and thoughts.

The steps of the activity

- Teachers should draw the following diagram on the blackboard:

Toughts Feelings

- Teachers should tell the students, “We can think of our minds as a house. It has two storeys. Many kinds of feelings live on the ground floor. Feelings are those sentiments generated by our experiences and memory. On the first floor, our thoughts live. There are many kinds of thoughts that live here along with our ability to focus, remember, think and decision making power.”
- Tell the students when we face problems/difficulties in life, we decide in a haste, get anxious, and get easily annoyed with ourselves or others around us. Because of this anxiety we either run away from difficulties or get upset with ourselves or others. Our thoughts and feelings get mixed up and we are not able to decide the right thing.
- Ask the students, “What can we do to evade this?”
- After getting answers from a few students, the discussion can be taken forward like this – “Can we get our feelings and thoughts to become friends?”
- “Our mind works well when the ground floor and first floor work in unison and when we are aware of our feelings and thoughts. Through Mindfulness, we can get these two floors to become friends.”
- “We can think of Mindfulness as a staircase that connects the two floors of thoughts and feelings.”

Proposed points of discussion:

- Now draw the following table on the blackboard –

Feelings	Thoughts

- Now tell all the students that they should write five such feelings and thoughts in their notebook that they have experienced at some point of time or have come to their mind.
- Now ask the students –
 - How are feelings and thoughts different?
 - How do we benefit from knowing the difference between feelings and thoughts?
 - What was the most useful/good aspect you learnt about feelings and thoughts in this class?

3. Silent Check out: 1 to 2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

The steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Session 24: Silence between Thoughts

Time Allocation:

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

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



Objective: Through this activity, the teacher will prepare the students for the mindfulness class.

The steps of the activity

- Teachers should tell students that through this activity we will take our attention off the work we were doing before this and bring it to the present. This exercise can be done by the students anywhere and at any time.
- Tell the students to sit comfortably and, if they want, they can straighten their backs, close their eyes. If someone is finding it difficult to close their eyes then they can lower their eyes and look downwards.
- Tell the students to keep their hands on the desk or on their lap.
- Tell the students that we will begin the class with the mindful check-in activity. We will do this for 3 minutes.
- Tell the students to focus first on the sounds they can hear around them and then take their attention to their own breathing.
- Tell the students that the other sounds can reduce ... or increase, they can be heard at intervals ... or heard continuously.
(Wait for 20 seconds.)
- Tell the students to become aware of these sounds, however they might sound. Ask them to listen to where they are coming from.
(Wait for 30 seconds.)

- Tell the students that now they should focus on their breath. Focus on inhaling and exhaling.
- Ask the students not to change the rhythm of their breath. Just be aware and focus on them.
(Wait for 10 seconds.)
- Ask the students to focus on when they are inhaling and when they are exhaling. Is there a difference between the breath they are taking in and the one they are giving out? Are these breaths cool or warm ... fast or slow ... light or deep?
- Tell the students to be aware of each breath.
(Wait for 20 seconds.)
- Now ask the students to slowly focus on how they are sitting and whenever they are ready, they may open their eyes.

Dos and Don'ts:

- Before beginning with check-in, give time to the students to sit comfortably.
- During the activity, if you see a student getting distracted, without naming him/her, ask the whole class to pay attention.

1(b) Discussion on Mindfulness-10 minutes



Objective: To know the students' experience on the process of mindfulness and its benefits.

Proposed Points for Discussion:

- Ask the students to think about the changes they experienced within themselves during the process for 2-3 minutes. Ask them to think about the experience and the practice of the previous week's activity. Ask them to think also about where and when they used this activity other than the happiness period.
- After this, teachers can discuss with the students about the learnings and benefits of mindfulness and how it has improved their lives in ways like –
 - Reduction of stress within
 - More focus in the classroom
 - Realising what is going on within them (happiness, sadness, anger etc.)
- Tell the students that they may write their thoughts in their notebook. After this, some of them can share their experiences.
- In this period, a discussion can be held on the particular experiences, challenges or questions that arose during the mindfulness activity.
- A discussion can be held on the articles on mindfulness brought by the students.

Dos and Don'ts:

- Every week, ask the students to bring a few articles on mindfulness to the class so that a discussion could be held on them.
- Encourage all students to give answers.
- The students who hesitate in speaking up, may write their thoughts somewhere.
- Accept all answers given by students, don't contest them.

2(a) Thoughts as Bus Passengers: 5 minutes



Objective: Students should become aware of the blankness between their thoughts.

The steps of the activity

- Tell the students to sit in a comfortable position and loosen their shoulders. Take a deep breath and slowly exhale through the mouth. With the next breath, they should close their eyes. If anyone is uncomfortable in closing their eyes, they can look downward.
- Tell the students to become aware of their surroundings with the next breath. Ask the students to take their attention to the various sounds generated in the environment around them.
(Wait for 30 seconds.)
- Tell the students that they are inhaling and exhaling normally. Ask the students to focus on the sensation generated by breathing in and out. (Teachers should wait at this position for 10 seconds.)
- Now tell the students to become aware of their thoughts. Ask them to count each thought that is coming to their mind.
- As and when the thoughts are coming to their mind, they should add them to the count.
- While doing this, when they feel now there are no thoughts coming to them, that second they should sit peacefully.
- Teachers should tell the students that during this process if they falter while counting, without getting worried they may start counting again. (Give the students 5-10 minutes for this process. Instruct them again and again. Give them enough time to become aware of their thoughts.).

2(b) Discussion on Silence between Thoughts: 15 minutes

- How are you feeling?
- Was this activity easy or tough? Why?
- Were you able to experience the emptiness between two thoughts? Share your experience.
- In the gap between one count and the next, what did you experience? (Note: If the teachers find it appropriate, they may share with the students that by adopting this practice, they would find the flow

of their thoughts slowing down and they would gradually find the gap between two thoughts. This gap is called zero, when zero thoughts come to the mind.)

Dos and Don'ts:

- Teachers should give full opportunity to the students for expression.
- It is expected from the teachers that they patiently listen to the students' thoughts. Do not praise or criticise any student.
- Do not compare the experience of students in any way, because each child has his/her own experience.

3. Silent Check out: 1 to 2 minutes



Objective: The purpose of this activity is to get the students to reflect on the thoughts and feelings generated while doing the activities in the happiness class.

The steps of the activity

- The mindfulness class should be ended sitting quietly.
- During this, a reflection should be made by the students on the thoughts and feelings generated by today's activities.
- Do not give any other instructions to the students.
- Whether the students want to close their eyes and reflect, or would want to lower them – this should be left on them.

Dos and Don'ts:

- The teachers should not ask any questions after the silent check out.
- If a student wants to share his/her experience, the teacher may give them a chance to do so.



Story Section

Activity Section

The subject matter of this section has been divided into nine chapters in which an attempt has been made to explore and understand happiness through stories and activities. In these chapters, notes have been provided as reference for the teachers to initiate discussions in class and to make a connection between the discussion and the concept of happiness.

Guidelines regarding stories

Ever since humans have learned how to speak, storytelling has been one of the favoured methods for learning. It is through the medium of stories that we have been sharing our thoughts and life lessons with others. All children are fond of stories. They love to listen to stories narrated by their grandparents and repeat them to others. Storytelling has also been used extensively in school education. Stories inculcate a habit of listening, build longer focus and inspire reflection in children.

What type of stories have been included in the Happiness Curriculum? We wanted stories that students could relate with, that reflected in their real life situations and that would give them some food for thought. Thus the stories range from how we think and perceive to how our behaviour is amongst our friends and family to how we live in society and with nature. The Happiness Curriculum handbook also has incorporated some inspirational real life stories.

All of us have listened to imaginative stories of the fantasy world, full of unrealistic characters, with animals that can talk, trees that can walk and talk, and so on. Such stories have not been included in this course.

The stories are brief since they are meant to be a medium to facilitate reflection and analysis through questions, reflection and discussion. The core pursuit is for students to be able to see and evaluate things with clarity that eventually leads to better living.

Things to keep in mind while telling and discussing a story

- Read the story with gestures and proper voice modulation so that students are engaged and are able to identify with the characters in the story.
- Narrate the story in one go. Avoid narrating it in pieces.
- This is not a language class, more attention to be paid to the thoughts and feelings in the story, instead of language and sentence structure.
- Post-story discussion is the most important aspect of the story class. Thus, ensure there is adequate time for discussions.
- The discussion questions are to guide the students towards the objective of the story. If the students are not able to reach the objective through these questions, you may steer the discussion in the right direction by adding your own questions.

- Do not dictate the learning objective to the students.
- The teacher doesn't have to look for a 'right answer'. Idea is for students to first observe, explore and then process it through discussions. So allow the time and space to your students to arrive at their own conclusions and draw their own inferences.
- Ask open ended questions. Instead of asking what they learned from the story, ask the students if they could identify with the characters of the story, what they would have done in a similar situation or how they would behave in future.
- The stories are very short. Do not try to extend a story or abridge it, as doing so can change the central idea of the story and impact the following discussion .
- Focus on how students relate the story with their lives.
- If any question has more than one part, ask the next part only after one part has been answered.
- No written homework is to be given for any story. At the end of every story, some tasks have been given under '**At Home – Observe, Enquire, Understand**' for students. The purpose of these tasks is to make students arrive at their own conclusion after discussing with family and friends, and observing what is happening around them.

Minimum two days are proposed for the story

- On the first day, narrate the story and discuss the general questions with the whole class.
- Tell the students to share the story at home, and discuss the questions with their parents, siblings, neighbours, friends etc.
- The instructions for the second day are given after the story. Follow the instructions to allow the students to think and discuss.

Creating an environment in the classroom

- Give all the students an equal opportunity to express themselves.
- No answer is right or wrong, so welcome everyone's expression.
- Make all your students feel that their expressions are equally valued by the teacher.
- Create a positive and encouraging environment in the class so that all the students can freely express their thoughts and feelings .

Guidelines regarding activities

All the students of the class play an active role in the activities, so they take great interest in completing them. The knowledge gained from these activities is deep and everlasting because it is based on their own experiences. For these reasons, various activities have been included in the Happiness Curriculum. It is known that children learn a concept best by observing and further by engaging with it through discussion etc.

While designing these activities, special attention has been given to ensure that the activities are age appropriate and properly graded. Moreover, the activities engaging in such a way that the learners are

motivated to think and understand. The activities trigger a series of thoughts, push the learner to draw interconnections and lead to a healthy discussion with the peer group.

The purpose of the activities included in this book is to make students rational and to help them see things and events as they are. This will allow them to think critically, evaluate their thoughts and notions by applying logic and reason, and develop clarity. At the same time, it will also enable them to think out of the box and make balanced decisions.

These activities can be conducted in the classroom itself. These are simple and clear activities and do not need additional resources.

Things to keep in mind while doing the activity

- The **'Learning Objectives'** and **'Note for Teacher'** included with the activity are only for teacher's reference. For their own understanding before facilitating the activity. These are not to be read or explained to the students.
- Read the complete process of the activity given in the handbook before conducting it in the class.
- Give students the opportunity to express their views openly without any prejudice or a fear of right and wrong.
- During the discussion, make sure all students stay focused and participate in the discussion.
- Teachers should also actively participate in the activity to encourage students.
- If required, improvise and modify the activity as per the prevailing classroom conditions in order to meet the learning objectives.
- The core objective of the activity is for students to think, analyse, draw interconnections and develop clarity.
- The activities are designed in a manner which is interactive and engaging by using different methods such as role plays, discussions etc.



Chapter 1: Understanding Happiness

For teacher's reference

Happiness is an inner state, a state of harmony, where there is alignment within and with the world outside. It's a state in which our thoughts and feelings are conflict-free, steady and positive. A state where we are in harmony with people around us and have sustained positive feelings. We like to be in such a state and strive for its continuity. Thus, we try to find happiness in the work we do and in our interaction with others, or the way others work and behave with us.

When we understand what we are reading, we feel happy. (When I am able to think clearly and find solutions, I feel happy. When I know my goals clearly I feel happy. When I am able to achieve what I want for example in exams or in sports, then too I feel happy.) Sometimes we feel happy while receiving something and sometimes in giving. We get happy if someone takes our troubles away but we also find happiness in making a sacrifice for others. There is happiness in victory and sometimes in defeat too. In all these situations, our feelings and thoughts are constantly driven by our motivation to do something good or right. Once, our inner state is aligned and conflict free, we feel fulfilled and have genuine feelings of trust and respect in relationships, that is the feeling of happiness.

In the Happiness Class, we will explore different ways in which we feel happy. We will understand what makes us more happy or less happy; we will observe when our happiness is momentary and when it is long-lasting. We will also examine the two states of - 'doing something to be happy' or 'being happy within and then doing something' and which of these two states is more desirable. We will also try to understand what aspects of happiness are universal and what aspects may vary from individual to individual. We look to explore and understand all these aspects in the Happiness Class, but in this chapter, we will first try to understand Happiness.

(Teachers are requested to read the paragraphs given above and understand the purpose of the Happiness Class. In the first chapter, we will discuss the following topics through various activities and stories.)

Section 1: Why do we need the Happiness Class?

Activity 1.1: Why do we need education?

Story 1.1: Alexander and Diogenes

Section 2: How much happiness is required? Is it required Sometimes or always? Required a Little or more?

Activity 2.1: How much happiness is needed?

Story 2.1: The Mind Palace

Activity 2.2: Being happy – sources and duration Story

2.2: Rabia's Needle

Section 3: What is Happiness?

Activity 3.1: When do we feel happy?

Activity 3.2: Why do we feel sad?

Story 3.1: What is real and what is fake?

Section 1: Why do we need the Happiness class?

For teacher's reference:

Main message: Whatever we do in our lives, is driven by the pursuit to be happy.

- The objective of the stories and the activities of this section is to make the students (and ourselves) aware that all our thinking and doing is for us to be happy and thereafter stay happy.
- This pursuit is universal in nature, means, it is the same for every human being; be it a man or a woman, young or old, living in a village or in a city.
- Does anyone want to be unhappy? The answer is 'no'.
- We are looking for happiness even in tough situations even while sacrificing something. For instance, a parent eats less to see her/his child eat well, and can still feel contented.

Activity 1.1: Why do we need education?

Time: At least two periods or till the teacher is satisfied.

Learning objective: To make students reflect on the main purpose of education, which is, to be in a state of happiness. Also, to make students observe that whatever we do, we do for our happiness.

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for teachers: Most of the students are not sure why do they need to study. Livelihood is considered as one of the biggest goals of education. But we can see, livelihood too is a medium to achieve a larger goal, which is, the well being or happiness of ourselves and of our near and dear ones. Thus, if learners can see that the eventual purpose of education is happiness, they will be more motivated and successful in whatever they do. The purpose of this Happiness Class is to make students aware of this goal and to show them the path to reach this very goal.

Steps of the activity

1. The teacher asks the students in the class, "Why do you need education? Why do you have to pass exams? Why do you want to come first? Why do you want to earn money? Why do you want to win a medal in sports?"
2. Students think about these for a moment and write their answers in their notebooks. (Students can also discuss with their seat partners and seek each other's help.)
3. The teacher encourages them to share their responses. He/she need not help the students in framing the answer but allow them to express their thoughts in their own words.
4. The teacher may capture the important ideas by writing them on the board. He/she may request a student from the class to assist him/her in this task.
5. It is important that all children get an opportunity to share their thoughts with the class.
6. The teachers may motivate the students to think further by repeatedly asking 'why' for every answer.

- For instance, if a student says that he/she is studying to become an engineer, the teacher asks, “Why do you want to become an engineer?” The student can say, “For money,” then the teacher can ask, “Why money?”
- Or if a student wants to become a doctor, then the teacher can discuss how treating others will bring happiness to the student.

Note: Every question is focused on why he/she does what he/she does. For example, “Why do you come to school?” The student’s answer may be: “Because my parents want me to.” In such a situation, the next question may be: “Why do you follow what they say?” Similarly, the sequence of questions should be focused on the child and his/her thinking. If the student digresses from the point, the teacher may ask, “After all, what benefit will you get from this?”

7. The teacher steers the discussion towards the aspect of happiness being the eventual goal (after which no further ‘why’ questions may be asked). All the discussion leading to the point that we do everything to be happy, or we all want to be happy. The teacher should keep asking questions till a point is arrived where the answer is “to be happy”, “I will get peace of mind” etc.
8. The teacher asks the students to give examples of things we do without thinking - whether these things bring us happiness or not. The examples can be personal or social, such as
 - a. Someone got hurt and you helped.
 - b. Someone was feeling cold and you gave him/her your blanket.
 - c. Why do we need a gift or anything?
9. The students will arrive at the same conclusion: that all our actions are in search of happiness; be it taking care of ourselves or helping others.

Note: If a student gives the answer in the beginning that whatever he/she does, he/she does it for happiness, the teacher may ask the student what he/she will do next and why. Else, the teacher may move the discussion forward by asking questions from other children.

Proposed questions for discussion

The teacher is now requested to write a message on the board - anything we do, we do it to be happy – and discuss with students. As the students speak, the teacher will note the points and comments.

- The teacher discusses with students whether anyone does anything to be sad or unhappy. In this discussion, students should be encouraged to give examples from their own lives, as one cannot be sure about the motives of others. Now the teacher discusses and analyses the examples given by students and leads the class to the conclusion that the ultimate desire behind every action is to find happiness.

The teacher discusses with students how we all join school around the age of 3-4 years and spend the next 15-17 years in getting education, as we move from school to college and other institutions. We read, work hard, and pass many examinations. Have you thought about what is the purpose of all this? After all, by devoting so many years of your life, what do we want from education? ... Is it only about getting a job, only making money, only buying comforts or more than that? The teacher may discuss this openly with the students.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Dos and Don'ts

- If students find it difficult to write complete sentences in the notebook, they may write key words only. For instance, instead of writing the whole sentence "I want to be a doctor", they can just write, "Doctor".

1.1: Alexander and Diogenes

Duration: At least two periods or till the teacher is satisfied.



Objective: To make the students realise that the basic purpose of our lives is to find long lasting and continuous happiness. Even though some people may look for happiness by indulging in wrong practices, others may be looking for happiness by doing the right thing.

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

Direction of Discussion

The purpose of this story and the discussion at the end is to make students reflect on their behaviour in two different scenarios as:

a. when you do something to be happy

b. when you do something happily

When we end up doing something to be happy, we are constantly thinking of the next thing to 'do' to be happy. For example, I bought a new pair of clothes to feel happy. After buying the clothes, I again feel an emptiness and want to do something (such as, go out for a movie) or buy something else to feel happy again. This is not a steady (happy) state to be in. In fact, this state can make us restless. Our restlessness further reflects as impatience onto others.

Whereas, if I am happy and doing things - my inner state remains the same (steady), irrespective of the outcome. If my inner state is steady and reflects happiness, then my work and behaviour will also reflect happiness (and patience) onto others.

If the children are able to view their actions (work and behaviour) with regard to point b, they will be in control of their own happiness. They will not be disappointed, irritated or jealous; rather they will be filled with positivity and happiness.

STORY

In ancient Greece, there lived a wise man, Diogenes. He was very famous, people came from far and wide to meet him. He always used to give people one and the same advice, "if you do something to be happy, you will be disappointed when you don't get what you want. However, if you do something when you are already happy, you will always be happy whether or not you get what you desire". Around this time, an emperor named Alexander, was waging wars around the world to fulfil his desire to conquer the world. Wherever he went, he started a war and enslaved people. Millions of people were killed in these wars. Once Alexander met Diogenes. Alexander told Diogenes with great arrogance, "I am Alexander the Great, and I want to conquer the whole world. I have heard that you are a great man. I can fulfil any wish you may have." Diogenes asked, "Why are you fighting so many wars?" Alexander replied, "I want to conquer the whole world. Now only a few countries are left. Once I defeat them, I will sit and relax." To this, Diogenes said, "You will not be happy even if you win the whole world, because the day you win

the whole world, you will be sad thinking that there is nothing left to win now. Secondly, true happiness lies in uplifting humanity and not in bringing it down. So think about it, do you want to do something to be happy or you want to do something while you are happy?"

DAY 1

Proposed questions for discussion

1. In what ways was Alexander looking for happiness?
2. When Alexander went to another country, After enslaving or killing the people of that country, he felt that he would be very happy if he defeated that country in war. The teacher asks the students if they thought Alexander was right. (Do not tell the children what is right or wrong, but let them express their opinion. Just ask them to give reasons for assuming it to be right or wrong.)
3. Can someone who is happy perform an inappropriate act, such as exploiting or hurting others?

At home – Observe, Enquire, Understand (for students)

- Students discuss the story at home and understand the thoughts and views of their family members.
- Students find out - what are the things and actions that people are seeking happiness in.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

DAY 2

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Ask some students to recall the story.
- Some other students can share their storytelling experiences at home.
- The first day's discussion questions can be used again for the remaining students who have not participated in anything.

Additional questions for discussion

1. Diogenes told Alexander that even if he won the whole world, he wouldn't be happy. Why did he say that?
2. Discuss with children about the two possibilities -
 - doing something with a happy state of mind
 - doing something to achieve a happy state of mind

Ask them to give examples of both the states. The examples should be relatable to children, such as eating an ice cream to be happy or eating an ice cream because you are happy, wearing good clothes with a happy mind or trying to be happy by wearing good clothes, to help someone with a happy mind or to find happiness by helping someone. What is the difference between the two states?

3. Discuss with children if a person can be happy by being the richest man in the world. For this discussion, give examples of celebrities like Ratan Tata or Bill Gates who have donated their wealth for various social causes. At the end of the class, sit silently for 1-2 minutes and reflect on the conclusions of the discussion.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Dos and Don'ts

- Give everyone an opportunity to express themselves and listen to them patiently.
- Make sure that all the students participate in the discussion.
- Encourage and support the students who are hesitant to participate in the discussion.

Section 2: How much Happiness is needed? Is it sometimes or always? Less or more?

For teacher's reference:

We have now seen in Section 1 that everyone wants happiness.

- Our aim in this section is to enable students to identify and categorise their state of happiness as one of the three types. It should be clear to students that
 - Happiness from goods / physical facilities is momentary.
 - Happiness that comes from relationships is long-lasting.
 - Happiness derived from understanding / clarity is continuous and forever.
- In this section, we will see how much happiness is required.
- Now that the children have understood that we need happiness, we should discuss how much happiness is needed.

Activity 2.1: How much happiness do we need?

Time: At least two periods or till the teacher is satisfied.

Learning objective: To make the students aware that we need happiness all the time and continuously.

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

Steps of the activity & Proposed questions of discussion

Discuss the following questions with the students:

- Do you want happiness once a week or every day?
- Do you want happiness for a few hours or every hour?
- Do you want happiness for a few minutes in an hour or every minute?
- Do you want happiness for a few seconds or each second?
- Do not give any answer to the students from your side, let the answers come from them. Some students may think that it is not possible to be continuously happy, that is why it is not possible to want happiness all the time.
- If this happens, you may ask them not to think of 'is it possible to be happy continuously' but introspect on their desire - 'do I want to be unhappy even for a second'.
- Ask them how they feel when the flow of happiness breaks, even for a second. Do they not feel disappointed and stressed?
- Ask them if they would want disappointment and stress even for a second.
- *Through this discussion, the students would be able to see that their desire is to be continuously happy

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2:

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

Briefly recall the previous day's discussion and move forward in the following manner:

- Divide the students into small groups (of 5-6) and ask them to make a list of some items of daily use or actions we do every day.
- Ask them to write down in their notebook, a list of the things they like doing which makes them happy. (It would be good to give 5 minutes for this task.)
- Then, ask them to share their list and write the points on the board.

Example: Food, play, computer games, new clothes, gifts, songs, watching movies etc.

Proposed questions for discussion:

1. We like eating laddoos, does this mean we can eat them throughout the day?
2. We like to sleep on a comfortable bed, do we keep sleeping (and not get up at all)? Is that feasible?
3. We like to travel by car, should we keep sitting in the car always? Is it acceptable to us?
4. We like to sit under the fan or in the AC, can we always sit like that?
5. What if we are always glued to our computers?
6. We like watching movies, can we always keep watching them? Is it possible?
7. If we keep playing always, would we be happy? (Won't we be happy if we win, sad if we lose and tired and hungry after a while?)
8. Can we go on eating our favourite food? (Don't we like variety? We get bored with the same thing after a while. And if we keep eating it, after sometime it would become unbearable.)

In this manner, all the things listed by the children can be discussed.

Through the above questions, the students can see that though the happiness drawn from anything like food, music etc gives pleasure initially, it can become less enjoyable after a while and then painful with over usage. We do need material and physical things, but this happiness is short term in nature and does not bring us long lasting happiness. At the same time, we aspire for continuous happiness.

By now, it should have become clear to the students that our aspiration is for continuous happiness, and that cannot be fulfilled through physical facilities or material things alone. There are other sources of happiness which offer deeper and continuous happiness, as will see in the next few classes.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

2.1: The Mind Palace

Duration: At least two periods or till the teacher is satisfied.



Objective: To bring the attention of the students towards the fact that long-lasting happiness is not found in physical facilities..

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

STORY

Direction of Discussion

The purpose of telling this story and discussing the questions based on it is to help the students understand that to secure comforts and facilities and to enjoy them is not wrong, but dependency on them is a sign of weakness. A strong person is not the one who has a lot of comfort, or the one who has distanced himself from them. A strong person is indeed the one who does not become unhappy if physical facilities are reduced and keeps moving forward in their absence or scarcity. Or, a strong person is also the one who rightly utilises physical facilities and doesn't think of over consumption but does rightful consumption. Such a person can have access to long term happiness.

In a kingdom, a hermit was living under a tree for many days. The hermit was very renowned. People would come to meet him from far away. And so, even in the eyes of the king of this kingdom, he was an acclaimed hermit. One day, the king went to meet him. His conversation with the hermit deeply inspired the king and he requested the hermit to come to stay in his palace instead of living under the tree. The hermit agreed and said, "Wherever you will ask me to stay, I will." The king was a little surprised. He thought that the hermit would say, "What would a hermit like me do in a palace?" But the hermit acted against the king's expectation and was immediately ready to go with the king. The king was taken aback, but because he himself had proposed this, he had to take the hermit to the palace.

The king made all the comforts of the palace available to the hermit. Carpets were laid out, comfortable mattresses were provided for sleeping, and delicious food was served. The hermit began to use all of these facilities. The king thought, "What kind of a hermit is he? He didn't even say once, 'I'm a hermit, I do not sleep on the mattress, I sleep on the ground.' He didn't say even once that hermits do not need such delicious food. They eat very simple, plain food."

After a few days passed by, the king asked him, “*Maharaj*, I have a doubt. I want to know if you were happier living under the tree or here in the palace

amidst all the comforts.” The hermit told him, “What has happiness got to do with living in a palace or under a tree?” The king thought that probably the hermit had become accustomed to living in the palace. So he asked, “I live in a palace and now even you live in a palace. So what is the difference between a worldly person like me and a hermit like you?”

The hermit said, “If you want to understand the difference, come out of the palace with me.” The king went with him. When they reached quite far from the palace, the king asked the hermit to tell him the difference. The hermit said, “Let’s go a little further.” Now the sun was really hot and the king was getting increasingly uncomfortable. So he asked again, “*Maharaj*, please tell me now. We have come far away and have to go back to the palace too.” The hermit said, “See, you have known what it is to stay in a palace. Now stay with me and only then will you get the answer.” The king questioned him about how he could leave the palace, the kingdom and go with him.

And to this the hermit replied, “Here lies the difference between a worldly person and a hermit. When a worldly person moves out, there is a lot in his mind that stops him. But a hermit has nothing in his mind that can stop him from going ahead. When I was living under the tree, the tree was not inside me, that’s why I came to the palace with you. When I lived in the palace, then too, the palace wasn’t inside me, but it is inside you, and that is why it is stopping you.”

DAY 1

Proposed questions for discussion

- 1 In the story, the hermit asks the king – how is a palace related to happiness? Discuss this. Can one be happy always merely by getting a chance to live in a palace?
- 2 Is it possible for one person to live happily despite living in a simple house and another to be unhappy even in a palace?
- 3 Can all the comforts of a palace make a person happy if he/she is not happy within?

(Through the above questions, try to help the children understand that facilities are needed and we should have them but only physical facilities and comforts cannot make a person happy. For that, clarity within oneself, good happy relationships, love and respect in the family and in society are needed. One can’t be happy only with comforts, but if a person is really happy within, then he/she can be happy with less facilities too.)

Observe, Ask and Explore At home (for students)

- Students discuss the story at home and understand the thoughts and views of their family members.
- They observe that in the absence or reduction of any physical facility (vehicle, A.C., T.V.) at home, does everyone react with similar displeasure or is there a difference?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from

the day's discussion.

DAY 2

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Have some students recall the story. You may adopt various ways for helping the students recall, such as getting one of them to narrate the story, role-play, pairing the students and letting them tell each other, etc.
- Have them share the feedback received from their homes in small groups. Some students may be given the chance to share the experience at home in class.
- The first day's discussion questions can be used again for the remaining students.

Additional questions for discussion:

1. What are the facilities around us that, if we have to give up some of these, will it restrict our progress and growth?
2. What are the things that people possess, not because they need them but to show off?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Dos and Don'ts

- Give everyone an opportunity to express themselves and listen to them patiently.
- Make sure that all the students participate in the discussion.
- Encourage and support the students who are hesitant to participate in the discussion.

The next activity is to further develop the students' understanding on this topic.

Activity 2.2: Being happy – from what and for how long?

Time: At least two periods or till the teacher is satisfied.

Learning objective: To help the students critically evaluate where they are searching for happiness and what kind of happiness are they receiving.

For teacher's reference:

- Happiness from physical facilities is momentary.
- Happiness from relationships is long-lasting.
- Living with understanding brings continuous happiness.

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

Steps of the activity

1. The teacher divides the students into small groups.
2. The teacher asks the students in each group, to discuss and make a list of the things, relationships and incidents that make them happy. The teacher encourages the students to write as much as they want to.
3. After 5-7 minutes, the teacher asks the students to share their lists. As the students read their lists, the teacher writes the points on the board.
4. Now, to take the discussion further, the teacher makes three columns on the board:
 - Happiness from physical facilities.
 - Happiness from relationships
 - Happiness by understanding
5. As the students read out their lists, the teacher writes some of those examples in the appropriate column. Please see the following table for reference.

A. Happiness from physical facilities = When we derive happiness from physical facilities or material things	B. Happiness from relationships = When we derive happiness from feelings of trust, affection in our relationships with family, friends, colleagues, teachers, etc.	C. Happiness from understanding = When we experience happiness from understanding (i.e. clarity of) our needs, goals, etc.
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Pen, Mobile etc.	Telling parents about the day at school	Being able to take the right decision in any circumstance
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Ice cream	Playing with siblings	Being able to do any work in the right manner
Chocolate	Studying with friends	Understanding any Math chapter like Number System
Rajma-Chawal	Going out with family	Understanding the right ratio in cooking
New Clothes	Spending time with parents Having clarity about what one wants to be in life	
Cycle	No fights in family	Being able to take one's own decisions

6. The teacher completes this activity by sharing with them the following three kinds of happiness:

First – Happiness from Physical Facilities: when we enjoy physical facilities or seek happiness from sensory pleasures.

Second – Happiness from Relationships: when there are mutual feelings of trust, respect, care etc and we are happy in our relationships. This is what we call harmony or mutual fulfillment in relationships.

Third – Happiness from Understanding: when we have clarity about our needs (physical, emotional and psychological needs that are not in conflict with the other), our goal (goal of happiness that is common to everyone) and when we have a clear picture of harmony at all levels (individual, family and friends, society, nature), we call it Happiness from Understanding. Harmony in our thoughts, speech and action is a reflection of our Understanding.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2:

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

1. The teacher writes the main points of the previous class on the blackboard once more and makes the same table.
2. Students examine the table in depth.

Physical Facilities = Happiness	Good Relationships = Happiness	Understanding = Happiness
Gift	conversations with siblings and friends	Understanding the meaning of a word
New Things	Playing with siblings and friends	Understanding a Science or Math formula
New Book Fa	mily or friends understanding our feelings	Taking the right decision amid confusion

New Shoes etc.		Resolving a fight wisely. derstanding one's parents economic condition etc.
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Proposed questions for discussion:

1. What is the difference among these three kinds of happiness?
2. Is there a difference in their lasting value? Which happiness would last for how long?
3. From the above three columns, which happiness is –
 - momentary?
 - long-lasting?
 - continuous and forever?
4. Where have you been looking for happiness till now?
5. Does the happiness you obtain that way stay for a long time or do you have to look for or do something else to become happy again?
6. Based on the above discussion, for each column ask the students which of these kinds of happiness would stay for longer. Ask the students if the following is right:
 - A. Happiness from physical facilities = Momentary Happiness
 - B. Happiness from relationships = Long-lasting Happiness
 - C. Happiness from understanding = Continuous Happiness

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Note for teachers:

Happiness from physical facilities = momentary happiness. The children might say that some physical facilities give momentary happiness and some give long- lasting happiness. Like, the happiness of eating chocolate is momentary but the one gained from new clothes or a new cycle etc. can last much longer, perhaps even for a few years. So the children may question why these aren't included in long-lasting happiness?

It can be shared with the students that the happiness derived from any physical facility lasts till the time it is new, novel or intact. As soon as there is a newer model or a more attractive physical facility with someone else, happiness from that physical facility begins to reduce. Similarly, the happiness can disappear if the physical facility is destroyed.

Happiness from relationships = deeper (long-lasting) happiness. This can be a bit confusing so it should be communicated clearly. Some students might say that the happiness derived from relationships can also be continuous happiness. The students are right in their thinking, but make it clear to them that happiness from relationships is continuous when we are always happy with the behaviour of the person concerned with the relationship. Till the time the person behaves as per our expectation, we are happy, but as soon as he/she talks or acts against our belief or wish, our happiness vanishes. As compared to happiness from physical facilities, this one is longer lasting, thus may seem continuous, but in reality, this is derived out of behaviour of another person, which is not continuous.

Similarly, happiness from understanding = continuous happiness. Explain to the students that the process of understanding itself gives happiness and when we are able to understand something, that understanding stays with us forever. Like, if we understand that $2+2=4$ once, we will remember it forever. Water quenches thirst, and fire hurts. If this understanding is *developed* once, it always stays. This can be understood with one more logic. If we understand the financial condition of our parents once, it won't bother us that they may not be spending as much on us as other parents spend on their children. Eventually, if we are able to understand our purpose in life, understand and resolve our daily conflicts, understand how to live better in relations, in society, this understanding leads to continuous happiness.

In this way, through this activity, we understand that whenever we derive happiness externally through physical facilities, it is momentary. But when we are happy because of the right feelings and understanding (of harmony), the happiness stays with us for longer.

We will try to understand this in greater depth through a story ...

2.2: Rabia's Needle

Duration: At least two periods or till the teacher is satisfied



Objective: To make the students realise that deeper (long-lasting) happiness can be understood and experienced within ourselves and is not just based on events outside or on material things.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

STORY

The people of a village were always busy criticising each other. This was a huge reason for their sorrow. In this village, lived a saintly lady called Rabia. She would always adopt new ways of helping the villagers to see sense.

One evening, she was looking for something in front of her house. Passers-by saw her searching for something and asked, “What have you lost?” Rabia answered, “My needle has fallen.” These people thought that the old lady had poor eyesight and so they should help her. They too began to look for the needle. Then, one of them thought that the needle is a tiny object and till it is not known exactly where it had fallen, it would be difficult to look for it on such a wide road? The person asked Rabia, “Maa’ji, please tell us where exactly your needle had fallen.” Rabia said, “The needle had fallen inside the house.”

Upon listening to her answer, the villagers were taken aback and began to wonder if the old lady had become senile. If the needle had fallen inside the house then why was she looking for it outside? When Rabia was asked about this, she said, “Even I know this, but it is dark inside, and there is light only outside. How do I look for the needle in darkness? It can only be found in the light.”

The villagers started laughing. They started telling Rabia, “Looks like age has impacted your understanding. Even if there is no light outside the house, the needle will have to be searched for outside only.”

Now, it was Rabia’s turn to laugh. She said, “Beta, you are talking about being sensible, but I’m following the method I see all of you adopting.” The villagers were taken aback and asked, “What do you mean?” Rabia continued, “Every day I see you criticising each other. In reality, you are all looking for happiness in each other and when you don’t get it, you criticise the other person. While long lasting happiness is

actually within you. You look for it in others' behaviour, in their gifts, in the favours you receive from them, in the compliments you get and in the work others do for you, while your happiness is actually lost somewhere in your mind. Look for happiness where it can be found."

The villagers understood that Rabia was pretending to look for the needle to make them understand, 'the true meaning of happiness'.

DAY 1

Proposed questions for discussion:

1. Do you also look for happiness outside (in physical things, in criticising others) like the villagers? How?
2. Take an example from your life – have you criticised your friends or relatives in front of someone? If yes, what was the reason behind that criticism?
3. Why does it happen often that people seem to be happy when they criticise others? (as they are able to prove the other one wrong at that point of time)
4. Are those who criticise others looking for happiness in the other person (that is, by putting down the other person) or in themselves?
5. Is it possible that those who criticise others may get the ability to look for happiness within themselves?

Note for teacher: The purpose of the above questions is to get the students to reflect and examine their thoughts and to be able to share their thoughts openly. If the students are able to understand that deeper (long lasting) happiness comes from living in harmonious relationships and clarity of thought (on how to get there) leads to continuous happiness, then their confidence will peak, and instead of feeling jealous of others' success, they will focus on their own

growth. While discussing these questions, try that each student is able to reflect and introspect and put his/her point forward. It takes courage to give an example from one's own life, so take good care that while a student's sharing – someone else should not make fun of what they're saying, else the student will feel disheartened. Ensure that the entire class pays full attention to what the child is sharing and when required, the class should encourage the child instead of making fun. If required, to help the children get over any inhibition, the teacher may give an example from his/her own life.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

DAY 2

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Have some students repeat the story.
- The first day's discussion questions can be used for rethinking.
- The students can share their storytelling experiences at home in small groups. Some thoughts can be shared with the whole class.

More Questions for Discussion

1. How can you find or identify deeper (long lasting) happiness within you? (Clue: With the right feelings in relationships, with positive thinking, with clarity in thoughts)
2. What is the difference between 'being happy' and 'looking happy'? In our everyday life, where does our attention go? What do we find more important? Discuss.
3. If you do something well but there is no one to see it, how would you feel? Does this impact your capability? Discuss.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

In the next section, let's explore more on what is happiness.

Section 3: What is Happiness?

For teacher's reference:

- We have now seen in Section 2 that whatever we do, we do for happiness. And we also want to be in a state of continuous happiness. Momentary Happiness can be drawn from sources outside and deeper happiness can be understood inside us.
- We want to be happy, but how do we ensure we can be happy?
- Everyone wants happiness, but is not clear about what happiness is.
- Even if we discuss what happiness is with family and friends, everyone will have different thoughts.
- 'What is happiness?' Without knowing this clearly it is not possible to be happy.
- In this section, we will build clarity among students about what is happiness.
- By the end of the section, it would be clear to the students that everyone aims for happiness, and what are the ways of attaining long lasting and continuous happiness.

With the help of an activity, we will try to recognise when we feel happy.

Activity 3.1: When do we feel happy?

Time: 1-2 periods or till the teacher is satisfied

Learning objective: To help the students understand that we are happy when our needs are fulfilled.

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

Steps of the Activity

- Firstly, the teacher shares those moments from his/her life which give him/her immense happiness every time she/he remembers them.
- Now the teacher asks the students, “When are we happy? Think of some incidents from your life.” For example –
 - When we’ve eaten your favourite food.
 - When our friends helped us with homework.
 - When we received applause from our teacher.
 - When we went to our ancestral village and met our family members.
 - When we were promoted to the next class.
- The teacher divides the students into smaller groups (of 5-6 each) and ask them to share their own incidents.
- The teacher asks some students to share their inspirational and happy incidents in class.
- The teacher writes the students’ answers on the blackboard.

Proposed questions for discussion

- The teacher writes all answers on the board and then asks the students to recall the earlier list and ask them about their feelings after reading these examples. Why did they experience happiness in these moments? An answer to ‘what is happiness’ can be found in this discussion.

(Have an open discussion on this. The teacher should not give any answer from his/her side. Allow the students to discuss properly. Then, discuss that when we like something or when any expectation of ours is met or when we get the thing we require, we feel happy. For example, when teachers praise us, our need for recognition is met. When we eat good food, our need for food is met. When our friends help us with homework, our need for cooperation, learning and understanding properly is met. In this way, through discussion, students can be encouraged to think more.)

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day’s discussion.

Dos & Don’ts:

- Ensure that the class environment is happy and uninhibited.
- Encourage the students to share their incidents but in the beginning do not force the students who are

feeling uneasy in sharing.

Activity 3.2: When do we feel sad?

Time: At least two periods or till the teacher is satisfied

Learning objective: To enable the students to understand that:

1. When they feel upset, somewhere their need isn't being fulfilled.
2. They are able to examine that unfulfillment of their need is the reason for their sadness.

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

Steps of the Activity

- The teacher talks to all the students for 2-4 minutes and creates an environment where they would be able to share even those incidents from their daily life where they find themselves unhappy. Make the different situations of unhappiness a part of this discussion, such as, feeling disturbed, upset, worried, sad, etc. After a 2-4 minute discussion, encourage the students to write a few examples from the past few days in their notebooks when they were upset.

Examples of incidents:

- When my father scolded me.
- When my teacher gave someone else a chance to go on the stage instead of me.
- When I had a fight with my sister/brother.
- When I was really hungry but there was no food near me.
- When I got injured.
- When I got less marks in exams.
- When I lost something.
- When I didn't know the answer to a question.
- Now ask the students to read that list. Alongside, write it on the blackboard. Ask the students to not repeat the points that have already been mentioned.
- In this list, circle the things that are concerned with any physical facility or comfort. (such as not finding a seat in the bus, losing one's pencil etc.)
- From the remaining points on the list, underline the aspects which are related to sadness out of a problem in relationships. (such as being scolded, not being given a chance, getting angry, getting jealous, experiencing fear etc.)
- Now among the remaining elements, mark the unhappiness that comes out of lack of understanding. (such as not knowing the answer to a question, less marks in exams, unable to understand why I am upset, unsure of the future, etc.)

- If there is still something remaining on the list, it would be good to re-examine and see if it falls into one of the above three categories.
- It's possible that something may fall into more than one category. (such as less marks in exams is an outcome of lack of understanding, but it also upsets one's parents which is related to relationship-oriented unhappiness.) Make a note of those as well.

Proposed questions of discussion

1. There are three reasons for our unhappiness. Lack of things, lack of feelings and lack of understanding. Do you agree/disagree? How? Discuss.
2. What do you think is the reason for more unhappiness – lack of things, lack of feelings in relationships or lack of understanding? Discuss.
3. How long does the unhappiness from lack of things last? Explain with examples. (Clue: Till the physical facility is not gained.)
4. How long does the unhappiness from relationships last? Explain with examples. (Clue: Till the relationship is not harmonious.)
5. How long does the unhappiness from understanding last? Explain with an example. (Answer: Till we are unable to understand.)
6. What is the way out of these kinds of unhappiness?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

3.1: What is real and what is fake?

Duration: At least two periods or till the teacher is satisfied.



Objective: To draw the attention of the students towards taking right decisions while maintaining harmonious relationships even in difficult times.

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

STORY

After Sohan's father passed away, his family was reeling under a financial crisis. Sohan's mother gave him her necklace and asked him to sell it at his Chacha's shop. Sohan's Chacha was a goldsmith. When Sohan showed the necklace to his Chacha, he examined the necklace and told Sohan, "The market is in a slump right now; sell it after a while." Sohan was disappointed on hearing this but then his Chacha said, "You can work at my shop. In any case, I need a dependable assistant here."

Sohan started learning work at the shop the very next day. He was taught to test diamonds and other precious stones. Gradually, he learnt how to test precious stones. After a few months, his Chacha said to him, "Now you may bring the necklace that you wanted to sell."

When Sohan reached home and took the necklace from his mother, he realised it was fake! He ran to his Chacha's shop and asked him, "Why didn't you tell me the truth when I came to sell the necklace months ago." On this, his Chacha said, "If at that time I'd have told you the truth, you'd have thought that in your tough time, even your Chacha is calling your precious necklace fake and is not wanting to help you. Today you know how to test jewellery and so you can tell the fake from the real yourself."

DAY 1

Questions for Discussion

1. By being able to recognise the right from the wrong does your happiness increase? How? Give an example.

2. Explain through any one example when like Sohan's Chacha, someone said something to you initially and you may have not liked it. But later you realised the value of what the person said? (For example, your teacher insists on sports class, but you thought of skipping that class. Later you realised that sports would help you build stamina and health)

At home – Observe, Enquire, Understand (for students)

- Students discuss the story at home and understand the thoughts and views of their family members.
- Students discuss with their family members if they have experienced a situation like this in their relationships.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

DAY2

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Have some students repeat the story.
- Some other students can share their storytelling experiences at home.
- The first day's discussion questions can be used again for the remaining students.

Additional questions for discussion:

- If in a situation, you have to choose between gaining a material thing and gaining a relationship, what would you choose and why?
- Sohan's Chacha didn't give him money but taught him how to distinguish between the real and the fake. Share an example from your life where you were happy because you got the wisdom to tell the right from the wrong.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Summing up:

- Happiness is an internal state.
- Whatever we do, we do it for happiness.
- We try to search for happiness in the following ways –
 - Through physical facilities
 - Through relationships
 - Through understanding
- We like physical facilities but we gain only momentary happiness from them.

- The happiness from relationships is long-lasting. Feelings experienced in a relationship last for a longer time as compared to happiness experienced in acquiring or consuming a physical facility.
- The happiness from understanding is continuous and forever.

Teachers are requested to discuss the aforesaid points once again with the class before finishing this chapter. Try that each student of the class is able to understand the above aspects related to happiness. If required, you may get them to think about the summary of this chapter for one more day before you proceed to the next chapter.

Chapter 2: Need

For teacher's reference:

In the chapters so far we have understood that:

- We all seek happiness.
- Our mind is in a state of happiness when our requirements are being met.

Now, in this chapter we will be able to understand our needs better and will explore the scope of our needs in detail.

We can divide our needs into two categories. First – material needs like food, clothing, pen, book, cycle, house, water, road, electricity, trees etc. Second – relationships or feelings like respect, trust, affection, gratitude etc. which we experience in relation with our parents, teachers or friends. When both these kinds of needs are not fulfilled, we feel incomplete. By understanding this, we can understand ourselves and what we want, more clearly. If we develop this understanding then we can think about how to fulfil our needs. In this chapter, we will understand these needs.

Section 1: Understanding of needs

Activity 1.1: Our needs

Activity 1.2: Difference in our needs – on the basis of quantity Activity 1.3: Difference in our needs – on the basis of time duration

Section 2: Are our needs unlimited and resources limited?

Activity 2.1: Are needs unlimited and resources limited? Story 2.2: How much land?

Section 1: Understanding of needs

For teacher's reference:

- We essentially don't want to make mistakes. Whatever we do, we do for happiness.
- We will be happy only when our needs will be fulfilled.
- If needs are fulfilled, no one would want to make mistakes.
- Our needs are of two kinds. One – material (tangible) needs, meant for our body. Two – non tangible needs such as, feelings and clarity, which are for our mind/self.

We will try to clarify this with the help of an activity.

Activity 1.1: Our needs

Time: At least two periods or till the teacher is satisfied.

Learning objective: Students gain clarity that all of us have two kinds of needs

– those of our body and those of our mind/self.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Steps of the activity:

1. Begin this activity with children with a discussion on needs. You may begin like: “We all have many needs. Each one of us has different needs. What do you think, why are these requirements there?”
2. Have this discussion for 2-4 minutes. Then speak out the well-known saying , “a person’s needs are unlimited, they can’t be fulfilled”. Ask the students if they have heard this saying. You can spend 1-2 minutes on this, if they have heard this, whom have they heard it from?
3. Discuss with the children whether they agree with this or not. If they agree, then why do they agree? And if they disagree then why do they disagree? At least get 3-4 children to share their views on both aspects.
4. Come to the main point of this chapter and ask if anyone has counted his/her needs or listed them out? If not, then they should now count their needs and list them too.
5. Ask all the students to take their notebooks out and try to make a list of their needs according to their understanding. Give them 5-7 minutes and ask them what they wrote and make a list of these needs on black board. Ensure there are no repetitions in the list.
 - If the students have only written material needs, then bring their attention to the feelings associated with needs such as trust, respect, affection, recognition, fame, love, security etc. and add those to the list.
 - Now, you may circle the needs associated with material things, telling them that these are the needs of our body.
 - It would be good to ask the students what the other requirements are for. (Probable answer: These are the needs of the mind. If the students do not come up with this answer, the teacher may share it.)

Proposed questions for discussion

- Are all of you able to recognise that all your needs fall under these two categories (body and mind)? Can there be another category too? Discuss.
- In our everyday life, do we give more time to the requirements of our body, or of our mind?

- What is the difference you see in these needs?

- Based on quantity?
- Based on time?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

The needs of the body and mind are based on quantity and duration, we will make it clear with the help of an activity.

Activity 1.2: Difference in our needs – on the basis of quantity

Time: At least two periods or till the teacher is satisfied.

Learning Objective: The purpose of this activity is to help the students understand that the needs based on physical facilities are quantitative, which means they can be counted, measured or weighed. While the needs related to the mind are not quantitative but qualitative which means they cannot be counted, measured or weighed.

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

In the previous activity, we understood that our needs can be divided into two categories. Needs relating to physical facilities and needs relating to mind. Here, we will try to understand the difference between two kinds of needs with the help of an activity.

Steps of the activity:

1. The class can be divided into small groups with 5-6 students in each group.
2. The teacher may write the following questions on the board and ask the students to discuss them in their groups for 5 minutes after that answer:
 - How many school uniforms do you require?
 - How much water do you need to drink in a day?
 - How many fans are required at home?
 - How many chairs are needed in the class?
 - How many buses should be there in Delhi?
 - How many guards are needed in the school?
1. The teacher can then write the following questions for the groups and give 5 minutes for discussion.
 - How much love do you need from your mother?
 - How much should you enjoy with your friends?
 - How much respect do you need?
 - How much trust should others have in you?
 - How much affection should be there among siblings?
 - How much care do you take of your grandparents?
4. The groups can now present their answers and the teacher may write their answers under the questions already written on the board.

- The teacher should ask the students about the difference in both kinds of questions and to get the students' attention to the right direction, teacher may hold a discussion on the following questions –

Proposed questions for discussion

- Which amongst these can be measured?
- Which amongst these cannot be measured?
- Which amongst these can be recognised through our senses – by smelling, touching, looking, hearing or tasting them?
- Which things cannot be recognised with our senses? How may they be recognised?

(Expected answer: They can be felt – through our feelings)

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

- After the discussion on the questions above, the teacher may make two columns on the board.

Those which can be measured	Those which cannot be measured
Those which can be identified through senses	those which cannot be recognised through senses but can be felt

- Ask the students the name that can be given to the column on the left and to the one on the right.

Physical needs	Non-physical needs
Those which can be measured.	Those which cannot be measured.
Those which can be recognised through our senses.	Those which cannot be recognised/ those that can be felt.

Proposed questions for discussion:

- Are physical needs (needs of material), needs of the body or of the mind? (Answer: Of the body)
- Are non-material needs, needs of the body or of the mind? (Answer: Of the mind)
- Material needs can be measured but is the quantity required of such needs same for everyone or varies person to person? For example, does everyone require to eat the same number of chapattis or different?
- Is there any non-material need which can be quantified? (Answer: No)

Now the table would look like this –

Material needs = Body	Non-material needs = Mind
They can be measured.	They cannot be measured.
They can be recognised through our senses.	They cannot be recognised through our senses.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

When the students complete the activity above, it would be appropriate to bring to their minds that we are always busy fulfilling our needs, and the time taken to fulfil them varies. Are we able to recognise this? Now we will try to identify it with the following activity.

Activity 1.3: Difference in our needs – on the basis of time duration

Time: At least two periods or till the teacher is satisfied.

Learning objective: The purpose of this activity too is to bring a deeper understanding among students of two kinds of needs – needs of our body and the needs of our mind, that is, material (physical facilities) and values (feelings). Through this activity, we will try to create this understanding among students that the need for physical facilities, that is material needs, are recurrent from time to time while the needs of the mind are constant.

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

Steps of the activity:

1. The teacher should make chits to give to the students. Ensure that the number of chits is not less than the number of students.
2. The teacher should write one need on each chit. This need can be material or it can be feeling (value based) but write just one on each chit. Some examples of needs are – food, water, air, car, money, travel, safety, intelligence, fame, love, helping others, bigger car, bigger house, burger, pizza, happiness, peace, computer, bike, smartphone, laptop, earrings, watching films, AC, wrist watch, new bag etc.
3. Put all these chits on the table and ask each child to pick up any one chit.
4. Tell all the students that they should read the need mentioned there and decide whether the need is related to a feeling or a material. Now, assign two corners of the classroom – one for the students who have the chits relating to physical facilities (material) and the other for students who have chits relating to feelings – and ask them to go to one corner as per the chit.
5. For 10 minutes, they may share their chits in their groups and tell each other what they think. Is the need on their chit one that is required constantly or only from time to time (periodically)?

For example, food is needed from time to time because it isn't possible to eat food all the time. If we eat all the time, we will fall sick. Respect is needed always. We do not need insults at any time.
6. After the discussion, if anyone in the group feels they are in the wrong group, give them the chance to change their group.
7. Then, both groups may tell what their needs are – what they feel they need constantly and what they need from time to time.
8. After the presentation, let the groups pose questions to each other.
9. The teacher may clarify if required. For instance, whenever there is a problem with classification,

the teacher may intervene and help the students.

Proposed questions for discussion

1. The needs which are required intermittently or from time to time - are needs of the body or of the mind? For example, food, clothing, water, phone etc. (answer: Body)
2. The needs which are required always or continuously - are needs of the body or of the mind? For example, happiness, affection, respect, trust etc. (Answer: Mind)
3. In which corner of the class were there more students – in the ‘physical needs’ corner or the ‘feelings’ corner? (Answer: The answer will depend on the chits.)

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day’s discussion.

Note for the teacher:

1. Students often say that clothes are required constantly. So, we can have a discussion with the students that clothes change with time, they change according to seasons, but respect is needed constantly even though ways to get respect might vary. The students may ask about breathing. On this too, they can be told, we breathe in and then breathe out. We don’t constantly breathe in. This also changes. While swimming, we can hold our breath for a while.
2. Some examples that may come up in class:
 - Food is a requirement of the body. But who needs tasty food? I/my mind needs tasty food.
 - Who needs money – the mind or the body? What can money buy? Eatables, clothes, house, car. These things are useful for the body, that’s why money is a requirement of the body.
 - Technology (like phone, TV, car etc.) aids in our access to information and to speed up social communication. Technology works faster than the speed of our body. Like a car helps us reach from one place to the other. If we walk to each place, our body will have to work very hard and get exhausted.

Section 2: Are our needs unlimited and resources limited?

For teacher reference

- Most of us believe that our needs are unlimited.
- We also understand that the resources to achieve them are limited on earth.
- Have we examined if this belief is right?
- Is it possible that our needs are not unlimited but definite and there are enough resources to meet them?
- We find our needs unlimited because we have not recognised them properly.

We will try to understand this belief with the help of an activity. Some of the steps in this activity are similar to the previous activity. The teacher may use his/her discretion on how much time to spend on such steps.

Activity 2.1: Are our needs unlimited and resources limited?

Time: At least two periods or till the teacher is satisfied.

Learning objective: To develop this understanding among students that the belief, our needs are unlimited and our resources limited “,is a myth, which we all consider to be true because we haven’t recognised our needs properly.

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

Steps of the activity:

1. Write this sentence on the board – ‘Our needs are unlimited while resources are limited’.
2. Ask the students – how many of you agree with this sentence and how many disagree? Hold this discussion for a while and then ask students to spell out all their needs one by one, and write the examples of their (supposedly unlimited) needs on the board. Write only the distinct needs on the board. Do not repeat, which is already mentioned by another student, and written on the board.
3. Suggest to the students that our needs are of two types : material needs and non-material needs. Categorise the needs on board in these two types.
 - Material needs examples – food, clothing, house, car, mobile, laptop, TV etc.
 - Non-material needs examples – respect, security, peace, affection etc.
4. Now, focus on the material needs (needs of the body) with the students.
5. Explore with students if their actual need (in their own life) for material things is unlimited or finite / countable.
 - For example, if a person eats even 10 chapattis in a day and lives for 100 years, then, in his

entire life, he needs 10x365x100 chapattis. This quantity is not unlimited.

- Similarly, how many clothes will a person wear in his entire life? Even if he buys new ones every month, they can be counted. The quantity is not unlimited.
- How many houses does one require to live? This also can be counted, it is not unlimited. How many cars, mobiles etc. are needed, can be counted as well. No material need is infinite.

6. Now, focus on the non-material needs with the students.

7. Explore with students if their actual need (in their own life) for non-material things is also finite / countable, or not ?

- For example, how much respect do we need ? Can it be quantified ?
- If we get only a few moments of disrespect /insult in a day, is it acceptable to us ?
- In other words, can we say that respect is a continuous need ?

Proposed questions for discussion:

1. Are all kinds of our needs limited, can they be counted?
2. When do our needs appear to be limited and why?
3. Then why do we believe that our needs are infinite? (Answer : Because we were not clear that we have two types of needs - Material needs, and non-material needs.)
4. Our non-material needs are continuous needs, and thus appear to be infinite. (Agree/disagree/Not sure).
5. Can we say that our material needs are definite (and thus, finite) and there are enough resources on this earth to fulfil the material needs of all human beings ? (Agree/disagree/Not sure).

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Note for the teachers:

Our physical needs are definite (and thus, finite) while our non-physical needs (needs of the mind /Self) are continuous (without any gaps, and thus appear to be infinite). We assume that our needs are unlimited and resources limited because we are unable to distinguish between the needs of our body and the needs of our mind. Because of this, we try to fulfil our non-physical(emotional) needs also with physical things, and this mixing-up leads to confusion that all our needs are infinite.

2.1: How much land?

Duration: At least two periods or till the teacher is satisfied.



Objective: To take the student's attention towards their needs and to help them understand that the material needs are limited. Also, to make them aware of the consequences of hoarding more than what one needs.

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

Direction of Discussion

Many people are not able to correctly assess their needs because of which they appear to be collecting a lot of material things. They believe that there is no end to their needs and the resources to achieve these are limited and so there is no option other than material things. Hence, throughout life they work hard for collection of material things. Because of living in this myth, our health and our relationships are ignored. And the need of our mind that we sought out to meet (like respect, trust) remains unfulfilled.

The objective of this story is to make the students aware of their needs so that they can evaluate physical facilities correctly and also clearly recognise their needs of the Self (feelings).

STORY

Once, a traveller was visiting a man's house. At night, amid conversation, the traveller said, "A little far from here there is a village where the land is so reasonable that it is almost available for free. Thousands of acres can be bought for almost no price." The man hosting him got tempted and the second day itself, he started travelling to that village. When he reached there, he said to the villagers, "I want to buy land here." The villagers said, "Give us whatever money you have got. The process of buying land here is that you start walking before sunrise tomorrow morning and the length of land you can walk before sunset would be yours."

The man couldn't sleep all night. He kept planning on how much land he would acquire. As soon as it was sunrise, he started running. He also packed food and water thinking he will eat or drink when he would feel hungry or thirsty but he wouldn't stop running.

He thought he would begin to return by 12 so that he would reach back before sunset. He covered miles and miles by afternoon. He knew when it was afternoon and thought about returning but then he saw even more productive land in front of him and so he

thought, "Let me cover some more land." The man knew he would have to run faster on the way back. He didn't eat, nor did he drink water, because that would have required him to stop. He threw away the food and water on the way because he was finding it difficult to carry their weight. He took off his coat and hat as well.

Afternoon passed by, but he didn't feel like returning. Now even the afternoon was gradually giving way to evening. The man began to return but started feeling uneasy. He had spent all his energy and was now feeling tired. The sun began to set. He was getting closer to the village and was able to spot the villagers. They were calling out to him, "Come on, come on."

He put his last bit of energy in running. As the sun was setting, he was running towards the village. And then the man fell off. Now, the last ray of the sun was visible on the horizon. He was somehow trying to drag himself towards the village but the sun had set and he fainted and fell over there. The people of the village began to laugh and talk among themselves saying, "Till now, not even a single person has arrived who could own land here."

DAY 1

Proposed questions for Discussion

1. Have you ever suffered a loss when you have wished to acquire more than you need? How?
2. What are the things that people acquire more than they need? Make a list.
3. What are the things that you acquire more than you need? Share in class.

At home – Observe, Enquire, Understand (for students)

- Students should discuss the story at home and understand the thoughts and views of their family members.
- Students should look around and explore how people are absorbed in acquiring more than their needs.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

DAY 2

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Have some students repeat the story.
- Some other students can share their storytelling experiences at home in smaller groups. Some may share with the whole class.
- The first day's discussion questions can be used again for the remaining students..

Additional questions for discussion:

1. Why do we collect some things more than our need? Do they solve the purpose for which we do this? Discuss.
2. How can we decide upon our needs based on how much of what do we require? Discuss in class.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Chapter 3: Needs of the Self

For teacher's reference

In the chapters so far we understood that:

- All of us want to be happy. Whatever we do, we do in the hope of being happy.
- We are happy when our needs are met.
- We also understood our needs and saw that our needs are of two kinds –
 - Material/physical needs, that is, the needs connected with our body, such as food, clothing, house, car, mobile etc.
 - Non-material needs (feelings), that is, the needs associated with our mind/self, such as love, respect, peace, etc.
- Many-a-times, in our quest to meet our needs, we forget actually what they are and unknowingly do such things many a times that do not fulfil our needs, but only satisfy our ego and our need to show off.

In this chapter, we will try to understand how and when do we get caught in our ego and show off while trying to fulfil our needs. The needs of Self are fulfilled with happiness and understanding, but we mistakenly try to fulfil them through show off. We often search for respect and happiness by satisfying our ego and by showing off.

There are many things which are not needed in our house, but we still accumulate them in spite of them being unused. We often organise weddings by taking loans and serve numerous dishes and lavish food. Similarly, what are the other things we do to show off? We need to ask ourselves, “Is this my need or I am doing it to show off? Is this what I require or am I doing it to satisfy my ego?” We will try to understand this.

Section 1: Ego and show off

Story 1.1: Ego's room Story 1.2: Turban

Section 2: Needs of the mind/self: Feelings

Activity 2.1: Feast: When essential, when show off

Story 2.1: My identity

Section 1: Ego and show off

For teacher's reference

So far, in our discussion we have understood that we need to know our needs, and then acquire some skills required, and then work hard to fulfil our needs. Without understanding our needs, we go on accumulating things and comforts; and we do not even realize when we overlook the needs of our body and mind, and slip into fulfilling our ego or showing off. The following stories would be helpful in understanding the difference between ego or show off, and needs.

1.1: Ego's room

Duration: At least two periods or till the teacher is satisfied.



Objective: To get students to explore how often we forget our needs and get into the endless cycle of fulfilling our ego or show-off.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

STORY

Direction of Discussion

Respect does not come from show off but it comes from acceptance of a person's conduct and excellence. We often believe that we will get happiness and respect out of physical facilities and material needs. Unless we know how much we need, we go on amassing physical facilities and still feel insecure. To hide the feeling of insecurity, we move towards more show off.

A man once built a huge house. He made 100 rooms in the house but there were just two people who lived there – his wife and him. Whenever any guests would visit them, the couple would proudly show them the entire house. They would tell about the marble stones used in the house. They would bring the guests' attention to the expensive material used in the doors and windows.

Once a sage came and stayed at their place. They showed the whole house to the sage too. The sage asked the man, "Your wife and you live in one room, who lives in the other 99?" The man said, "No one." The sage said, "No, from the time I've come here, I feel there is a disease that lives in each room." The couple was a little scared on hearing this. They had a lot of respect for the sage and they thought this great sage may have come to know about some evil spirits living in their house. They got scared.

The sage told them, "A disease more dangerous than evil spirits lives in your 99 rooms, but I will not tell you right now what that disease is. I will return in 2-4 months and then will tell you what it is. But I want you to begin with the treatment right now." The couple had a great regard for the sage so they said, "If you cannot tell us what the disease is, at least tell us how to treat it. We will begin with the treatment."

The sage said, "From now, whenever guests come to your house, do not show all of your rooms to them. If they come to stay, just take them to the guest room, but do not discuss the marble and the expensive things in that room."

The sage returned after two months. He asked the couple if they were following the suggested treatment to the disease. They said they were. The sage asked them, "Would you like to know about the illness?" The couple answered, "We have got to know the disease on our own. We lived in one room of the house and in the other 99 there lived the disease of our ego. When we would show off about the rooms and the expensive things in front of our guests, we were actually not showing them the rooms, we were just satisfying our ego."

The sage was happy that the couple had recognised the disease. After this, the couple happily moved into a smaller house that was sufficient for their requirements.

DAY 1

Proposed questions for discussion

1. Why do some people want to keep things in more quantity?
2. How do you feel when someone shows off in front of you?
3. Have you ever shown off in front of anyone? Why and how?
4. When we score the highest marks in exams and tell everyone that we have scored the highest, is it our need or the fulfilment of our ego?
5. Buying a new pen, even if it's expensive, it fulfils our need to write properly, is a need or our ego?
6. Is the desire to show off this expensive pen manufactured by a famous company among our friends a need or fulfilment of our ego?
7. Some people go on telling the price of the expensive things they own. Is this their need, or ego or show off?
8. Find five such examples from life around you which, according to you, was something not done because of need, but because of the need to show off and satisfy one's ego.

At home – Observe, Enquire, Understand (for students):

- Students discuss the story at home and understand the thoughts and views of their family members.
- Students observe what things are bought or have been bought in their families without need, just for show off.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

DAY 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Have some students repeat the story.
- The first day's discussion questions can be used again for the remaining students.
- Some other students can share their storytelling experiences at home in groups. Some of them may share with the whole class.

Additional questions for discussion:

1. When someone tries to show themselves as bigger or better than the other, what are the thoughts that come to your mind?
2. Share an incident when you took care of someone or you were helpful to them. How did you feel at that time?
3. When does someone truly respect you? (Example: When you have bigger and better things than them, or when you have been helpful to them?) Share other reasons.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

1.2: Turban

Duration: At least two periods or till the teacher is satisfied.



Objective: To inspire the students to be aware of things feeding their ego..

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

STORY

Direction of Discussion

If a person considers only himself as superior to others, this delusion is called ego. As knowledge increases, one becomes more humble. As ego increases, one becomes more angry. If with time, more people are connecting with us, it validates that our knowledge and understanding is increasing. If this number is going down, it shows that our ego is increasing.

A cunning man once took a turban worth Rs 5 and coloured it in shining colours, and took it to sell in an emperor's court. The emperor looked at the turban and asked, "What is the price of this turban?" The man replied, "It is for 1,000 gold coins." The emperor laughed and asked, "How come it is worth 1,000 gold coins?" The minister of the emperor had already warned the emperor to be wary of this cunning man.

In respond to the emperor's question, the man said, "I will take your leave now." The emperor asked, "Why did you come and why are you going now?" The cunning man said, "I had asked the same question to the person from whom I bought this turban," how is it for 1,000 gold coins"? He told me there is an emperor in this world who can pay 5,000 gold coins for this. Now, I feel that the emperor I'm looking for is not in this court. I should go to some other kingdom." After hearing this, the emperor immediately ordered his men, "Give him 10,000 gold coins and buy the turban."

When the cunning man was leaving the court, the minister asked him the secret of selling a turban worth Rs 5 for 10,000 gold coins. The man whispered in the minister's ears, "Friend, the reason is the weakness of a person." The minister asked him, "What is a person's weakness?" The man replied, "A person's weakness is his ego. He believes that he is supreme. "You are the most supreme", by putting this idea in the emperor's head, I fed his ego and sold a turban, worth Rs 5, for 10,000 gold coins."

DAY 1

Proposed questions for discussion

1. Have you bought anything expensive for show off? What and why?
2. What are the qualities/attributes that you lack, but you show off about these, as if you have them?

At home – Observe, Enquire, Understand (for students)

- Students should discuss the story at home and understand the thoughts and views of their family members.
- Students should observe how people are absorbed in feeding their ego.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

DAY 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Have some students repeat the story.
- Some other students can share their storytelling experiences at home. Some may be given the chance to share with the whole class.
- The first day's discussion questions can be used again for the remaining students.

Additional questions for discussion:

1. For what reasons do we buy expensive things?
2. When we buy expensive things for recognition and respect, is the above purpose fulfilled? If not, why do we do it?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Section 2: Needs of the mind: Feelings

For teacher's reference

Attention of students may be drawn to the fact that we can garner respect and trust even without show off or unnecessary spending. By recognising needs of the body, it becomes clear what and how much needs to be fulfilled for our body. The need of the self/mind cannot be fulfilled by providing comforts for the body. We have to recognise that the needs of the Self /mind will be fulfilled not with material show off but with confidence and understanding.

Activity 2.1: Feast: When required, when show off
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Time: At least two periods or till the teacher is satisfied.

Learning Objective: The students should be able to reflect that in any situation and with the best efforts that showing off with food cannot secure affection and respect for us.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the teacher:

- We have two kinds of needs – of the body (material) and of our mind/self (feelings).
- Both are important to us, but feelings play the primary (lead) role.

For example, we are very hungry and need food immediately. At that very time, someone insults us and then gives us food. How would we feel? In all the likelihood, our hunger will be killed. Through this activity, we will try to understand the needs of our feelings little more.

A wise person is able to live with respect through his/her behaviour, thoughts and right understanding. A person in delusion (lacking the right understanding) expects to get respect through show off and considers others to be in delusion as well.

Day 1

Steps of the activity

1. Ask the students to sit in small groups of 4-5 each.
2. Ensure each group has a paper and pen.
3. Tell each group to consider itself to be a family unit and think of an occasion when the family has to throw a feast.
4. They have to decide together what all arrangements they need to make. They need to decide what would be the level of the arrangements. Why would they want to do them that way? They have to make a list on the available paper. (They can be given 10 minutes for this work.)
5. Now ask each group to mark 5 things/works which could be struck off from the list (due to lack of funds), and they would host the feast without them.
6. Tell them to decide the responsibility of each family member and write it down.

7. Now, ask any one person from each group to share the plan of his/her group and share the impact of removing the 5 elements that they had to be struck off the list and the reasons for striking them out.
8. Tell them that everyone has the feast on the same day. And they have to invite other families to the event.
9. Put this question forward as to which family's feast would each one of them like to go to and why. (Through this question, let the students think that while deciding, did they prefer the comforts of the feast, the purpose of the feast or the way they were invited to it.)

Proposed questions for discussion

1. Has it ever happened with you that someone served good food to you, but you didn't feel like eating it for some reason? You may share without taking names.
2. Has it happened with you that you went to someone's place for a feast and you found some deficiency or discomfort in seating or food arrangements. In such a situation, what did you do and why?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Steps of the activity

- Divide students into small groups.
- Students may discuss in their groups for 8-10 minutes what kind of display of wealth they are able to see. The objective of the discussion may be noted in points.
- Hold a discussion on the reasons for showing off.
- Ask each group to share the analysis of their group with the class.

Proposed questions for discussion

1. In a situation, does everyone show off in a similar manner?
2. What is the prime reason behind the show off? (Answer: The pressure or delusion of getting recognition and respect.)
3. Do you respect those who show off? Why do you do so/why don't you do so?
4. Why do you respect a person?
5. What do you do to get recognition for yourself?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

2.1: My Identity

Duration: At least two periods or till the teacher is satisfied.



Objective: To enable the students to understand that identity is not from things, it is through our attitude, behaviour, values and wisdom.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

STORY

Direction of Discussion

We often want to look attractive and likeable to others and that is why we make a lot of effort by wearing good clothes, getting a new pen or pencil, bringing a new toy etc. We think that material things are our identity but it is important to understand that a person's identity is not restricted to his/her clothes or looks. For example, a nurse without her uniform would still be a nurse.

Henry Ford was a big entrepreneur who would dress very simply to the office and factory. His employees would wonder at this and discuss among themselves that their boss had so much money and yet he dressed to office in such a simple way.

One day, his secretary mustered the courage to ask him, "Sir, you've so much money that you can afford the best clothes in the world. Then why do you dress so simply to work?"

Henry Ford smiled and said, "Everyone here knows who I am. Why should I dress in expensive clothes and worry about showing off to people that I am Henry Ford."

After a few days, Henry Ford went on a world tour. He visited many places but he continued to dress simply. Now, his secretary again asked him, "Sir, no one knows you here. So, you should dress in good, expensive clothes."

Henry Ford smiled again and said, "Why should I worry about my dressing, particularly for those who don't even know me?"

DAY 1

Proposed questions for discussion

1. In the society, are all those people recognised and respected who wear expensive, branded clothes?
2. Discuss that a person's recognition is not dependent on his/her clothes.
3. On what basis does a person get recognition and respect in society?
4. What would you do to get recognition and respect for yourself?
5. Name someone whom you respect. Also share the main reason(s) why you respect him/her

At home – Observe, Enquire, Understand (for students)

The students will see if they recognise and respect people around them because of their dressing or because of some excellence. Alongside, students will look closely if those who have recognition and respect in society pay more attention to their dressing or their behaviour.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

DAY 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Have some students repeat the story. If required, the teacher may help them.
- Some other students can share their storytelling experiences from home in small groups.
- The first day's discussion questions can be used for the remaining students.

Additional questions for discussion

1. If anyone you know wears ordinary clothes, would it change his/her identity? Why yes/why not?
2. Does a person's identity depend on good, expensive clothing or on their qualities? Give examples of famous people and share their qualities. (Teachers may share the example of Mahatma Gandhi if a student doesn't come up with it.)
3. Is someone's recognition based on his/ her clothes? (If a doctor is not wearing his/her white coat, is he/she not a doctor then, or can someone become a doctor by wearing a white coat?)

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion

Chapter 4: Trust and Confidence

For teacher's reference

In the previous chapter, we learnt

- Material show off does feed our ego but does not increase our trust in ourselves.
- Happiness is the need of the Self. We don't find happiness by feeding our ego, on the contrary we become more insecure by doing this.

We must first build trust in ourselves – we will be calling this “confidence in the Self” or self-confidence. Confidence in the Self is the key to happiness.

R.W. Emerson said, “More people lose due to lack of self-confidence, than losing in all the wars of the world.”

So, with confidence in the Self, we can do our work effortlessly and live life in a relaxed manner. Our will power increases. Confidence in the Self is essential for the need of our mind and for harmonious relationships. In this chapter, we will discuss confidence in Self and trust in relationships.

Section 1: Trust in Oneself

Activity 1.1: Understanding trust in ourselves

Activity 1.2: Need for trust - Permanent or occasional ? Story 1.1: Arunima Sinha

Section 2: Trust in Relationships

Activity 2.1: Trust in Relationships

Activity 2.2: Intention and Competence

Section 1: Trust in Oneself

For teacher's reference

Trust is one of our most crucial needs. In all that we do, our trust in ourselves plays a big role. How we complete any task, how successfully, how skilfully or efficiently, all this depends on how much we trust ourselves. The way we complete any task or handle a situation depends on our trust in ourselves.

Trust towards ourselves or trust on self is also called self-confidence. In this chapter, we will cover this topic.

Activity: 1.1: Understanding trust in ourselves

Time: At least two periods or till the teacher is satisfied

Learning Objective: To make students learn the importance of trust in oneself.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Day 1

Note for the teacher

Trust in oneself is known as self-confidence. Self-confidence is one of the greatest achievements of one's life. We often mistakenly aspire for power, money and fame to compensate for the lack of confidence within. In reality, we become happy only if we can get rid of lack of self-confidence.

In this activity, we will understand and discuss how our happiness depends on our trust on ourselves, our self-confidence.

Steps of the activity

Before talking about trust in oneself it would be good to discuss the idea of trust with the students.

1. What do you understand by trust?
2. When do you experience trust within?

(Note: Repeat the question properly. Our purpose is to help the students reflect within and share when they feel trustful.)

3. When do you have confidence in yourself?

(The above question is similar to the previous one, but being asked in a different way - this may help the students in understanding it better.)

- The answers given by the students may be listed out on the board.
- If a student is not able to answer on his/her own, help the student to try and find the answer exploring within. Keep on repeating the question preferably until the students get at least 10-12 points in response to the question.

Note: Usually, students have the following response to this question: (They can have other answers too.)

We are trustful when –

- Someone trusts us or does not doubt us.

- When we have the solution to a problem.
- When we are confident of being right.
- When there is mutual affection.
- When others accept us or praise us.
- When we know others are with us.
- When we are able to do something properly or complete it.
- When there is a sense of surety about something and we feel that we have understood something as it is.
- When others trust us.
- When we have facilities and material things.
- When we feel we have more than the others, in those moments we feel confident.
- When we feel some incompleteness within but feel that despite the deficiency or flaw, we will be able to complete our task properly.

Proposed questions for discussion

1. Till now, what we thought of as trust is either a skill or a physical facility/convenience. Agree/disagree? How? Discuss.
2. When we have the solution to a problem or if we are able to do something right then our self confidence increases. Agree/disagree? How? Discuss.
3. When we compare ourselves with others and find ourselves better in any field (beauty, position, money, strength) we feel more self confident. Agree/disagree? How? Discuss.
4. When others praise us or when we have more physical facilities/material resources than the others, our self confidence increases. Agree/disagree? How? Discuss.

Note: Examine the examples given by the children and arrive at a conclusion how trust or confidence comes to the fore in the following three forms:

1. The trust within. For example, when we have the solution to a problem or we are able to do something properly.
2. Finding ourselves better in comparison with others. There will be many examples to support this idea (e.g., a student securing highest marks in the class, or someone having better clothes or salary than others)
3. The fulfilment of ego, by receiving praise from others. (e.g., a student securing highest marks in the class, or someone having better clothes or salary than others gets praised by others on these points)

The students should discuss the above examples at home and with friends.

Ask them to also discuss the following –

- In which of these situations does the feeling of trust appear to be permanent?
- In which situation does the feeling of trust appear to be temporary?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

As the students would have discussed the aforesaid points with their family and friends, now discuss the following with them:

- Whom did you discuss with?
- How did they find your questions?
- What were the answers received?

Write the students' answers on the board.

Proposed questions for discussion

1. All our confidence depends on our skills. Agree/disagree? How? Discuss.
2. The confidence coming from skills cannot be permanent. Agree/disagree? How? Discuss.
3. The feeling of confidence which we get by comparison with others is also not permanent. Agree/disagree? How? Discuss.
4. Our confidence coming from getting influenced by others' behaviour too is not permanent. Agree/disagree? How? Discuss.
5. We feel that our confidence would increase when we get things which are owned by our friend or relative. Agree/disagree? How? Discuss.

Note: By and large, we can say that what we are calling trust is –

- either by clarity of thought or by acquiring a skill – for example, speaking a language fluently, being good at Mathematics, solving a Science problem etc.

Or

- comparing ourselves with others and finding ourselves better on the basis of that comparison. In other words, this is what we think about ourselves in comparison to others.

Or

- the impact of others' behaviour. In other words, this is what others think about us. If they think we are doing good, or we are good, we feel happy and gain confidence. If others think we have not done good, or we are not good, we feel unhappy.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Activity 1.2: Need for trust - Permanent or occasional?

Time: At least two periods or till the teacher is satisfied.

Learning objective: To enable students to understand permanent trust, and its relation to happy life.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the teacher: We all want trust. We cannot do without it. The question is do we want permanent trust or only at times ? The answer is we certainly want permanent trust. But, we don't have examples and correct understanding of permanent trust in our lives. In all our achievements, our comforts, our material possessions, our relationships -- we do not have permanent trust. In this activity, we will discuss permanent trust.

Steps of the activity

Ask the students the following –

- Are they able to share their point of view openly with their parents? If they are unable to do so, what does that indicate? (Answer: Lack of trust)
- If parents doubt their children, what does it mean? (Answer: Lack of trust)
- If a person asks for a bribe to run his house, despite getting a salary, what does it mean? (Answer: He lacks trust – he doesn't trust himself for managing with his salary.)
- Similarly, if a person gives bribe in a government office, what reason does it indicate? (Answer: This is also a lack of trust, because he is not sure about being righteous or thinks that his work cannot be done without paying a bribe.)
- $2+2=4$ – this is a universal truth. If someone believes this and if someone else insists that two and two is five, would the trust be challenged? (*Note for the teacher:* If one is impacted by what the other is saying, it means he/she lacks confidence.)

Proposed questions for discussion

1. Give some examples of lack of confidence within.
2. What are the things we are scared to do because we lack the confidence to do them?
3. If we are constantly influenced by others' point of view, it indicates a lack of clarity and trust. Discuss.
4. What is the difference between trust and skill? Discuss.
5. What have we put more effort in? Permanent trust or temporary trust?
6. What is all our hard work for? Fulfilment of ego or permanent trust?

Note: Forms of trust –

- Trust within (Confidence in the Self)

- Trust with reference to others
- Ego

At home – Observe, Enquire, Understand (for students)

Encourage the students to discuss the following with their family. Like –

- What do we mean by permanent trust?
- Do your parents have permanent trust?
- Do children around you have permanent trust?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

1. Discuss with students that everyone has an idea of permanent trust, like –
 - When our material needs are fulfilled: Ask them to think of themselves in this situation, “I require two shirts and two pants. If I get them, I feel confident. I want a car, if I get it, I will feel good. I seek admission in a college, if I get it, I feel good. I need a good job, when I get it, I feel good.”
 - All this is temporary. As all these are accomplished one by one, newer and newer issues come up.
2. Where are we using our mind, our intellect? Often we are involved in the following – How to look good? How to gain power? How to increase money? How to increase stature? But all these are comparative; with reference to others. Because of this, these cannot provide permanent trust. We have to aim at achieving permanent (or absolute) trust. There would be no need to compare ourselves with others once we have this permanent (or absolute) trust. For example, I can be a good son to my parents, and so can be my friend to his parents. I may be living happily and responsibly in my family and society; and my friend may also be living in a similar manner. These points are beyond comparison. Once we have this clarity, the possibility of everyone living with permanent trust looks realistic.

Proposed questions for discussion

- How do I recognise whether I have permanent trust or not? How do I get this clarity?
- How do I recognise I lack self-confidence?

(Note: There are three points to see– regrets from the past, resistance to the present and worry for the future – if we are free of these, we have trust within.)

- How many of us live with past regrets?

(Example: Someone behaved a particular way with us and we have not forgotten. We may not have shared this with anyone else but it pains us. How many people feel this?)

- In these 13-14 years of life, did something happen, the memory of which causes discomfort? Who was behind this memory? Were these people known to us, or unknown?

(Note: Encourage the students to share some examples of past hurt. It can be an incident or someone's behaviour. It can be someone's attitude, cheating, a bitter conversation, a mishap or any such incident that caused pain and often plays at the back of the mind.)

- How many of us live with resistance towards the present?

(Example: Parents may think their children don't listen. Children think their parents don't understand. Students do not want to study a subject which they don't like, but they have to study. There are many things in society that we don't accept but have to follow to be a part of society. We don't like someone. We don't like the behaviour of our parents or a family member.)

- What are our insecurities relating to the future?

(Example: Our worries like finding the right college, job, wanting to study at IIT etc.)

At home – Observe, Enquire, Understand (for students)

Students should practice mindfulness at a convenient time at home and think –

- What are my past regrets?
- What am I struggling with, in the present?
- What are my future worries?

The students should make a notebook and write their list. Assure them that the list is confidential and only for their consumption. It will not be discussed in class but it would be good for them to write it, it will be shared only if they want it to be shared.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

1.1: Arunima Sinha

Duration: At least two periods or till the teacher is satisfied.



Objective: To enable the students to focus on the trust within them and on physical strength and power of mind..

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

STORY

Direction of Discussion

It is often seen that some people lack physical strength yet are able to not only manage all their daily physical needs, but also go on to achieve much higher accomplishments with their mental power. We have examples like Helen Keller, Stephen Hawking and Sudha Chandran. On the contrary, there are many other people who are more physically fit and yet easily get very worried. These people have very low self-confidence.

Through this story and its questions, attention of the students would be drawn to the power of the mind, so that it becomes clear to them that the physical power and power of mind are two different realities. With this, each student would see the possibility of cultivating their power of mind and aiming high in their lives on that basis even if physical strength and capabilities may vary widely among the students.

Arunima Sinha belongs to Ambedkar Nagar in Uttar Pradesh and has been working in the Central Industrial Security Force (CISF) since 2012. She's also been a national-level volleyball player. In April 2011, when she was travelling from Lucknow to Delhi, somewhere near Bareilly some people tried to snatch her bag and gold chain. Arunima gave them a tough fight but she was pushed out of the train and lost a leg.

After this incident, she did not want to live a life of helplessness. She decided to scale the heights of Mount Everest. The television show "To Do Something" fueled her passion. She was also deeply inspired by cricketer Yuvraj Singh who defeated a disease like cancer and was back on the field for his country. Mountaineer Bachendri Pal told her, "Arunima, against all odds you've so firmly decided to climb Everest, you're already there. Now the only thing left is to show it to people."

Arunima showed exemplary courage despite the physical handicap and tough conditions. On May 21, 2013, she climbed to the top of the highest mountain peak in the world and created history. Arunima's determination did not let her stop at this feat. She climbed to the top of the highest mountain peaks of

all seven continents. The first woman amputee to do so, Arunima is the pride of our country and her record has become an inspiration for everyone.

DAY 1

Proposed questions for discussion

1. Do we require just physical strength to complete a task or we also need mental strength ? Discuss.
2. Do we always need another person to increase our mental strength or can we increase our mental strength ourselves too? Discuss.

At home – Observe, Enquire, Understand (for students)

- Students should discuss the story at home and understand the thoughts and views of their family members.
- Students should collect information about people with disabilities who have defeated all odds and achieved what most people won't dare to try. They should share this information in class.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

DAY 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Have some students recall the story. You may adopt various ways for helping the students recall it, like, getting one of them to narrate the story, role-play, pairing the students and letting them tell each other etc.
- Have them share the feedback received from their homes in small groups. Some students can share their thoughts with the entire class.
- The first day's discussion questions can be used again for the remaining students.

Additional questions of discussion

1. Everyone has infinite mental capability to think and understand but despite this, not everyone is able to achieve higher accomplishments. Why ?
2. Despite being strong physically, why are some people unable to achieve higher accomplishments ?
3. What have you thought to achieve with your mental power ? Share in class.
4. Some people get anxious with a slight change in their circumstances while some others achieve success even in very adverse circumstances. What can be the
5. reason for this? Discuss.

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

Section 2: Trust in Relationships

For teacher's reference

Money and material things are not the basis of affection and trust in human relationships. The reason is clear – when a relation is understood, money takes a backseat. When trust lacks in a relationship, money becomes important. We try to make up for the gap in a relationship through money. Where there's a relationship, and mutual trust, money does not matter. Whether a family is rich or poor, all parents try to provide the best for their children to their financial capacity. We will try to understand the trust in relationships through an activity.

Activity 2.1: Trust in Relationships

Time: At least two periods or till the teacher is satisfied.

Learning objective: Students should be able to understand trust in relationships through understanding trust in themselves.

Steps of the activity:

The teacher should discuss the following questions with the students:

1. Make a list of the relatives and friends with whom the relationship is based on money or comfort.
2. Make another list where the relationship is not based on money or any comfort but something else. Also mention the basis of this relationship.
3. Do you feel more satisfied when you meet people from the first list, or the second one? Share the reason.
4. Which from the two lists are the more lasting relationships? Why?

Proposed questions for discussion

1. Is the basis of a relationship trust or money? Discuss.
2. Can we say that the families who spend more on their children have better relationships with them? Discuss.
3. Can we say by making more money and comforts available the families will have better relationships with the children in the future? Discuss.
4. Family relationships are not based on money. How? Discuss.
5. Money is needed to fulfil our physical needs, but it is not needed to keep relations strong. How? Discuss.
6. We don't make friends based on their looks, skin tone, money or status. We see their behaviour and thought process. Agree/disagree? Discuss.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Note for teacher: Most of us have not experienced a single relationship that gives us continuous fulfilment all the time. We have assumed ups and downs in relationships as natural. Not a single relationship is free of complaints. In common parlance we say, “Utensils kept together will clang.” This is actually an excuse to cover our incompetence. All our knowledge falls flat here. We begin to bear the weight of our relationships. A huge reason for this misery is our lack of confidence in ourselves leading to lack of trust in relationships.

Activity 2.2: Intention and Competence

Time: At least two periods or till the teacher is satisfied.

Learning objective: To enable students to understand the difference between intention and competence, and to encourage them to increase their competence according to their intention (what they want, or basic aspiration).

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Day 1

Note for the teacher: There is a difference in our intention (what we want, our basic aspiration) and our competence (what we can do). That is why, there is a difference in what we say and what we do. If we understand that just like us, others too have a difference between their intention and competence, we would be able to understand their feelings better and our relationships would not fall apart.

Our basic aspiration is to live with a feeling of continuous happiness. At the same time, our intention is to keep others around us happy by our actions and behaviour. However, most of us are neither able to live with continuous happiness ourselves, nor are we able to keep others around us happy. This is because we lack competence for this.

Steps of the activity

- Teachers should draw the following table on the board:

(A)	Answer
1.A- Do I want to be happy?	
2.A- Do I want to keep others happy?	
3.A- Does the other person want to be happy?	
4.A- Does the other person want to keep me happy?	

(B)	Answer
1.B- Am I always happy?	
2.B- Am I always able to keep the other person happy? 3.B- Is the other person always happy?	
4.B- Is the other person always able to keep me happy?	

- The students should write these questions in their notebook and write 'Yes', 'No' or 'Not sure' as appropriate as the answers.
- Once all the students write the answers, the teacher should start from Section A of the table and get the answers from the whole class and write them with the questions.
- Now ask the students to compare the answers of both sections.
- At the end, write the headings Intention and Competence for Section A and Section B respectively and make the difference clear to the students.

A. Intention	B. Competence
1.A- Do I want to be happy?	1.B- Am I always happy?
2.A- Do I want to keep others happy?	2.B- Am I always able to keep the other person happy?
3.A- Does the other person want to be happy?	3.B- Is the other person always happy? B- Is the other person always able to keep me happy?
A- Does the other person want to keep me happy?	

Proposed questions for discussion

What is the difference between intention and competence? Explain with an example.

Note to the teacher

Section A – Intention: What we want to actually be (our basic aspiration) Section B – Competence: What we currently are

We all intend to live with a feeling of continuous happiness. Similarly, we also wish to keep others happy. But we are not able to do so because our competence to do so is missing.

For example, someone may not know how to drive but wants to be a good driver. To meet this intention, he would have to know traffic rules, the way a car operates, and practise with someone who knows how to drive a car. By understanding and continuous practice, the competence to drive will come and the person would be able to drive properly. Hence, just by having the intention, work is not completed; one has to develop competence for it.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Teachers should write the questions of both sections on the board again and discuss with the students.
- In the end, write Intention above the first section and Competence above the second so that the difference is clear.

Proposed questions for discussion

- Share an intention you have but you don't have the competence needed for it as of now.
- Work depends on intention or competence? Share through examples.
- What should be done to develop competence?
- Why is there a difference in what we say and what we do?
- Can someone be trusted who says something but doesn't do it?
- What effort will you put in to become trustworthy?
- "I am not what I say, I am what I do." Discuss this statement with the class.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Dos and Don'ts

- Give a chance to the students to think and express.
- Teachers should not give a conclusion from their side, they should put forward questions that help students arrive at the right conclusion themselves.

Chapter 5: Identifying Commonness

For teacher's reference:

In the previous chapter, we saw that:

- Clarity in one's thought builds trust in oneself (self-confidence)
- Clarity in thought leads to resolution of (our) problems. Resolution enables us to do things properly. This builds our trust in ourselves.
- In absence of this clarity, one pursues only sensory pleasures and is thus deprived of (or misses) deeper and sustainable happiness
- Trust in oneself (self-confidence) is stable, constant, consistent, unchanging as opposed to the confidence we get from comparing ourselves to others or confidence we get from others' praises for us

There are some things that are common in all of us. Such as, everyone eats food and drinks water irrespective of religion, gender, skin colour. Someone may prefer to eat *chapati* and someone else may prefer to eat rice, but everyone eats. Everyone has blood running in their veins, everyone has a heart that beats inside them. These are physical (bodily) similarities. Then there are mental and emotional similarities like everyone likes to be praised; even if not all of us get angry at being criticised, each one of us definitely feels bad. All of us want others to listen to us and agree with us. Every human being wants to be happy - this is the biggest common factor. But we are not used to recognising this commonness. Our practise is to usually notice differences between each other. If we start drawing our attention towards the commonness between us, then the various kinds of differences and discrimination between us humans will vanish.

There is something common amongst all the 700 crore people living on this earth. If we recognise this commonness, conflicts would stop forever. The purpose of this chapter is to end conflicts, to end hatred. Whoever amongst the 800 crore people on our planet recognises the commonness (similarities) between him/herself and the other, would have no hatred left between him/her and the other. Despite physical differences, as we start seeing mental and emotional commonness, we become more peaceful. Our relationships gain strength.

Mental commonness is stable and constant across time and space. Physical differences are in plenty and vary across time and space. For example, facial features amongst Indians vary from region to region. Mental commonness amongst humans are hence naturally a stabilizing factor in comparison to physical differences that lead to instability in relationships and in society.

Section 1: Identifying commonness

Activity 1.1: Our uniqueness

Activity 1.2: Our commonness

Activity 1.3: The basis of recognition

Activity 1.4: The recognition of commonness

Activity 1.1: Our Uniqueness

Time: At least two periods or till the teacher is satisfied.

Learning objective: To draw students' attention towards the purpose of differences (uniqueness) among humans - to maintain harmony in society and not to create discord or conflicts among people.

Start the class with mindfulness – ask the students to focus on their breath for 2- 3 minutes.

Note for the teacher: There are physical differences in humans on the basis of their appearance, their skin colour, etc. These differences are due to our different geographical locations. No one is less or more because of them. These differences are only to identify each other as separate entities.

We are all basically similar, but different in the way we work. For example, your colleagues (teachers) and you think similarly about what needs to be taught in class. But what all needs to be taught and how it should be taught - differs for each one of you. These differences are important for having variety and for fulfilling different kinds of roles. If everyone becomes a doctor, who would be an engineer or a teacher or who would grow crops?

All of us also differ in our interests and thus, skill sets. Some of us are interested in sports, some in music, some in cooking, some in electronics, some only in academics or some are interested in everything. These interests lead us to developing certain skill sets in our lives. These skill sets will be different for different people. These skills are our uniqueness. People identify us with these skills. For example, I may have a very good handwriting and hence people often ask me for help in making a chart. A good handwriting is a skill I have and in a certain context I am identified with that skill. This is one of my uniquenesses. It is something that the other can appreciate about me and feel inspired about. Also, the other has something unique about him/her that in turn inspires me. For a family, friend circle or society to function properly, it requires a variety of such uniquenesses or in other words skill sets.

Take the students (and our own) attention to the differences among humans, such that they understand that these differences are to maintain order (harmony). Purpose of these differences is to be able to fulfil the different roles required for a harmonious functioning of family, friends, and society at large. These differences play a complementary role in maintaining order. Nobody is big or small based on these differences. This activity is to help with this understanding. There is happiness in identifying our commonness and uniqueness if our perspective is right.

Steps of the activity

1. Ask students about the differences between them and their friends in the class. Ask them to make a list of the differences they can observe. For example, their names are different, they look different. (Give them 5 minutes.)
2. The students read out their lists and the teacher writes the points on the blackboard.
3. Discuss the points noted on the board.

Proposed questions for discussion:

1. Do the other classrooms and does the school also have such differences?
2. Are these differences necessary? If yes, then why?

(Students' attention is drawn towards the fact that food preferences, appearances, height, age are differences that exist amongst all human beings.)

Note: The discussion helps arrive at the conclusion that the differences (uniqueness) in humans is for playing different roles in family, society, etc. People participate or play different roles based on these differences (uniqueness). Even at home everyone has a role to play because of which the house runs properly. At school, each teacher specialises in teaching one subject and helps in the smooth functioning of the school. If all the teachers taught the same subject, then how would the multi-dimensional development of the student be possible?

3. These differences (uniqueness) among people is necessary but how do you perceive discrimination on this basis?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Do's and Don'ts

- Through this activity, it is important to get the students to acknowledge and appreciate the uniqueness (differences) in everyone but ensure that they are able to see it as a societal necessity and do not discriminate against people on the basis of this.
- On the second day of the activity, the questions discussed here can be given to students to discuss in smaller groups and make presentations on them.

Activity 1.2: Our commonness

Time: At least two periods or till the teacher is satisfied.



Objective: Students are able to understand the commonness (similarities) in humans.

Start the class with mindfulness – ask the students to focus on their breath for 2- 3 minutes.

Day 1

Steps of the activity

- Teacher asks the students to discuss the commonness among each other in small groups. They can be given clues like commonness on the basis of body, region, language, caste, religion or ways of worship, gender, etc.
- The teacher lists the examples given by the students on the board.
- The commonness listed may be applicable to some of the students and not all. Pointing that out, the teacher now facilitates a discussion to list out similarities that would be common among the entire class. For example, all the students feel hungry, everyone feels thirsty, etc.

Proposed questions for discussion

- All of you are students of the same school and the same class. Is this a basis for commonness among all of you or not? Discuss.
- You are all in the Happiness class right now. Is this a basis for commonness among all of you or not? Discuss.
- You all feel hungry and eat food. Is this a basis for commonness among all of you or not? Discuss.
- Everyone feels thirsty and drinks water. Is this a basis for commonness among all of you or not? Discuss.
- You all feel hot or cold, and dress accordingly. Is this a basis for commonness among all of you or not? Discuss.
- Expand this discussion on commonness beyond the classroom. You may cover:
 - the whole school
 - the whole city
 - the whole country
 - the whole world

At home – Observe, Enquire, Understand (for students)

Encourage the students to discuss the following points at home –

- Besides the commonness in physicality and material needs, what are the other elements of commonness among us?
- Discuss commonness in feelings at home or among friends. (for example, feeling good when among friends, feeling a sense of achievement on completing an important task or doing well in the exams)

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class with mindfulness – ask the students to focus on their breath for 2- 3 minutes.

So far, we have discussed commonness on the basis of physicality and external elements.

Now, we will discuss the internal commonness.

Let us have a discussion on two people – A and B	
What A thinks about himself/herself	What A thinks about B
I want happiness.	B is definitely happy.
I don't want to do the wrong thing.	B is making mistakes.
I make mistakes unknowingly.	B is making mistakes knowingly.
When I go wrong, I should be explained lovingly.	B should be punished and taught a lesson.

Discuss the above chart and get the students to think if A thinks the same way about B, or can A's thinking be different?

(For example: A can think that B too makes mistakes unknowingly, or does A feel that B makes mistakes willingly?)

Proposed questions for discussion

1. Everybody wants love. Agree/disagree? Discuss.
2. Does anybody want to be insulted? Discuss.
3. Nobody wants to be discouraged. Agree/disagree? Discuss.
4. Nobody wants to be sad. Agree/disagree? Discuss.
5. When we look at connecting with the other, do we base it on our uniqueness or commonness? Discuss.

6. When we meet a person, on what basis do we understand our relation with them?
7. When we get to know about something common with the other, how do we feel?

Note: We can recognise the commonness between two or more than two people on the basis of this discussion.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Activity 1.3: The basis of recognition (among humans)

Time: At least two periods or till the teacher is satisfied.



Objective: To help the students realise that the basis of recognition among humans is either something in common or something unique.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Day 1

Note for the teacher: On what basis do we recognise someone? There are 800 crore of us on earth. Each of us lives in a country. Our languages are different so are our lifestyles. We speak differently. There is immense diversity among us. Say our class has 40 children. Each of them has different skills. Someone will become an engineer, someone will be a sportsperson. Within sportspeople, there are different (skills) talents too. Within cricketers there are different skill sets as well. Someone will be a good bowler and someone else a good batsman.

Through this activity, we will discuss the basis of recognition among people.

Steps of the activity

Ask the students the basis on which they say that this person knows us or understands us. Give them some time to think and then give the following examples to ponder –

- He/she is or was my classmate.
- He/she is in our school.
- He/she lives in our colony.
- He/she is my relative.
- He/she comes to play with me.

Some other examples can be like this –

- He/she is a famous sportsperson, actor, singer or celebrity.
- His/her pictures are in books, newspapers and television.

There are some more basis of recognising people, such as

- Our interests are similar. He/she and I like the same
- colour/music/game/sportsperson, etc.

Note: Every person has a speciality/uniqueness which distinguishes them. This uniqueness can be seen as

diversity among people. However, instead of noticing this diversity, we tend to often recognise people on the basis of their body, appearance, colour, voice, clothes, city, state, country, work etc.

Proposed questions for discussion

1. Some like red and some like yellow. Is this a difference of the body or the mind? Discuss.
2. Some feel cold and some feel hot. This is a difference of the body. Discuss.
3. Is the difference in gender of the body or the mind? Discuss.
4. Some are happy eating two chapatis and some want four. What is this difference related to, the body or mind? Discuss.
5. Someone likes listening to *ghazals* and some prefer rock music. Is this a difference of the body or mind? Discuss.
6. Identify the diversity between you and your friends on the basis of your likes and dislikes.

Note for the teacher: As the discussion goes further, the differences in the body as well as the mind will come to the fore. Discuss the differences of the mind (such as, likes/dislikes, preferences) too so that the students understand that there is diversity in the mind as well. Uniqueness will go towards the said different bodily (skill based) talents, but diversity will be able to explain it better. Students should be able to recognise what is different (with a feeling of variety/diversity) among the 40 children in class.

At home - Observe, Enquire, Understand (for students)

Encourage the students to discuss the following points at home:

- How do we recognise each other on the basis of commonness (similarities) and uniqueness (speciality/differences) of the body and the mind? Find some examples among friends and neighbourhood.
- Do we see difference in identity as a form of inequality or jealousy? If yes, think of examples and note them down.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

The students would have discussed the aforesaid points at home. Discuss the following –

- Who all did you discuss with?
- How did they feel talking to you?
- Share the commonness and the uniqueness you found.
- Does this commonness and uniqueness follow order or disrupt it?

Write the answers given by the students on the board.

Proposed questions for discussion

1. Is it right to discriminate among people on the basis of caste, creed, dress, language, region, sect, business? Discuss.
2. These differences among humans have been created by humans themselves in the quest for happiness. Agree/disagree? Discuss.
3. These differences are the basis for drawing boundaries between people. Agree/disagree? Discuss.
4. The result of this can be seen in violence, terrorism and wars. 'Educated' people seem to work harder for this result. Agree/disagree? Discuss.
5. Every person wants to convince the other to his/her point of view, which means, every person wants to expand one's affinity.

Note for the teacher: In reality, everyone wants happiness. Everyone wants respect and recognition. Everyone has infinite thinking capacity. On this universal basis we can say we are all equal. If one accepts the natural, universal basis of person to person commonness, then the sense of discrimination will disappear. A person will not fear or hate the other person with which mutual affinity will increase and everyone's basic desire for happiness will be fulfilled.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Activity 1.4: The recognition of commonness (among humans)

Time: At least two periods or till the teacher is satisfied.



Objective: Students will be able to understand that recognition of commonness brings happiness.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the teacher: When we see our commonness, we feel more connected and happy. When we see our differences, we feel happy if we find ourselves better than others and unhappy if we find the others better. This comparison comes from our conditioning. We create boundaries on the basis of fair or dark, rich or poor, foreigner or native. When we first think of our commonness, we are more comfortable and polite with each other. We see everyone as one and begin to appreciate the differences as diversity and overcome the barriers we created in our minds. In this way, we are able to recognise each other.

Diversity has its own importance. Diversity in humans is important to complement each other. So, our purpose is not to question diversity but to create this confidence within students that despite our diversities, we are all similar within. Students can be rid of discriminations for life if they understand this properly.

How are we all similar?

We all breathe, eat, sleep, need housing, clothing etc. This commonness is on the basis of our bodily requirements.

We all think, decide, aspire for happiness, respect etc. This commonness is on the basis of the mind.

In this way, we have a lot in common. Each person thinks, but thinks differently. Each person decides but decides differently. Each person loves but expresses differently. Each person wants love, respect and happiness but adopts different means to achieve them. Essentially, we are all the same. The activity would help ensure this is understood clearly by students.

Steps of the activity

Teachers begin the discussion with an incident or a situation. For example, you can ask them to imagine a cricket match between their school team and another team.

Two situations are probable here: Either your team will win, or it will lose.

Let's discuss:

- When your team wins, what are the feelings you have? How do you celebrate this victory?

- When your team loses what are the feelings you have? How do you express sadness of your team's defeat?

Now, imagine another match. This is between two teams of your neighbourhood. Your friends and siblings are playing for both of these teams. The result of this match also would be that one team would be victorious.

Now, let's discuss –

- What do you feel for the winning team? How do you celebrate this victory?
- What do you feel for the losing team? How do you express sadness over this defeat?

Proposed questions for discussion

1. What is common between you and those whom you feel affection for?
2. What do those who feel affectionate towards you see in common? (Clue: love, affection, trust etc.)
3. Does your attention usually go to what you have or don't have in common with the other?
4. When you find yourself different from the other, how is your relationship? What is your feeling towards them? Discuss.
5. When you consider the other similar, how is your relationship? What is your feeling towards them? Discuss.

At home - Observe, Enquire, Understand (for students)

- Encourage the students to discuss these points at home.
- Ask them to think about the commonness they find with their friends, relatives and family members. Discuss it and make a list.
- Ask them to think about how they recognise each other on the basis of commonness? They should find examples among friends and neighbours and try to discuss with them.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

The students would have discussed the aforesaid points at home. We will now discuss the following –

- Who all did you discuss with?
- How did they feel while talking to you?
- Share the commonness you found.

Write the answers given by the students on the board.

Proposed questions for discussion

1. Does commonness generate cooperation or competitiveness? Discuss how.
2. What are the major changes we will experience once we have the perspective of commonness?
3. Does the perspective of commonness give us happiness or sadness?
4. What are the similarities between you and your teacher?
5. What are the similarities between you and a close friend?
6. Think of your family members and share what are the similarities among them.
7. Think and share the similarities among people of your neighbourhood.
8. If there is a person in class whom you dislike, do you still have something in common?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Do's and Don'ts

- Through this activity, it is important to get the students to appreciate the commonness in everyone.
- The questions discussed here can be given to discuss in smaller groups and to make presentations on them.

Note to the teacher: If students cultivate the habit of observing commonness in people, they will be out of the rat race of blind competition all the time and would progress towards a peaceful, happy life. As a result, we would be able to talk of world peace and harmony.

Chapter 6: Sensible person = happy person

For teacher reference

In the previous chapter, we saw –

- We all have uniqueness and commonness.
- Our uniqueness helps us in recognising each other.
- We all have commonness which are the basis of our mutual relationships.
- We all have physical and emotional needs that are met with sensibility.

In this chapter, we will discuss understanding of our needs and living with that understanding; in addition, we will see how understanding leads to happiness and a sensible person is a happy person. We can also say, living with understanding is living with happiness. Understanding is happiness. A person having this understanding is being called a sensible person here.

We all want happiness. We live in this existence. The more we understand this existence, the happier we are. Understanding = knowing whatever exists in this existence, as it exists; without any doubt, illusion or misunderstanding. When we do not have this understanding, we are misled, because of which we make mistakes and problems also occur. This becomes the reason for our unhappiness.

Section 1: What is understanding?

Activity 1.1: Who is considered sensible?

Story 1.1: Socrates' three questions

Section 2: Being sensible, systematic and participating in the larger order

Activity 2.1: Role of a sensible person in the larger order Story

2.1: Three perspectives of three labourers

Section 3: What is prosperity?

Activity 3.1: Richness, Poverty and Prosperity

Section 4: The way the mind works / Happy mind(me)

Story 4.1: Serene water

Activity 4.1: The perils of anger

Story 4.2: Who's speaking?

Section 1: What is understanding?

For teacher's reference

Understanding is a continuously helpful aspect of life. Our living is meaningful when we live with understanding because a lack of understanding creates problems. Understanding is the balance that is required in relationships. Whether it is a family matter, societal or governmental, understanding is required everywhere.

In this section, we will discuss understanding.

Activity 1.1: Who is considered sensible?

Time: At least two periods or till the teacher is satisfied.



Objective: Students will understand who is known as a sensible person and what are his/her qualities.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the teacher: Discuss the given questions with each student as much as possible and help them in expressing their thoughts. Try that each child seeks to find answers within. When they find answers within, the ensuing discussion would be well understood by them. The answers received from the students through this process may be briefly written on the board so that the entire class can reflect on the answers together.

Before the session gets over, ask the students the following –

We might have our reasons for considering someone sensible or not, but scientifically speaking, the following five points determine a person's sensibility-

- Trust on oneself
- Healthy body
- Healthy relationships
- Prosperity in family
- Participation in the larger order

Tell the students that these points would be taken up one by one and put before them through the means of various stories and activities. Encourage them to reflect on these points.

Day 1

Steps of the activity

Teachers are requested to discuss with all the students in class. Our notions about being sensible -

- We all want to be sensible. Agree/disagree? Discuss.
- We all want our family members, relatives, friends and acquaintances to recognise us as a sensible person. Agree/disagree? Discuss.
- How do we feel when we gauge someone is questioning or doubting our understanding? Good or bad? Give reasons.

Our notions about others' sensibility –

- We expect others to be sensible. Agree/disagree? Discuss.
- We all want our family members, our relatives, friends and acquaintances to behave sensibly. Agree/disagree? Discuss.
- If someone does not behave sensibly with us, how do we feel? Good or bad? Give reasons.

(*Note:* Teachers are requested to discuss these questions in detail. Further into the chapters we will discuss more about being a sensible person and so it is important that students understand their own thoughts about sensibility and understanding. This would help them in proceeding ahead scientifically.

Proposed questions for discussion

- Whom do you consider a sensible person?
- Is sensibility an outcome of age? Agree/disagree? Discuss. (Possible direction of the discussion: Does it not happen that a person is very young and is still very sensible and someone else is much older and yet not sensible. In this way, decide the direction of the following questions.)
 - Does education ensure sensibility? Agree/disagree? Discuss.
 - Does living in a city ensure sensibility? Agree/disagree? Discuss.
 - Does being a man ensure sensibility? Agree/disagree? Discuss.
 - Does wearing good clothes ensure sensibility? Agree/disagree? Discuss.
 - Does holding a significant post ensure sensibility? Agree/disagree? Discuss.
 - Does having more money ensure sensibility? Agree/disagree? Discuss.

What are the characteristics of a sensible person? (Try to let the students come to the following aspects on their own. In case they are not able to understand try to explain to them in the following manner –

A sensible person is able to clearly see the physical and mental differences in his/her needs. He/she is able to understand happiness and comfort clearly. If a person is sensible, he/she will be useful for the family, society and country, and find solutions in adverse circumstances. He/she won't get angry easily, will not be disappointed with himself/herself, will not upset others, will not be scared or insecure.

- What is the contribution of a sensible person to his/her family?

(Clue: A sensible person will be able to meet the needs of the family and will create an atmosphere of harmony because of which there would be no discord and the family will move towards progress. The person would also help other family members in becoming sensible.)

- What is the contribution of a sensible person in society? (He/she would be able to live without fights, violence, hatred, crime, exploitation and would inspire others too to live peacefully.)
- What is the contribution of a sensible person to nature? (He/she would refrain from polluting the environment, dirtying it, misusing facilities and wasting things.)

At home – Observe, Enquire, Understand (for students)

Encourage the students to discuss the following points at home –

- What do they understand by trust in oneself?
- What is their point of view on a healthy body?
- What do they understand by healthy relationships?
- What do they feel about prosperity in the family and particularly the word prosperity?
- What do they understand by participation in the larger order?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

The students would have discussed the aforesaid points at home. We will now discuss the following –

- Who all did you discuss with?
- How did they feel talking to you?
- What were the answers received?

Write the answers given by the students on the board.

Proposed questions for discussion

- Think and share what do you now understand by trust in yourself?
- How does sensibility help in keeping the body healthy?
- In harmonious relationships, does understanding play a bigger role or money? Discuss.
- Only when we are sensible will we be able to participate in the larger order. How? Discuss.

Note for teacher: It is clear when I understand myself, I have trust within and am able to use my body and mind effectively. With this, the body stays healthy and the mind is happy. When a relationship is understood, money becomes secondary. But where there is no understanding and hence no trust in a relationship, money becomes primary.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

1.1: Socrates' three questions

Duration: At least two periods or till the teacher is satisfied.



Objective: To encourage students to speak meaningfully and sensibly.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

STORY

Direction of Discussion

In our daily life, what are the topics of discussion in our leisure conversations, and what is its use? Most people talk about the shortcomings of others. If a person becomes habitual of such conversations, his personality becomes negative. Those who are negative are always complaining, stay unhappy and others get distant from them gradually.

Our conversations impact our life hugely. When we discuss the good qualities of others, we progress, and when we discuss their shortcomings, we regress.

Through the questions in this story, we will aim to encourage the students to engage in positive and useful conversation.

In ancient Greece, there lived the famed philosopher called Socrates. He was very learned and polite. Once, he was passing by a market when he met a person known to him. The person started telling him, "Do you know what your friend was saying about you yesterday?"

Socrates stopped that person in between and said, "Before you tell me what my friend was saying about me, please answer three short questions of mine." The person, a bit surprised now, said, "Three short questions?"

Socrates said, "Yes. Three short questions."

"The first is that whatever you are going to tell me, are you sure about its accuracy?" The man replied, "No, I just heard it from someone."

Socrates said, "No problem. This means that you are not sure what you're going to say is accurate or not. Now, answer my second question. Whatever you are going to tell me, does it have significance?" The man immediately said, "No."

Socrates said, "Alright. Now answer my last question. Whatever you are going to tell me, is it useful for me?" The man said,

“No, there appears to be nothing of use for you in what the person said.” Then Socrates said, “A thing which is heard from others, does not hold significance and is not useful to me — what is the use of hearing it?”

DAY 1

Proposed questions for discussion

1. In our daily life, do we decide to have conversations based on these three questions? Discuss.
2. Many of our conversations are not in accordance with the three questions of Socrates. Why do we still indulge in them?
3. Give an example of a recent conversation you were a part of, which was not in accordance with the three questions of Socrates.

At home – Observe, Enquire, Understand (for students)

- Students should discuss the story at home and understand the thoughts and views of their family members.
- Students should discuss the habits they want to give up with their friends.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day’s discussion.

DAY 2

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Have some students repeat the story.
- Some other students can share their storytelling experiences at home in small groups. Some of them can share it with the entire class.
- The first day’s discussion questions can be used again for the remaining students.

Additional questions for discussion

1. If we always take care of these three elements in our conversation, what impact would this have? How would our friends/family members benefit from it?
2. When we discuss the qualities of others, we progress, and when we discuss their shortcomings, we regress. Agree/Disagree? Discuss.

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

Section 2: Being sensible, systematic and participating in the larger order

For teacher's reference

Being sensible means to live without a feeling of stress, understanding systems and orders larger than us (e.g. family, society, political system, legal system, etc) and fulfilling our roles in those. For example, a healthy body has lakhs of cells that are playing their own individual roles. Some unite in functioning as the liver, some other unite and function as the heart and some become the stomach. All these cells are playing their role in maintaining the body. Similarly, each sensible person plays a role in his/her family so that the family can play its role in the bigger order of the society/nation. A sensible person is full of trust and accepts that the order is bigger than the individual. His/her viewpoint is also centred round the larger order. This is his/her biggest happiness.

Activity 2.1: Role of a sensible person in the larger order

Time: At least two periods or until the teacher is satisfied.



Objective: Understanding how a sensible person can play a role in the larger order.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the teacher: Everyone wants orderliness and harmony in society. However, not having an understanding of what it means is a problem for participating in its orderliness.

Everyone wants systems (that comprise a society) to function well. If we talk about the education system - only 10% of school students are able to come to the college level. And then there are lots of children in India who are not even able to come to the school level. Hence, there are just about 7% of students who are able to come to the college level. This indicates the need for people to understand the system, its needs and participate in fulfilling those.

A harmonious society will ensure education to all children. A harmonious society will provide work and business to all. A pollution-free environment would be available to all in a harmonious society. We all need these without exception. We all want to live in such a harmonious society. If one is participating in society today to enable a harmonious society, it is evidence of being a sensible person. A person not being able to participate in society to enable orderliness is a problem.

Day 1

Steps of the activity:

The teacher may conduct a discussion on the following points:

Discussion on the cleanliness order in school:

- What is meant by the cleanliness order in school? (Possible answers: corridor, classroom or playground to be free of garbage, toilets to be clean, etc.)
- Who all are responsible for the cleanliness order in school?
- Who all are responsible for the cleanliness disorder in school? (not using the flush in toilets, littering, defacing walls, etc.)
- Water disorder?

What is order? Let us discuss:

- We often hear that the order of things has been disturbed? That things need to be put back in order? What is the meaning of the word 'order'? Discuss.
- Who are the people responsible to maintain order in your house? Make a list.
- Make a list of people responsible for maintaining order in your neighbourhood.
- Do these people who maintain order have any special ability? Discuss.

Proposed questions for discussion

1. What are you able to understand by a person's participation in the larger order? Discuss. (For example, cleanliness order, maintenance of public property etc.)
2. Why is a person unable to correctly participate in the larger order? Discuss. (Clue: Because of lack of understanding and attention to the order.)
3. What role can a sensible person play in the order? Discuss and list it out. (Clue : will not pollute public property and spaces etc.)
4. A sensible person only can participate in the larger order. Agree/disagree? Discuss.

At home – Observe, Enquire, Understand (for students)

Encourage the students to discuss the following points at home –

- What did they understand by order or harmony?
- Is a healthy body also an order or harmony?
- What is the meaning of an order or harmony in the family?
- What is the meaning of an order or harmony in nature?
- What do they understand by playing a role in the order?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

The students would have discussed the aforesaid points at home. We will now discuss the following –

- Who all did you discuss with?
- How did they find your questions?
- What were the answers you received?

Write the answers given by the students on the board.

Proposed questions for discussion

1. What would you do to keep your body in order (in harmony)?
2. How do you (or can you) participate in the family order? (Clue: Refraining from upsetting and worrying parents, refraining from fighting, speaking to parents with affection, sharing their lives, taking decisions based on the financial situation of the family, aiming to strengthen the family finances in future etc.)
3. How do you (or can you) participate in the societal order? (Clue: Increasing mutual respect, removing hatred, contributing towards people's material and emotional needs by production or service, keeping cleanliness, following traffic rules etc.) *Note:*
 - a. Discuss one's participation in production or services in detail. Examples of production can be farming, making cloth, mobiles, fans, cars etc.
 - b. Services can be in the form of a teacher, doctor, nurse, engineer, electrician, driver, labourer, lawyer, manager, businessman, journalist, tailor, plumber, security guard, cleaner, government official, politician etc. (Also discuss if presently, everyone is a part of the order or of disorder.)
4. What role can you play to maintain the order of nature? (Clue: Not harming plants and trees, growing them, not wasting water, food items and electricity. Understanding need and not getting into the rat race of accumulation.)

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Note for the teacher

- Human body is in order (or harmony) when it is healthy. To keep it healthy, it is important to take care of its nutrition and exercise, and this is one's participation in its order.
- A family is in order (or harmony) when there are values (trust, respect, gratitude, etc.) in relationships. One can participate in it by expanding one's understanding.
- A society is in order (or harmony) when it is free of exploitation, crime and battles. One can participate in it by expanding one's understanding.
- Nature is in order (or harmony) by balance. One can participate in it by expanding one's understanding.

2.1: Three labourers, three perspectives

Duration: At least two periods or till the teacher is satisfied.



Objective: To make it clear that we are not happy or unhappy by doing something, but our happiness or its absence depends on our feeling while doing that work.

Start the class by mindfulness – ask the students to focus on their breath for 2-3 minutes.

STORY

Direction of Discussion

We are not happy or unhappy by doing something, it depends on our state of mind while doing it. In other words, an understanding of the purpose of the work and its role in the larger order gives us happiness.

Three labourers were working at the site of an under-construction school. A passer-by asked one of them, “What are you doing?” The disgruntled labourer replies, “I am breaking stones.” In reality, he was breaking stones mentally too and so he was unhappy.

The passer-by went to the other labourer and repeated the question. The labourer was not unhappy, he was balanced, neither sad nor happy. He said, “I am earning my bread.” In reality, he was working to earn, so his face wore a neutral expression.

The passer-by went to the third labourer and asked him the same question. The labourer was joyous. He was singing while breaking those stones. He paused and said, “I’m building a temple of education. Children will come to study here.” His eyes were shining as he spoke.

These are the three ways to work in life. The first is to do it like a burden and remain unhappy. The second is to work like a machine to earn bread and the third is to derive happiness from the joy our work will bring to others.

Life’s joy is in perspective. It comes from within and not externally.

DAY 1

Questions for Discussion

1. Who was the happiest among the three labourers? Why?

2. The first labourer had no interest in his work and even if he got paid without working, he would continue to be sad as he will find another reason for staying sad. Agree/disagree? Discuss.
3. If you get all comforts (such as TV, AC, food, bed etc.) sitting at home but are told you cannot ever leave the room, how would you feel? Would you be happy or unhappy? Why? Discuss.
4. If the third labourer was given a meaningless job (like take ten chairs from one room to another, then bring them back - keep repeating this from morning to evening), would he still be as happy? Discuss.
5. Discuss useful work. For example, in this story, making a school is a meaningful work and the third labourer is considering his work as a part of this meaningful work and so is happy. Give examples of other useful work like cleaning, distributing mid-day meals, studying, cooking etc.

(Note: If required, mention that the work that enables upkeep of the order or strengthens the order, is being called meaningful.)

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

DAY 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Have some students repeat the story.
- The first day's discussion questions can be used again for rethinking.
- Some other students can share their storytelling experiences at home in small groups. Some of them can share with the entire class.

Additional questions for discussion

1. Have you observed either of your parents do the same work with different feelings at different times?
2. Have you been in a situation when at different times you've felt differently doing the same work? Share with an example.
3. Will you get happiness by working with happiness or will receive happiness by doing that work? (Give an example from your life about the work you do with happiness and the work where you feel you will get happiness by doing it.)

(Note: Being happy means understanding the value of the work you're doing. When we are clear about why we are doing something and what role it plays in the larger order, we are happy.)

4. The work that you feel will give you happiness by doing, can it also be done with happiness? Explain with examples. (If the students find it difficult to find examples, the teacher may start like this – we plan to go out with friends and eat ice cream so we feel that we will feel happy on eating ice cream.

But it is also possible that we are anyway happy with friends – whether or not we eat the ice cream. Another example can be when our friend bought a new pair of shoes and is happy because of that. We didn't buy shoes for ourselves because we didn't need them, but we are still happy

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

Dos and Don'ts

- Give everyone an opportunity to express themselves and listen to them patiently.
- Make sure that all the students participate in the discussion.
- Encourage and support the students who are hesitant to participate in the discussion.

Section 3: What is prosperity?

For teacher's reference

- Our mental state is important to evaluate how prosperous we feel or not.
- A person living a stress-free life is better off than the one who may be rich but always stressed.
- Stress, tension, pressure, frustration, anger, irritability, intolerance and impatience are feelings that despite monetary gain give mental impoverishment.
- Prosperity is a state of mind. It can be seen as the 'absence of the feeling of lack' or, the feeling of having enough (for the family) and more (to be able to participate with and in society). It ensures we recognise the things we need (and by how much) and work towards them and spend our remaining time in developing our understanding and in turn our happiness quotient.

This activity is aimed at understanding this concept.

Activity 3.1: Richness, Poverty and Prosperity

Time: At least two periods or till the teacher is satisfied.



Objective: To enable students to understand the meaning of prosperity = the absence of a feeling of lack or, a feeling of having enough and more.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for teacher: Absence of the feeling of lack is called prosperity, which means, if we have more physical facilities than we need and we also feel that way, then we can consider ourselves prosperous. We want to discover ourselves like this. With the change in our mindset, our life will change.

Steps of the activity

The teacher may draw the following charts on the board and fill them with the help of the students.

(Note: It would be enough to draw just one table in class. Here multiple tables are given for understanding.)

Lack of things/facilities	Feeling the lack of things/facilities	Name of the state of mind
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Ask the students about people who lack facilities and feel that lack and put a tick (✓) accordingly.

Lack of things/facilities	Feeling the lack of things/ facilities	Name of the state of mind
<input type="checkbox"/>	<input type="checkbox"/>	

There are some people who do not lack facilities but feel the lack of facilities.

Lack of things/facilities	Feeling the lack of things/ facilities	Name of the state of mind
X	<input type="checkbox"/>	

We all expect to not lack facilities and not feel their lack either.

Lack of things/facilities	Feeling the lack of things/ facilities	Name of the state of mind
<input type="checkbox"/>	<input type="checkbox"/>	

What would be the name of these three conditions?

Lack of things/facilities	Feeling the lack of things/facilities	Name of the state of mind
<input type="checkbox"/>	<input type="checkbox"/>	Poverty
<input type="checkbox"/>	<input type="checkbox"/>	Richness
<input type="checkbox"/>	<input type="checkbox"/>	Prosperity

Proposed questions for discussion

1. Do you want to be rich or prosperous?
2. What do you understand by prosperity?
3. Whom do you find prosperous around you? Who and how?
4. Who was prosperous in the 'Three labourers, three perspectives' story?
5. Prosperity is only about facilities or is it also about mentality?
6. What should a prosperous person have? Only money or only understanding or both?
7. How much money can make a person feel prosperous?
8. What is the way to a person's prosperity? (Probable answer: understanding of needs, getting the competence to meet them, using one's competence positively and gathering resources to meet one's needs and having a little more than that so as to fulfil social responsibilities.)
9. It is important to be sensible in order to be prosperous. What do you understand by this?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Section 4: The Way the Mind Works / Happy Mind (Self)

For teacher's reference

- A person's specialty is not because of their hands, feet, face or other physical features or by the things they possess, it is because of their mind which has the capability to understand.
- It is important for us to know how our mind works. It is not only interesting but essential for our development.
- It has become important to know about the mind because its lack of understanding can create a lot of problems. For example, if we are travelling to some place, we research about it in advance. Similarly, to go ahead in this journey of life, it would be right to understand the mind and its functioning.

In this section, we will have a discussion on this.

4.1: Serene water

Duration: At least two periods or till the teacher is satisfied.



Objective: To help students identify the importance of having patience and a peaceful mind.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

STORY

Direction of Discussion

No difficult situation lasts in nature. For example, we cannot be continuously angry for long. We want to consistently keep our mind peaceful. We can make appropriate decisions only in a peaceful state of mind.

In difficult or adverse circumstances, our mind gets distracted and the decision taken as part of that reaction is usually not right. Later, we often regret the decision. Therefore, if we process the situation with a quiet mind (without distraction) and then take a decision, we will not regret it.

A hermit and his student were going somewhere. After walking for long, they felt thirsty and sat under a tree to take a break.

The student went to fetch water from a small river close by. There, he noticed some animals who'd just crossed the river, leaving the water dirty. As they had run across, the water had got muddy and the rotten twigs and leaves had come to the surface. Because of the dirt, the student returned without water and told his teacher that the water of that river was not clean for consumption, he'd have to go uphill to fetch it. His teacher told him, "It would take longer to go uphill and fetch water. Go to the same spot again and fetch water."

The student went but returned empty-handed once again. The water was still dirty. But, his teacher sent him again to the same spot. When the student went there a third time, he was astonished. The water of the river was absolutely clean and sparkling. The mud had settled and the water had become gentle. The student returned with water this time.

He asked his teacher, "How did you know that this time the water would surely be clean?" The teacher told him, "There is no difficult situation that lasts in nature. This also happens with our mind. When any incident or thought bothers it, the upheaval lasts for a while like it did in the river. But if we are peaceful and patient, we can find a solution and it all settles down."

DAY 1

Proposed questions for discussion

1. When your mind is disturbed because of anger or sadness, the decision you take at that time is usually right or wrong? Why?
2. What is the difference in the decisions made with a peaceful mind and when the mind is distracted? Give an example each for both situations.

At home – Observe, Enquire, Understand (for students)

- Students should discuss the story at home and understand the thoughts and views of their family members.
- Students should be aware of their thoughts and decisions when the mind is disturbed so that they can share their experiences with honesty.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

DAY 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Have some students recall the story. You may adopt various ways for helping the students recall, such as getting one of them to narrate the story, role-play, pairing the students and letting them tell each other etc.
- Have them share the feedback received from their homes in small groups. Some students can share their thoughts with the entire class.
- The first day's discussion questions can be used again for the remaining students.

Additional questions for discussion

1. What did you lose when you took an impulsive decision? Share with an example from your life.
2. Share another incident from your life about how an impulsive decision you took was not acceptable to you yourself? After thinking about the incident with a peaceful mind, what decision do you think would have been right?
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.

Activity 4.1: The Perils of Anger

Time: At least two periods or till the teacher is satisfied.



Objective: To encourage students to recognise anger as an incompetence and to be aware of their beliefs.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the teacher

Our decisions are always based on our beliefs and we don't even realise the things we do not understand properly but believe to be true. For example, we usually say it is natural to get angry. Through this activity, we will try to gauge if anger is natural or unnatural?

should be the basis of deciding if a thing is natural or unnatural? Largely, what is natural is what is constant and acceptable to all and happens organically without effort. Anger is neither acceptable to the one getting angry nor is acceptable to the one who is the object of anger. It may appear that it happens on its own, but if observed deeply, usually anger is not something that happens organically but something which is shown in front of a weaker person. We often express anger when we are unable to accept or handle a situation or lack the competence to work on something under pressure. Hence, anger is not a person's nature. It is a display of one's incompetence. So, in such a situation, some people get angry while the competent ones handle the situation with their sensibility without getting angry.

person's nature is to be happy. Everyone wants happiness and it is possible to be continuously happy but due to lack of sensibility and competence, people have not been able to find their basic nature of being happy always.

Day 1

Steps of the activity

- Divide the class into the following three groups and the students can join a group based on their belief.

Group 1: Agree Group – This group will consist of students who believe that anger is natural.

Group 2: Disagree Group – This group will consist of students who believe that anger is unnatural.

Group 3: Unsure Group – This group will consist of students who are not able to decide whether anger is natural or unnatural.

- Students may gather in their groups and discuss their points of view according to the group

they have joined for 5-7 minutes. One student should write the arguments emerging from the discussion in a notebook. If a group has more number of students, then sub-groups may be formed and discussion carried out.

- After the said time limit is over, each group may present their arguments for 2-3 minutes each.
- The teacher draws three columns on the board and writes the main arguments from each group in their respective columns.
- After all the presentations are over, if a student wants to change their group based on the arguments that come forth, they may be given a chance to do so.

Proposed questions for discussion

1. Have you ever thought deeply about something and changed your belief later? Share with an example from your life.
2. What is the role of our beliefs in our lives? (Answer: Our thoughts, behaviour and efforts are based on our beliefs.)

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

The teacher may ask the students to gather in their respective groups based on the previous activity. Each group should turn-by-turn answer the following questions. Get various students from each group to answer these questions in one or two words.

Group 1

1. Can our nature be something we don't like?
2. Is anger acceptable to the person with whom we are getting angry?
3. Do we feel angry when we are unable to do some work or do we feel angry when doing something right?
4. Is it possible to constantly be in a state of anger?
5. Do we feel angry when we are unable to handle a situation or do we feel angry when we have the trust within to handle it?

Group 2

1. When we are angry, are we normal or abnormal?
2. Does anger make us healthy or unhealthy?
3. Do we get angry with a weaker person or with a person stronger than us?

4. Is anger towards a weaker person an expression of our weakness or our strength?
5. If we get something done by getting angry, will we gain respect?

Group 3

1. Are the people who get work done by expressing anger considered good or the people who get work done by helping others understand considered good?
2. Are we able to accomplish a task with anger, or with sensibility and competence?
3. Would one's competence increase with anger or, with understanding?
4. Can the work done with anger be done with explanation?
5. Is it right to get work done by spoiling relationships?

Note: After more clarity that comes as an outcome of the questions, give students another chance to change their groups and help them observe that by discussing a topic in detail if beliefs that are not right change.

Proposed questions for discussion

1. What would you want when you make a mistake – would you want to be scolded and insulted or would you want to be explained to patiently? Why would you want this?
2. When we ourselves do not want to be the victim of anyone's anger then why do we get angry with others?
3. Does everyone get equally angry in a similar situation?
4. Is anger natural or a display of our incompetence? How?

At home – Observe, Enquire, Understand (for students)

Ask the students to undertake a survey. Each student should ask at least 10 people to answer the following questions and note down their answers. Remember that a person should not be included in the survey twice.

- Is anger natural or unnatural?
- Do you believe that it is right to get angry sometimes when others make mistakes? Yes/no?
- Do you also believe this for yourself that you should be scolded at and insulted when you make a mistake? Yes/no?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 3

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

- For the purpose of discussing the activity done at home, divide the students into groups of 10 each.

- Each group should compile the answers of 100 people (10 surveys x10 students) included in their survey and present in class.
- Teachers should compile all the group surveys with the help of group leaders and share the statistics with the class.

Proposed questions for discussion

1. Do the laws of nature change or are they the same always? For example, the law of gravity.
2. Are the laws of nature universal and apply to everyone or vary from person to person?
3. Even then, why do people not have the same belief in one law? (Answer: By not recognising the law the way it is.)
4. What would you do to avoid getting angry?
5. Are getting scared, scaring someone or getting angry, signs of weakness and lack of competence or not?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Note for Teacher: Anger is a display of one's incompetence. (Put up this statement in the class so that the students who get angry may look at it time and again.)

4.2: Who is speaking?

Duration: At least two periods or till the teacher is satisfied.



Objective: To make the students realise the difference between knowing and believing.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

STORY

Direction of Discussion

Often we believe things we have heard and consider the information received from various mediums to be understanding or knowledge. We believe a lot of things to be true without actually knowing them. But we do not trust them completely as they could either be right or wrong.

Once we evaluate and process information we have come to believe and tested it out in our living, that lived experience gives us the confidence to adopt it as a part of our life. When information that is right and complete, it becomes a part of our behaviour and living, then it is called 'understanding'. Similarly, recognising the facts the way they are on the basis of proof (which comes from lived experience) is called 'knowing'.

Through this story, the students would be encouraged to not just 'believe' things they hear but try to 'know' them/understand them through evaluation.

A youth in his quest for knowledge went to stay in an ashram. After 15 days, the youth got bored and felt there was nothing new he could learn there. He felt that the old guru at the ashram repeats the same things every day as a pattern. He got bored listening to them again and again. He decided that the next morning, he would leave the ashram.

That night, he saw a new young monk who'd come to the ashram. After dinner, at a meeting with all the students of the ashram, the new monk spoke about very detailed and subtle elements of knowledge. The young man was impressed by the conversation and thought to himself, "How knowledgeable and informed this person is." Even the guru was astonished. At that time, the new monk asked the guru, "How did you find my discourse?"

The guru smiled and said, "*Beta*, I was waiting to listen to you for long but you have not said anything till now." The new monk got angry and said, "Probably, you cannot hear. I have been speaking

constantly for the past two hours.”

The guru said, “The texts within you were speaking, your beliefs were speaking, but you didn’t speak at all. Some words were being repeated within you like an instrument. There was nothing you lived or knew. First, learn to analyse that information and believe yourself, feel and know from your experience. When it will become what you have known, I will say you are speaking.”

On listening to this, the young man started thinking to which level are his beliefs known by him? Is he also considering things he has just heard as knowledge? 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

Proposed questions for discussion

1. Has it ever happened that we repeat things we’ve read or heard without understanding them?
2. When in class, do we believe subject knowledge without knowing and testing?
3. What should be done to understand subjects instead of just believing them?

At home – Observe, Enquire, Understand (for students)

- Students should discuss the story at home and understand the thoughts and views of their family members.
- Students should be asked to be aware of their thoughts and feelings so that their experiences can be shared honestly.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day’s discussion.

DAY 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Get some students to repeat the story.
- Some other students can share their storytelling experiences at home in small groups. Some of them can share it with the entire class.
- The first day’s discussion questions can be used again for the remaining students.

Additional questions for discussion

1. We sometimes see and hear that some people who may not be able to read or write have the capability to discover new things. Do you know such people? Where does this ability come from? Discuss.
2. Trust comes by recognising something and believing it, not without recognising and believing it. How? Share with an example.

3. Share with an example from your life what things you trust and what you believe but do not trust?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Chapter 7: Happy Family

For teacher's reference

In the previous chapter, we saw –

- Only a sensible person can be happy.
- Once a person understands his/her needs in human relationships and of material, then the person becomes competent in fulfilling them.
- This clarity makes a person sensible. That is why he/she is able to be happy.
- A happy person can truly play a constructive role in the family and society.

Each person lives in a family. Most of a person's life is spent with family and we expect deeper happiness and fulfillment from there. And thus, the space of a family and how we live in it is one of the most important aspects of our life.

Sensible parents keep an atmosphere of love and equality in the family and are competent in providing the right direction to their children. In a family, just like parents; grandparents, uncles and aunts give an atmosphere of love, guidance, education and security.

From birth itself, the parents have a special relationship with their children. From the time they are born, parents care for them and provide for all their needs and education. When parents grow old, the children look after them. In a sensible and happy family, everyone looks after each other and strives for everyone to be happy. This is the most important role of a family. All the elders of the family have understood and are able to live this. Children growing up in such families learn and understand these virtues and become competent in playing out this role themselves.

This, when continues generation after generation, is called a fulfilling relationship. There is happiness in the family when relationships are fulfilled. When they are not, the family members are unhappy and relationships are strained.

In this chapter, we will try to understand the relationships in the family.

Section 1: Family – a harmonious order

Story 1.1: The kite string

Story 1.2: A big man

Section 2: Participation in relationships

Story 2.1: Brother, not a burden Story 2.2: All together

Section 3: Relationships in family

Activity 3.1: Recognising parent-child relationship

Activity 3.2: Recognising relationship with siblings and friends

Section 1: Family – a Harmonious Unit

For teacher's reference

In most families, we often prioritise comforts over relationships. We tend to think that family is a space where everything should happen according to our wish, or one person's wish - but this is not the truth. Family is a space, an order where we together participate towards each other's happiness, and collectively as a unit, play our larger role in society.

1.1: The kite string

Duration: At least two periods or till the teacher is satisfied.



Objective: To understand through the story that relationships are not meant to be constricting, instead, living in them is our need.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

STORY

Direction of Discussion

We are all connected to each other through different human relationships. These relationships can sometimes seem like restrictions or constraints. There are invisible ties that keep us connected and can show us the right way. Similar to a kite that can fly high only when connected to the string. If the string gets cut, the kite is not able to fly. What is important here is that if the kite string is in the hands of someone who knows how to fly well, then the sky's the limit. The kite can reach new heights. Through this story, the attempt is for students to see how relationships keep us not only connected but enable us to live better.

One day Manjeet was learning to fly a kite from his father at their house terrace. Manjeet's father took the kite to a certain height and then gave the string to Manjeet to handle. Soon, his kite was flying in the open sky. Manjeet asked his father, "Don't you feel the kite wants to free itself and fly higher in the sky, but the string that we hold stops it from flying that high. If we leave the string, it will fly higher." Then Manjeet asked his father if they should cut its string.

His father, without saying anything, cut the string and set the kite free. The kite began to fly higher and Manjeet felt very happy. But in a short while, the kite started falling and landed on the terrace of a house. Manjeet was surprised to see this. His father put his hand gently on Manjeet's shoulder and smiled and said, "I knew that if I cut the string, the kite would fall. It is by being tied with the string that the kite gets the right direction and it can fly high.

Manjeet was surprised and asked him, "If you knew then why did you cut the string when I asked you to?" His father said, "I wanted you to learn something from this kite." Manjeet asked what his lesson was. His father said, "Our family and relationships tie us like this string. When we move ahead, fly high, then these relationships when required, give us room (like the kite string is let loose sometimes) and when required to pull us, they do so, to ensure that we don't lose track. We can fly high and be successful in the open sky of this world only by being attached to our family ties. They give us the right direction.

DAY 1

Proposed questions for discussion

1. Elders in the family often correct and guide their children. Why do they do this? What do you feel they get by doing this?
2. Can you recall an incident when a member of your family told you to do something which you did not like then, but later you realised what they said was right?
3. In order to have the right direction and progress in life, the ties of family relationships are important. Agree/Disagree? Why?

At home – Observe, Enquire, Understand (for students):

- Students should try and understand by talking to their parents or elder siblings that when they were children, they too sometimes find their parents' behaviour restricting like the kite string?
- Did they also think that once freed from the string, we will fly higher?
- Also try to ask them what they think about the same things today.
- Students should also pay attention to: when did someone try to explain something to them and who was that person? How are they related to you? How much happiness does that relationship give to you?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

DAY 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Have some students recall the story.
- Have them share the feedback received from their homes in small groups.
- The first day's discussion questions can be used again for the remaining students.

More Questions for Discussion:

1. 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.

1.2: A big man

Duration: Minimum two days or till the Teacher is satisfied



Objective: To help students develop respect for parents and also to ensure that they think before they assume anything about anyone.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

STORY

In a family, the parents were working hard to educate their child but their child would always look at the things his wealthier friends had, such as expensive mobile phones, watches etc. and would get annoyed with his parents. Once he got obsessed with the thought of buying a motorbike. The parents did not have money for it. When his father said no, the boy got very angry and decided to leave his house. He was so angry that he wore his father's shoes instead of his own. He was thinking in his mind that he would walk out now and would return only when he became a big man. "If they can't even buy me a bike, why do they dream of making me an engineer," he thought.

He picked up his father's wallet, which his father would not allow anyone to touch. He thought the wallet would have money and his accounts diary. He would then get to know where all his father had saved money.

As soon as he came on the road outside his lane, he felt something was hurting inside the shoes. He felt the pain but kept moving ahead in anger. When he reached a little ahead, he felt his foot was wet. There was water on the road. When he lifted his leg and saw, the sole of the shoe was broken and the nail was hurting as well. Anyhow, he reached the bus stop limping. When there was no bus that came to the stop for long, he thought he should open the wallet and check what's inside. He opened the wallet and found a slip inside which read, "Borrowed Rs. 10,000 for mobile." He remembered that the previous month his father had got him a mobile by borrowing money from someone.

He saw another folded paper inside the wallet. It had a chit from his father's office hobby day programme. His father had written his hobby – wearing good shoes. He looked at this father's shoes which he was wearing and felt sad. He remembered that for the past four months his mother would tell his father on his salary day to buy new shoes. His father would laugh it off saying his shoes

would last another six months. “Now I understand how long they would last,” the boy thought to himself. He opened a third chit from the wallet. On that, there was an ad which read, “Buy a new bike by exchanging old scooter.” As soon as he read this, his mind was baffled. “This means that Papa will exchange his scooter to buy me . . . ,” he thought as he ran towards his house. He didn’t find his father nor the scooter at home. He understood everything and went running to the nearby motorbike agency. He saw his father there; he ran and hugged him. His father’s shoulder was wet with the boy’s tears. He told his father, “I don’t want a motorbike. Please get new shoes for yourself. I do want to be a big man, but like you.”

DAY 1

Proposed questions for discussion

1. Have you got influenced by someone and demanded something from your parents? Share with an example.
2. Are expensive mobile phones, watches, cycles etc. important to get success in life? Why?
3. Why do parents want to educate their children despite facing hardships?
4. Have you ever sat and discussed with your parents how much they spend on their own needs from their income? If yes, then why? If no, then why not?

At home – Observe, Enquire, Understand (for the students)

- Students should discuss the story at home and understand the thoughts and views of their family members. They should also discuss the above questions with them.
- Students should have a discussion with their parents about how they organise money for running their house and fulfilling their (students) educational needs or demands. What are their parents income and financial responsibilities?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day’s discussion.

DAY 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Have some students recall the story.
- The first day’s discussion questions can be used again for recall.
- Have them share the feedback received from their homes in small groups. Some students can share their thoughts with the entire class.

Additional questions for discussion

1. Has it ever happened that you made an assumption about someone without knowing the whole thing and then later you realised that your assumption was wrong.

2. Who is a 'big man' according to you and why?
3. In what way will you become big, and how?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Section 2: Participation in relationships

For teacher's reference

- We are constantly trying to fulfill the relationship we have with another person. This is our natural desire.
- We can observe relationships at the level of family and friends, and at the level of society (colleagues, co-workers, etc). We naturally want all our relationships to be fulfilling. Fulfillment comes from participation. That is, to contribute to each others' growth, ensure steadiness of feelings and keep helping the other as per the needs of the person and situations. This participation is our role and responsibility (in our relationships). Trying to escape this role is a sign of running away from our responsibilities.
- Being able to participate with a sense of responsibility is what fulfilling relationships is all about. In other words, this participation or role is our fulfillment in relationships.

2.1: Brother, not a burden

Duration: At least two periods or till the teacher is satisfied.



Objective: To encourage students to trust family relationships and inspire them to fulfill them.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

STORY

Two friends met each other suddenly one day. They asked each other about their well being. The first friend said everything was going well. The other friend was a little upset. He shared that the previous year his father had passed away, after which the burden of his younger brother's education came on his head. Rest everything else was fine. Then they saw a girl, aged nine or 10, carrying her younger brother on her shoulders and climbing uphill. She was sweating profusely but kept climbing.

When she was passing by the friends they sympathetically said, "Beta, you are sweating. You must be tired of your brother's burden on your back. Let us help you by carrying him for a while. You'll get some rest." The little girl looked at the two friends and said, "What are you saying, Uncle? It must be a burden for you? For me, he is my younger brother, not a burden."

When they heard her answer, the two friends realised how they were talking of their family a while back. The girl understands her relationship with her brother and can't imagine him as a burden. The second friend realised his wrong feeling towards his brother. A little girl made him understand that a brother is a brother, not a burden.

DAY 1

Proposed questions for discussion

1. Which of your relationships do you not consider to be a burden? Why?
2. Why don't the relationships you mentioned above (i.e. the ones you have accepted) seem like a burden to you?
3. What is the difference between burden and responsibility?

4. What is the difference between - maintaining a relationship while considering it to be a burden and maintaining one where it is considered to be a responsibility?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

DAY 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Have some students recall the story.
- The first day's questions for discussion can be used again for recall.
- Have them share the feedback received from their homes in small groups. Some students can share their thoughts with the entire class.

Additional questions for discussion

1. How can you bring harmony in family relationships? Give examples from your life. (If students don't give a clear answer then some possible answers can be – looking after the other, holding conversations, spending happy time together etc.)
2. What responsibilities do you take care of in your family and why?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Do's and Don'ts

- Give everyone an opportunity to express themselves and listen to them patiently.
- Make sure that all the students participate in the discussion.
- Encourage and support the students who are hesitant to participate in the discussion.

2.2: All together

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: At least two periods or till the teacher is satisfied.



Objective: To help students understand the importance of living together with a feeling of oneness (i.e. feeling united) in a family.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

STORY

Direction of Discussion

Staying together and being able to function collectively as a family requires a feeling of oneness. Oneness means being able to see how all of us desire to live together, take care of each other and be happy. Drawing our attention towards these intrinsic desires, will allow us to live with this feeling of oneness or in other words, togetherness.

Similarly, if we are able to live with this feeling of oneness in our society, country and planet; then life will be devoid of unhappiness.

Living with a feeling of oneness beyond the family will inculcate a feeling of undividedness with the entire world, which will bring about immense strength and happiness in every individual.

A man had four sons who would constantly fight with each other. The man would try to make them understand but they wouldn't understand anything. When he couldn't make them understand by talking to them, he decided to experiment and get a solution to this problem.

One day he told his sons to bring him a bundle of sticks. When they got him that bundle, he gave each son the bundle turn by turn and asked them to break it. One by one, each son applied their full strength but were unsuccessful. Then the man opened the bundle and separated the sticks and gave the sticks to the sons to break. Now, they could break the sticks easily.

Now the man said, "Sons, if you live together and stay united to help each other, even in dire circumstances you would be strong like this bundle. If you are divided, you can feel isolated and anyone can cause harm to you."

DAY 1

Proposed questions for discussion

1. When do families break – when there is no money or when there's no unity?
2. Even if a school cricket team or music team has the most talented students, can it win without unity?
3. Has it ever happened with you that you could not work together and you had to bear the loss caused by that? Explain with an example and also share the outcome.
4. When have you seen work happening smoothly because of unity and togetherness in the family? Share with an example.

At home – Observe, Enquire, Understand (for students)

- Students should discuss the story at home and understand the thoughts and views of their family members. They should also discuss the above questions with their family members.
- Students should compile examples from their neighbourhood where they can find the importance of living with unity. They should discuss this with their family as well.

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

DAY 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Have some students recall the story.
- The first day's discussion questions can be used again for the remaining students.
- Have them share the feedback received from their homes in small groups. Some students can share their thoughts with the entire class.

Additional questions for discussion

1. How do you work collectively in school? And are you successful at it?
2. Share any work you did collectively in your neighbourhood.
3. According to you, why are people unable to live unitedly even though they know that unity is helpful for everyone?

At the end of the class, sit silently for 1-2 minutes and reflect on the conclusions of the discussion. Section 3: Relationships in family

Section 3: Relationships in family

For teacher's reference

A human being is always living in relationships. Be it when one is in the mother's womb, or in a parent's lap, one is in a relationship. A sensible person understands the purpose of (that is, the expectation in) each relationship. For example, a mother understands her purpose as a mother in taking care of her child - be it an infant, adolescent or youth. Similarly, a father is able to recognise his purpose for nurturing his child. A child experiences the nurturing and protection of his/her parents and experiences a feeling of gratitude towards them. In this section, we will try to understand the purpose of some of our relationships - in other words, the inherent expectations or feelings in them. These inherent expectations are expectations of value fulfillment. These expectations are recognised by a sensible person and fulfilled by them in his/her relationships.

Activity 3.1: Recognising parent-child relationship

Time: At least two periods or till the teacher is satisfied.



- Objective:** 1. Students explore what a parent-child relationship entails.
2. Understand the complementarity of feelings of the parent-child relationship.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Day 1

Steps of the activity

Divide the students into 4-5 groups. Write the following four questions on a slip and give it to each group. Ask them to discuss among themselves and note the main points on the slip –

1. What are your expectations from your parents? Share examples.
2. What are your expectations from your mother? Give examples.
3. What are your expectations from your father? Give examples.
4. What are your parents' expectations from you?
5. Are these expectations of material things only or are also of feelings? Give examples of some feelings. (Clue: Love, Affection, Care etc.)

After the discussion, each group shares their points (3 mins each).

Proposed questions for discussion

- Are the above expectations (the ones that students have written) always met - or not? Discuss.
- Does the family member who's not able to meet the expectation lack intention (does not want to fulfil) or competence (is unable to do it)? Discuss.
- Do your parents want you to be self-reliant when you grow up or want you to continue to be dependent on them? Do all parents desire the same?
- Do you want to be self-reliant when you grow up or be dependent on your parents? Do the students think alike on this or differ?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

1. Students make a list of the things their parents do for them and present it in class.
2. Discuss the feelings of 'Care' and 'Guidance' which parents express:

(Care: The feeling of responsibility of nutrition and protection (physical growth) of one's child.

Guidance: The feeling of responsibility to ensure a child's emotional, psychological and intellectual growth.)

- Which relationships are similar to the one with parents? Discuss.
- Discuss the feeling of gratitude with the child.

(Gratitude is a feeling towards a person(s) who has contributed to our understanding (growth) and prosperity. We tend to express gratitude with an expression of gentleness and humility)

Proposed questions for discussion

1. How do you see your parents' feeling of Care and Guidance towards you?
2. What do your parents do to ensure you are healthy?
3. What all do your parents do to make you sensible and responsible?
4. What responsibilities do you feel you have towards your parents?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Activity 3.2: Recognising relationship with siblings and friends

Time: At least two periods or till the teacher is satisfied.



Objective: 1. The students will be able to understand the value of Trust and Respect between siblings.

2. The students will understand the value of Complementarity amongst friends.

Start the class with mindfulness – ask the students to focus on their breath for 2- 3 minutes.

Note for the teacher: In a family, the relationship between siblings is discussed from childhood. It is also a custom to often address girls/boys as sisters/brothers whether in the family or the neighbourhood. Addressing someone as a brother/sister is also the beginning of a relationship. In order to understand the relationship beyond addressal, we need to understand the purpose of relationships. The purpose is defined by the role (participation) we have in our relationships like the one of mutual growth between brothers, sisters, friends.

This purpose defines the expectations that we have from our relationships. Our expectations are of values that we want to feel and exhibit in relationships. For example, care, affection, etc. In this activity, we will try to recognise the expectations (i.e. values) that exist in relationships between siblings and between friends.

Steps of the activity

Divide the students into 4-5 groups and write the following questions on the board or a chit and give each group 5 minutes to discuss.

1. Whom do we recognise as our brothers/sisters?
2. What are our expectations from our siblings? Give examples.
3. Are these expectations of just things/objects or feelings too? Give examples.
4. Do we have these expectations from our friends too?

Now one student from each group presents their thoughts in 3 minutes.

Proposed questions for discussion

1. Are the above expectations (written by the students on the chit) always met or not? Discuss.
2. Does the member who is not able to meet them lack intention or competence to fulfil the task? Discuss.
3. If your sibling does help you but without a feeling of respect, how would you feel? If it has ever

happened, share an example.

4. If your friends share something of theirs with you- like a book, something to play with etc. but also taunts that you don't own that thing, how will you feel? If it has ever happened, explain with an example.
5. Have you ever not trusted or respected your siblings or friends or taunted them over something? Share the incident.
6. Everybody needs trust and respect or just you? If everybody needs it, then what things should you keep in mind to live in togetherness?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Chapter 8: A Happy Society

For teacher's reference

In the previous chapter, we saw:

- Family is a harmonious unit.
- In it, everyone recognises their role - the elder members of the family take responsibility for the security, nourishment and education of the younger ones, and the younger members live with the elders with gratitude.
- Now we will see how groups of families together form society.

How is society formed? Why is it necessary? These questions often come to our mind while the truth is: society is our need. If there is no society then the many things we claim as ours (in the public domain) – “these are made for us and we are entitled to have/use them” – won’t be available for us. How would we drink milk in the morning? Where will we get our clothes from? How will we get education? If there is no society and people are not connected, how will we move ahead?

Our imagination of a society is connected with the market today whereas the market is actually a part of society. We have assumed that we get things simply by paying for them. What we tend to forget is that many people have contributed for those things to be produced/manufactured and to reach us.

We are all connected through society. No one is alone. We are all collectively known as society. How we are as people, how sensible we are, all of this reflects on the society as a whole. Only a sensible person (a person with clarity) can constructively participate in the society and its overall order. A person may wish to participate in the order of his/her colony and another may wish to participate in the order of the country or the world.

Section 1: Why society?

Activity 1.1: Why do we need society?

Activity 1.2: Understanding society

Section 2: What kind of society?

Story 2.1: Sugar in milk Activity

2.1: Our contribution

Section 1: Why society?

For teacher's reference

- Everything in nature is complementary to each other, similarly people living in a harmonious society are complementary to and cooperative with each other.
- For everyone's (i.e. society's) progress, we need to develop the competence to cooperate with each other and work together.
- In this section, the attempt is to draw students' attention to the fact that the space to live lies within society. They will also understand why we need society and why we should play a role in it.
- Also, their attention would be drawn to how we are all connected to each other.

Activity 1.1: Why do we need society?

Time: At least two periods or till the teacher is satisfied.



Objective: Students have clarity on why all of us require a society.

Note for the teacher:

A collective of more than one group of families is called society where each one is engaged in a constructive role/activity, like growing food, making clothes, maintaining societal security, nurturing relationships with people as well as nature, etc. Each person's work and behaviour in society is towards the fulfilment of definite aims. People in society have a fundamental desire for mutual affection and kindness towards one another, which helps in realising these aims.

Living in a family, in a society, there are many needs that a person has which cannot be completed with his/her own resources and efforts, such as food, shelter, clothes, security, travel, etc. He/she needs society for this. In this activity, we will explore why we need society and have a discussion about it.

Steps of the activity

The teacher asks the students to do the following –

- • Make a list of the reasons why we need to live in society?
- • If our family is asked to stay in a forest or on an island alone (where no other family lives around and there is no societal/governmental order) then what are the kinds of difficulties our

family will go through? List them out.

- Give five minutes for the task.
- Now ask the children to share their responses and write the list on the board.

(Expected answers: The house will not get electricity and so there will be no heater, cooler, TV, fridge etc.; there will be no hospital on falling ill; there will be fear of animals; where would the clothes come from? There would be no mobile phones and so it won't be possible to contact each other, and so on)

The list can be classified according to the following heads –

For being free of fear	For resolution/clarity in thought and living (i.e. for education)	For meeting material needs (prosperity)
Fears like that of wild animals, of not knowing how to handle falling sick or getting hurt, of not managing protection from cold, heat, rain.	For example, resolution or clarity of what to do in this situation, education/information for new skills needed to survive in such an environment, etc.	Needs like electricity, mobile, farming, food, clothing, shelter, TV, fridge, car, cycle etc.

Proposed questions for discussion:

1. One can live fearlessly when living in a society. Agree/disagree? How?
2. Learning and understanding becomes easy by living in society. Agree/disagree? How?
3. Our needs are fulfilled by living in society. Agree/disagree? How?
4. Are any points left that do not fit into the above three categories. (Expected answer: No)

Teacher's Note: This means that the need for society is for fearlessness, clarity and prosperity.

At Home – Observe, Inquire and Understand (for students):

Encourage the students to brainstorm and discuss the following points after class or at home with their family, relatives and friends –

- Why do we need society, can we not live in isolation?
- Do I need society or does society need me?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

The students would have discussed the aforesaid points with their family, relatives and friends and now we will discuss the following points with the students –

- Who all did you discuss with?
- How did they feel while talking to you?
- Share the main discussion points you had.
- Share some interesting responses you heard about people's notions on society.

Write the answers given by the students on the board.

Proposed questions for discussion

1. A society cannot be imagined without humans. Agree/disagree? Discuss.
2. Is society an order (i.e. a harmonious order) or disorder? Discuss.
3. Society has an impact on people. Agree/disagree? Discuss.
4. People have an impact on society. Agree/disagree? Discuss.
5. The government is also a part of society. Agree/disagree? Discuss

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Activity 1.2: Understanding Society

Time: At least two periods or till the teacher is satisfied.



Objective: Students have clarity on what society is and people who help us with our daily jobs (and needs) are also a part of society.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the teacher: We are able to go on with our daily lives and chores because of the help and support we receive from many people in society. This activity is to help students realise that contribution and relationship with people in society.

Steps of the activity

Teachers discuss the following with all the students –

- If we feel like eating a *bhutta* (roasted corn), what will we need to do? (Probable answer: Get it from the market)
- Where does corn come from in the market? (Probable answer: From the field)
- Who grows the corn in the field for us? (Probable answer: Farmer)
- If we have money but the farmer doesn't grow corn, would it be available to us? (Probable answer: No)
- So do we have a relationship with the farmer who grows corn for us? (Probable answer: Yes)
- If we fall very ill, who do we go to? (Probable answer: Doctor)
- If we have the money, but there is no doctor available, will our money be able to cure us? (Probable answer: No)
- Would it be correct to say that a doctor has a role to play in our lives? (Probable answer: Yes)
- If someone plays a role in our lives, can we say that we have a relationship with that person? (The teacher can facilitate a discussion on how being related to someone means that both of us play an important role in each others' lives. Hence, one is affected by the other. For example, we are affected if the doctor is not available and the doctor feels hurt if we are rude to him/her or don't listen to his/her advice)
- Would it be appropriate to say that people who are farmers, doctors, mechanics, engineers, etc. are an important part of society and that we are all connected (or related) with each other?

Proposed questions for discussion

1. Make a list of the other members of the society (example, doctor, plumber, electrician, teacher, engineer, etc) who have an important place in our lives.
2. Our life is easy because of the presence of all of them. Agree/disagree? How?
3. What is the role we play in the lives of the various people who help us?
4. If people who help me are happy, I feel happy. Agree/disagree? How?

Teacher's Note: This means that all of us have a role to play to ensure that all the members of the society are happy.

At Home – Observe, Enquire, Understand (for students)

Encourage the students to brainstorm and discuss the following points after class or at home with their family, relatives and friends –

- Many people contribute to the smooth functioning of our daily lives. What do you think about this?
- Just having money does not ensure that we get facilities. For that, it is important to have responsible people in the society.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

The students would have discussed the aforesaid points with their family, relatives and friends and now we will discuss the following points with them –

- Who all did you discuss with?
- How did they feel talking to you?
- Share the main discussion points you had.
- Share some interesting responses you heard about people's notions on society.

Write the answers given by the students on the board.

Proposed questions for Discussion

1. We are dependent on society for all the facilities we require. Agree/disagree? How?
2. Should we pay attention to people who help us (engineer, mechanic, teacher, electrician, doctor, farmer, leader/politician, social worker, etc) or ignore them?
3. We will be happy if people in society are happy. Agree/disagree? How?

4. Society is constantly working towards our understanding and providing us facilities. Agree/disagree? How?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Section 2: What kind of society?

For teacher's reference

A person's progress is by living in society. One cannot live a happy life in isolation. One needs the cooperation and help of many people. One lives in a family with parents, siblings and other relations. Family is a space that helps a person be grounded in values, learn to live with a feeling of togetherness, strengthen one's health, etc. A group of families forms a society and the society has a huge role to play in the development of a person - be it with respect to one's education, health, work ethics, etc.

The identity of a healthy society is in its undividedness and togetherness. With a feeling of equality and togetherness, we recognise each other's contribution in each other's lives and in society. We feel grateful for other's role and contribution and simultaneously feel a sense of responsibility to fulfill ours.

In this section, we will try to understand all of this with the help of stories and activities.

2.1: Sugar in milk

Duration: At least two periods or until the teacher is satisfied.



Objective: To help develop an understanding in students about living in mutuality (with reciprocity).

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Many centuries ago, a small country was attacked. Due to the attack, the residents had to leave the country. They left in large numbers in their boats and reached the shore of a big country and requested refuge. The king of that country was very generous but he believed that the population of his country was already large and it won't be able to accommodate more people.

They also didn't understand each other's language and so he sent a glass full of milk to the people seeking refuge. They immediately understood the message and requested for sugar. They mixed the sugar with milk and sent the glass back. Through this medium, they sent out a message to the king that they are peace-loving people who will make the land and society prosperous with their knowledge and hard work and by mixing into the existing society just the sugar melted into the milk and only made it sweeter.

The king was very impressed by their thinking. He welcomed them into the country and helped them settle into their new home. In this way, they all blended like sugar in milk in the new country and got engaged in its welfare.

Day 1

Proposed questions for Discussion

1. Has it ever happened with you that after spending time with a person your perception about him/her has changed?
2. Are people around us similar or different? In what ways are we similar?
3. On what basis do we form relationships?

4. Do we see similarities and make relationships?

5. Can we be useful to everybody? How?

At Home – Observe, Enquire, Understand (for students)

1. Students go home and discuss with their parents about where all the various people who stay in the colony have come from. Also, have all those who have come from elsewhere, blended like sugar in milk?
2. If possible, they should also discuss who came first to the colony and who came later. Does the happiness quotient of the colony depend on who came first and who came later?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

- Have some students recall the story.
- Have them share the feedback received from their homes in small groups. Some students can then share their thoughts with the entire class.
- The remaining students can be asked to share their thoughts on the first day's discussion questions.

Note for the teacher: The teacher takes the feedback of the previous day's discussion and gets the students to reflect a little more on: if it matters who came first to the colony and who came later.

The teachers may give some examples of Indians living in various countries like Africa, Canada, Singapore etc. There are large settlements of Indians in those countries now. There is no corner in the world where Indians have not settled. They blended like sugar in milk with that society. In our country too, there are people from various countries of the world who've settled here and all of us are part of one society now.

Additional questions for Discussion

1. What is the difference between living in isolation and living with people?
2. On what basis do we consider ourselves different from the others?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Do's and Don'ts

- Give everyone an opportunity to express themselves and listen to them patiently.
- Teachers observe whether all the students are participating in the discussion or not.
- Encourage and support the students who are hesitant to participate in the discussion.

Activity 2.1: Our Role

Time: At least two periods or until the teacher is satisfied.



Objective: To inspire students to become useful and responsible citizens and to help them realise the happiness that comes from knowing their value.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Steps of the activity

- Students divide themselves into groups of 5.
- Each group prepares a plan for their participation in improving the environment of the school. The main points can be – what, when, who, how etc. Give them 10 minutes.
- The teacher can also make a plan and share with the class.
- Each group makes a 3 minute presentation of its plan in class. Each plan receives appreciation from the teacher.

Proposed questions for discussion

1. Why should we participate in improving the environment of our school?
2. In what ways can students participate and contribute in the school?
3. If all students play a constructive role in school, what are the kinds of changes we would be able to see in the school?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Dos and Don'ts

- The plans of each group can be made on a chart paper and displayed in class or any other appropriate place in school.
- The students voluntarily taking responsibility in school are appreciated in the school assembly.
- Teachers help students implement their plans.
- If the activity cannot be completed in one period, it can be continued the next day. Chapter 9:

Chapter 9: Nature and Space

For teacher's reference

In the previous chapter, we saw –

- Groups of families constitute a society.
- In which, each person fulfils his/her role according to his/her usefulness.
- Humans are part of nature and they are complementary to each other.

In this chapter, we will see what all does nature comprise of other than humans. We will also draw our attention towards whether there is any other reality in existence other than the realities in nature. If yes, then what is that reality?

From the time humans have emerged on the planet, they have been using natural resources like earth, water, forest, animals, for meeting their fundamental needs. Nature's order will be in a steady state only when these resources are used sustainably. Humans would also be able to live happily. In this chapter, we will try to understand the order of nature and its balance.

We will also see that there are countless stars, planets and satellites in space. Space is called void, empty space or empty place too. All the stars, planets and satellites are in motion in space. Space is where all planets and satellites are situated. One of them is our earth.

If a word is to be given to all the soil, stones, plants, trees, animals, birds and humans seen on earth, it will be nature. Along with earth, if a word is to be given for the solar system with all its planets and satellites, other solar systems, other galaxies and space, it would be existence.

In this chapter, we will try to understand nature and space with the help of activities.

Section 1: Four orders

Activity 1.1: What all is there around us?

Section 2: Space

Activity 2.1: Space — a reality Activity 2.2: What is space?

Section 1: Four orders

For teacher's reference

- Everything that we observe in nature can be put into four categories.
- One category can be seen in the form of soil, stone, air, water, which is usually called non-living or material. Plants, trees, etc come in the second category. The third is of animals and birds and the fourth category is of humans.

- Only a human understands the remaining three categories and can use or misuse them.
- In this chapter, an attempt has been made to help the students understand the four categories (or orders) of nature.

Activity 1.1: What all is around us?

Time: At least two periods or till the teacher is satisfied.



Objective: 1. Students would be able to understand that everything around us is in the form of four realities.

2. This reality can be understood in the form of four categories/orders - material order (non-living matter-soil, stone, metal, minerals, etc), plant order (plants, trees, etc), animal order (birds and animals) and human order (humans).

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Required material: Four or five paper sheets

Steps of the activity

1. Let the students sit in four or five smaller groups and give each group a page.
2. A student from each group first writes any two things visible around him/her. The next child will write another two things. In this way, each student will write two things.
3. Now, the students write any two things that they observe on the way to school. If something has already been mentioned in the list of things, it need not be repeated.
4. Now one student from each group will present this in class. (3 minutes per group)
5. During the students' presentation, the teacher draws four columns on the board and asks the students to segregate the points in their lists based on the following:
 - Column 1: Things that don't breathe
 - Column 2: Things that breathe, but can't move around or change their place and are not impacted by what we say
 - Column 3: Things that breathe, are impacted by what we say, can recognise and respond but can't understand or explain things as we do
 - Column 4: Things that breathe, are impacted/affected by what we say, can recognise, respond and can understand and explain things

Note: If any column remains blank, the teacher can add a couple of points from his/her own side to fill the columns.

Proposed questions for discussion

- What name can be given to the things on the first list? (Answer: Non-living matter)
- What name can be given to the things on the second list? (Answer: Plants and trees)
- What name can be given to the things on the third list? (Answer: Animals and birds)
- What name can be given to the things on the fourth list? (Answer: Humans)

In this way, we recognise nature in four forms –

The first group has all matter, and hence is called material kingdom/order.

The second group has plants and trees, and is hence called plant kingdom/order. The third group has animals and birds, and is hence called animal kingdom/order.

The fourth group has humans who can understand and explain. This can be called humankind/human order.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

We saw earlier that we recognise entire nature in four groups –

- The first group has all matter and is called material kingdom/order.
- The second group has plants and trees and is hence called plant kingdom/order.
- The third group has animals and birds and is hence called animal kingdom/order.
- The fourth group has humans who can understand and explain. This can be called humankind or human order.

In the following activity we will have a dialogue with the students on the unique qualities of these four orders. This will help them in understanding the four orders properly.

Steps of the activity

Students are made to sit in four groups and each group is given a page. The four groups can be called material world, plant world, animal world and human world. Each group writes the unique qualities of their assigned group name. For example, need for food and dependence on it, Respiration, usefulness for the other categories etc. (5 minutes)

(It would be helpful for the teachers to go and give some hints to each group once in a while. For example,

non-living things combine and make new matter, plants and trees recognise means of nourishment from the surroundings and that gets utilised by them, animals and birds go from one place to the other for food but consume it in the form it is. Humans make their habitat more conducive for their living and work on nature to produce different things. They can use their imagination & creativity to produce a wide variety.)

1. Now each group presents for three minutes each.
2. During the students' presentation, the teacher draws four columns on the board (1, 2, 3, 4) and writes the points in their lists according to the following

Write the unique qualities of non-living things in Column 1.

Write the unique qualities of plants and trees in Column 2.

Write the unique qualities of animals and birds in Column 3.

Write the unique qualities of humans in Column 4.

Proposed questions for discussion:

(If students are unable to share, teachers can share some examples given under the points to take the conversation ahead.)

1. What are your thoughts about the material world? Is its interaction (conduct) with other material things or with humans definite or indefinite? Share with an example.

(For example, water always boils at 100 degrees celsius. Utensils, tools, TV etc. are made through a particular and definite process, therefore they can be made in thousands and lakhs in factories. This means there is a definite interaction/conduct in the materials being used i.e. material order. E.g: Water flows towards the slope and works on this law. Hence its conduct is definite.)

2. What are your thoughts about the conduct of the plant world? Is its conduct definite or indefinite? Share with an example.

(For example, a mango seed will always grow into a mango plant, which then becomes a tree. The fruit on this tree would also be mangoes. Green chilli is spicy. And if it's not spicy, we would say what kind of a green chilli is this?)

3. What are your thoughts about the conduct of the animal world? Is its conduct definite or indefinite? Share with an example.

(For example, Animal food and behaviour is definite. An elephant never eats meat. A lion hunts only when hungry. A species can be cruel for one and non-cruel for the other. A cat is cruel for a rat but is non-cruel for a dog. Their conduct is definite.

4. What are your thoughts about the conduct of the human world? Is its conduct definite or indefinite? Share with an example.

(For purposes of discussion the teacher can share that humans want to live with stability and definiteness. But since we are most governed by how we think, our limited understanding and our inability to recognise the principle/purpose behind our existence makes our conduct indefinite. For example, we sometimes trust ourselves and sometimes we don't. Due to our lack of understanding

we do not get the results we desire from our activities and are unable to control how we feel. Similarly we are sometimes angry and sometimes loving. We are sometimes happy and sometimes sad. All these are symptoms of indefinite conduct.

(Note: If a human becomes sensible and lives with understanding/clarity, then he/she will live with definite conduct – always trustful, always happy and always loving. He/she would be able to live in complementarity and harmony with the rest of the society and nature (orders - matter, plant and animal order).

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Section 2: Space

Through the above activity, we saw that there are things all around us such as non- living things, plants and trees, animals and birds and humans. Alongside, if we pay attention, then between two atoms, two people, two planets or satellites, there is empty space. This empty space is between all entities and within (through and through) the entities too. For example, an electron moving inside an atom is proof that even within an atom there is empty space. In this manner, in a solar system all planets rotate around their axis and also revolve around some celestial body. Hence, there is empty space even around them. In this section, we will discuss this empty space.

Activity 2.1: Space – a reality

Time: At least two periods or till the teacher is satisfied.



Objective: To draw students' attention towards that space is a reality.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Day 1

Note to the teacher: In the previous activity, we saw that there are four kinds of groups of entities on earth which we can classify as material world, plant world, animal world and human world. When we see the entire existence, we understand that there is one more important reality called Space. In this activity, we will talk about space.

Steps of the Activity

The first discussion: Among the bottles that students bring to school, choose two bottles that look almost the same. One should be filled with water and the other should be empty. Now teachers will discuss in the following manner –

1. Both bottles weigh the same or different?
2. If the weight is different then which is heavier? The one which is empty or the one which is full? Why? Discuss.

(Answer: The bottle full of water will be heavier because water is a liquid and liquid particles have

less space between them and so there are more water particles in the bottle. The bottle which is empty has air in it. Air has gases which have more space between particles and so there are less air particles in the bottle because of which it is light in weight.)

3. The distance between particles means there is no particle in between. This gap between two particles is also called Space.

The second discussion: Discuss the solar system with the students –

- What is there between the earth and moon? Empty space or something else? (Answer: Empty space)
- The earth revolves around the sun. Is there empty space in the orbit or something else? (Answer: Empty space)
- If there was no empty space in the orbit (there was either a planet or something else), would the earth be able to revolve around the sun? (In other words, the earth is able to revolve around the sun because of empty space in its orbit.)
- If we look at all the planets and stars in the sky, is there space around some planets and stars or around all of them?
- Think about this – is there empty space around stars and planets, or are the stars and planets in the empty space?

The above two discussions bring out that empty space is a reality and it is present everywhere.

Proposed questions for discussion

- Do you recall any place where there is no empty space?
- Does the chair you are sitting on have empty space or not?
- Is this chair made of particles/atoms or not?
- Is there empty space between these atoms or not?
- If there is empty space between atoms then the chair too has empty space. Agree/disagree? Discuss.
- A pen too has empty space. Agree/disagree? Discuss.
- Our body too has empty space. Agree/disagree? Discuss.
- The terrace has empty space. Agree/disagree? Discuss.
- Think once again and share if you recall any place where there is no empty space.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Proposed questions for discussion

1. Why do our vehicles stop in a traffic jam?
2. Why are we able to drive the vehicle at a greater speed on empty roads?
3. What is the importance of empty space in both these situations? (When is empty space more and when is it less?)
4. If a vehicle is not able to go ahead, is empty space the barrier or another vehicle?
5. On the earth's orbital path around the sun, no other planet is seen, there is just empty space. Is empty space a barrier in the revolution of planets?
6. Empty space is present between particles, between us and between planets too. Is this empty space a barrier in activities taking place in and around us?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Activity 2.2: How is space?

Time: At least two periods or till the teacher is satisfied.



Objective: Students' understand that there is no change in space and that space is limitless.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Day 1

Note for the teacher: In the last few activities, we understood earth's four orders and recognised space as a reality. In this activity, we will try to understand that with time there are changes that take place in the four orders but there is no change in space, and it is a limitless reality. In nature we can see shape or understand size, dimensions of objects, for e.g. a very tall tree or a huge whale, a high mountain or even the sun and the moon. Their sizes and shape may vary but they have a definite boundary and it can be understood and often even be calculated by us. If we think about space, we can see that it's space in which particles and planets are present. And if we expand our imagination beyond the solar system, galaxies, universe; we can see that space is everywhere and we are unable to find a boundary or a limit to it. Thus space is limitless or boundless.

Steps of the activity

- The teacher asks the students to observe things around them for 5 minutes.
- What are the things which change (make and break, compose and decompose, form and deform, flourish and spoil, grow and disintegrate) with time? Students make a list in their notebooks.
- Is there any one thing which does not change?
- Ask the students to share their list and write it on the board.

Proposed questions for discussion

1. Will the chair on which we are sitting form-deform or will it always remain the same? Why? [change here refers to chair's colour fading, wood chipping, paint wearing off or chair breaking, etc]
2. Will our house form-deform with time or will it be the same? Why?
3. Will the plants and trees in the school garden always remain the same or will they change? If they will change, then what are the kinds of changes?

4. Animals and birds in the jungle will always stay the same or will there be any changes in them? If there are changes, what will they be? [change here refers to them being babies, then growing, becoming old, etc]
5. Our bodies will always remain the same or will there be changes in them? If there will be changes, what type of changes will there be?
6. Will space always be the same or will it change? If it will change, then what are the kinds of changes? (Note: Help the students realise that space does not change.)
7. Can we say that all units of the four orders change constantly while there is no change in space? Agree/disagree? Discuss.
8. Can we say that existence is the co-existence of the changing and the unchanging? Agree/disagree? Discuss.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Day 2

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Steps of the activity

- The teacher asks the students to observe things around them and see things that have a limited shape (in other words, things that have a shape). Ask them to make a list of those in their notebooks.
- Is there something that does not have a shape and is limitless/unbounded? Ask the students to share their list and simultaneously write it on the board.

Proposed questions for discussion

1. Is the shape (length, width) of the chair or desk on which we are sitting limited or unlimited? (Answer: Limited)
2. Is the shape (length, width) of our house limited or unlimited? (Answer: Limited)
3. Is the shape (length, breadth) of the plants and trees in the school limited or unlimited? (Answer: Limited, despite growth, still is limited)
4. Is the shape (length, breadth) of animals and birds limited or unlimited? (Answer: Limited)
5. Is the shape (length, breadth) of our body limited or unlimited? (Answer: Limited)
6. Does space have a shape or no? (Answer: No)
7. Does space have a boundary or is limitless? (Answer: Limitless)
8. Can we say that the four orders have a shape but space does not have a shape? Agree/disagree? Discuss.

9. Can we say that existence is the co-existence of limited units (comprising the four orders) and limitless space? Agree/disagree? Discuss.

[**Note:** while discussing space it is important to point out that when we say space is limitless, boundless; it implies that space is formless or in other words, does not have a shape. At the same time as discussed earlier, space is also unchanging. Thus this limitless entity is boundless, formless yet unchanging i.e. not contracting or expanding. It is 'as it is' always.]

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Expression Section Section Note

We humans have a natural desire to express our thoughts and feelings. We feel at ease after expressing what we have learnt and understood. We understand each other properly only through expression. We understand not only others but also understand our own thought process and feelings clearly through our expression. In Hindi, human beings are called *vyakti* because of their ability to express their understanding and feelings (*vyakt karna*). A person feels satisfied only when he/she is able to express himself/herself. Hence, expression is an inseparable part of a person's life.

Need for expression in the Happiness class (Why to express?)

Everything in nature has a definite role, or purpose. That purpose is realised by its usefulness which does not change with time, place and circumstance. For example, the usefulness of rice is the nourishment it provides to our body. This usefulness of rice does not change with time, place and circumstance. When we recognise the universal usefulness of something, we are able to recognise it in terms of its value.

Like other things, a human too has a role to play in the world. This role is fulfilled through execution of family and social responsibilities. For example, parents take care of their children. Children look after their aged parents. Aged parents are guides for their children. Teachers educate their students. Siblings and friends help each other. In this way, the role we adopt in each other's life, is our value in their life. These values are felt in the form of feelings. For a happy life, it is important to be able to see the role of our parents, siblings, teachers and friends. Each person experiences feelings in a similar manner to fulfilling one's role. So, in this section, our feelings have been considered as the expression of universal human values, such as the values of gratitude, trust, respect, affection etc.

When we are able to see and experience these feelings for each other in our relationships, we feel happy. When we are happy, we want to share our happiness with each other. By sharing, we feel even more happy. Hence, for a happy life, it is essential to recognise the feelings in relationships, to experience them and express them. With this, for the stability of feelings, it is also important to practise being aware of how we feel.

Languages (spoken, written and signs) have been developed for exchanging feelings with each other. The performing arts like music, dance and theatre have been developed to express feelings through a skill. Visual arts like drawing,

painting and sculpture have been developed to express feelings with beauty. If we see this way, the world of our happiness is connected to having the right feelings and expressing them through various mediums and methods. So, for the overall development and happiness in the life of a person, the expression of feelings is very essential. Hence, Expression has been included in the Happiness class.

What to express?

In the Expression section for Class 8, the following four feelings/values have been detailed out to explore, experience and express:

1. Trust
2. Respect

3. Gratitude
4. Affection

The above values have been covered in 20 sessions.

Basis of expression

- All sessions will be with the objective of expressing feelings (universal human values) only.
- The expression will be centered around the students' **own** experience of living in relationships. Behaviour, work and feelings are all a part of living.
- There will be no discussion (or counselling) in the expression class. Similarly, one is not expected to ask questions like 'what do you think about this', 'what do you want to do', 'what should be done in this condition', 'what will be done ahead' etc. The stories of the Happiness class are reflection-oriented, the activities are thought-oriented and the expressions are feeling-oriented.
- The questions in the expression section are based on the following four criteria:

In their relationships-

1. What do the students see? (Observation)
2. How do they behave? (Behaviour)
3. What responsibility do they fulfil? (Responsibility)
4. What do they feel? (Feeling)
 - The activity would usually be based on the earlier week's experience, but in some situations, earlier experiences can also be shared.
 - The questions given in all the sessions are only suggestions. The teachers can create and ask questions based on the above mentioned criteria.

How to express?

Proposed pedagogies: It is important to adopt different pedagogies for the various questions in order to ensure participation of all students. For this, the following methods may be adopted –

- Individual expression
- Sharing their experience in pairs
- Sharing their experience in small groups

Ways of expression

- Usually, students are encouraged for individual oral expression in front of the rest of the class. Sometimes, depending on the requirement of the class or the question posed, students may be asked to share their experience in pairs or in small groups.
- Other means of expression like writing (letter, card, diary etc.), role play, drawing a picture or symbol or sign language may also be adopted depending on the need of the question or a special requirement of a student.

Class strategies

- There are some questions that can be put to each student. There are some that can be put to only those students who have an experience related to those questions.
- Don't follow the same sequence for asking questions every time. You can sometimes start from the back of the class or the centre as well.
- If you feel that a student is not sharing his/her experience is just repeating the responses heard from others, encourage him/her to share his/her own experience or, change the question.
- If a question has more than one part, go to the second only after the student has answered the first part.
- If a student finds it difficult to understand a question, the teacher should try to make it clear.
- Another way of asking a question can be putting one question to 8-10 students and putting another one to the next 8-10 students. After this, the third question can be asked or the first can be repeated. Some questions may remain the same for everyone.
- For each session, the minimum number of periods have been suggested. The teacher should continue with the session until he/she is satisfied.

Dos and Don'ts

- Each session has the 'learning objectives' and 'a note for the teacher' which are only for the teacher's reference. Do not share them with the students.
- Let the students think of their responses and come up with the answers themselves. Do not try to explain the answer or lecture them.
- The main role of the teacher is to ask questions and to provide a comfortable environment for the honest expression of students.
- The work given for the next expression session (the following week) should be written on a chart and put up on the Happiness wall or elsewhere in the class so that students can keep looking at it.
- Encourage all students to share their experience. The students who may feel uncomfortable initially may be made to share their experience with a classmate around them or in smaller groups.
- Do not give any negative/dismissive comments on any expression else the student may hesitate to participate in future. It is also possible that the next time the student may not share his/her honest experience and instead try to give 'the correct' response.
- The teacher's encouraging and loving behaviour would be the most effective for a safe space for students to actively participate.

1. Trust



Objective: To be able to observe, feel and express trust in oneself and among family, friends, school and society.

Note for the Teacher:

Trust can be seen in two ways –

A. Self-respect

When we are able to do something properly or understand something precisely, there is no fear or nervousness. This assurance of doing things correctly and understanding things with precision, gives us stability that we experience in the form of happiness.

When we have clarity about something, we are assured about it. Our mind is relaxed only on recognising certainty. In a condition of obscurity or uncertainty, our mind remains unstable/disturbed/preoccupied, because of which we face difficulties.

Each person has the unlimited potential to think and understand. On recognising this potential we feel confident that we have the ability to understand everything. Further on, developing our potential into competency for helping others understand and grow, makes us feel assured of living a life full of happiness. This assurance is a feeling of self-confidence (confidence in oneself, in one's potential and one's competence).

B. Mutual respect

The desire to always be happy and keep others happy naturally exists as a fundamental intention (basic nature) in all human beings. Despite wanting this, we are neither able to always be happy nor able to keep others happy. This is true for others as well.

If we see the order of nature, we find that air, water, soil, rocks, animals and birds, plants and trees etc. are all complementary to one another. As opposed to this, humans have not been able to become complementary to one another and therefore there are also problems in society. According to the laws of nature, for everyone's happiness it is essential that we all are complementary to one another.

If we think with a calm mind, we find that all of us want to be happy and keep others' happy. Despite wanting this, we do not understand how to be happy and keep others happy. This lack of understanding becomes the reason for our sadness. This sadness sometimes manifests as anger. For example, when a child becomes irritable for some reason and we are unable to understand how to make him/her calm 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, it is due to our lack of competence that we are neither able to always be happy nor are we able to keep others happy. Here, the meaning of being competent or having the right understanding is to have our attention on the basic intention of the other (to do right). Having the awareness of where the other is coming from, their level of understanding and their circumstances. When we are aware of this, we can evaluate their competence better. This way, when the other makes a mistake, we understand that the mistake has occurred due to their lack of understanding and is not deliberate. With this, we are also able to see how the other's competence may be developed. This is an outcome of our understanding or competence.

If we are aware of the other's basic intention to do right, then even when he/she goes wrong, we will see it as a lack of competence and can be instrumental in helping them develop it. On the other hand, when we are unable to correctly evaluate the other's competence and doubt their basic intention, then instead of being supportive, we get angry and this causes a sense of opposition in us. For example, when a toddler wets the bed, we do not doubt their intention but rather see it as a lack of competence and help them. However, when the child grows up and still wets the bed, then we doubt their intention and get angry, while this mistake is still a lack of competence in the child. He/she is still not doing this deliberately.

In this way, when we doubt anyone's intention, we get angry and this causes a sense of opposition in us. Since opposition is not acceptable to us, we get troubled. On the other hand, when we have trust in the other's intention, we perceive their mistake as a lack of competence (or lack of right understanding), and are supportive and complementary to them. When we are assured by each other's intentions, we are able to live with trust and fulfilment in our relationships.

Feeling of trust is the foundation (basis) for all our relationships. Hence it is also called the 'foundation value' in a relationship. It is only with trust that we are able to feel/realise the other values in relationships.

When we operate from a state of trust, our behaviour is naturally collaborative and inclusive.

Six sessions have been designed to explore, experience and express the feeling of trust in the form of activities.

Session: 1.1

Duration: At least two periods or till the teacher is satisfied.



Objective: To experience the feeling of self-confidence.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

When we are able to do something properly or understand something well, we do not have any fear or nervousness. This assurance of having understood and done something well produces a sense of stability within us. This sense of stability is what we call happiness. In this session, the purpose is to take the students' attention to the times they feel confident and to observe how they feel at that time.

Expression by Students:

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

- What kind of task/activity does not make you feel scared or nervous? For example, riding a cycle, cooking, playing etc.
 - Explain with an example about how you felt before learning something new and after learning it properly. For example, learning to ride a bicycle or anything else. How did the feeling change?
 - When you're not able to understand a topic related to a subject in class, how do you feel? Share your experience with an incident.
- What topics of a subject would you be ready to explain to your friends? Give such examples. For example, a chapter of any subject.

Task for Next Expression Day:

By the next expression session, try to notice when you feel self-confident.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Session: 1.2

Duration: At least two periods or till the teacher is satisfied.



Objective: To express the feeling of self-confidence.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

We are assured about something only when we have clarity. We feel relaxed only on finding certainty on a matter. In a state of obscurity and uncertainty, our mind gets unstable which we experience as a problem or being in trouble.

In this session, the purpose is to make the students observe how they express themselves when they are full of confidence. Their attention may also be drawn to how the way they feel internally has an impact on their behaviour.

Expression by Students:

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

- Do you experience fear or nervousness while doing any particular activity in school? For example, singing, dancing, drama, speech, writing, sports etc.
- Share one task or activity which made you nervous earlier but you no more feel nervous while doing it.
- Share an example of how you felt before understanding/ learning something new and how the feeling changed once you understood it properly. For example, any chapter or topic of a subject.
- Have you ever felt the difference when you are able to explain something effectively versus when you're not able to do so? Share your experience.

- How do you behave with others when you're confident within?
- How do you behave with others when you are nervous within?

Task for Next Expression Day:

By the next expression session, try to notice the tasks and activities that make you nervous.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Session: 1.3

Duration: At least two periods or till the teacher is satisfied.



Objective: To get clarity about the meaning of self-confidence

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

Each person has a fundamental desire to be happy. Also, each person has an unlimited potential to think and understand. When one person recognises these basic capabilities and develops his/her competencies through teaching others or making them understand, he/she develops the confidence of living a life full of happiness.

Through this session, attention of the students may be drawn to their competences so that they can feel self confident on the basis of their competence.

Expression by Students:

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

- What kind of tasks are you able to do with full confidence? For example, a game, making something or repairing something etc.
- What kind of tasks do you feel scared or nervous or underconfident while doing?
- Which challenging tasks have you recently done with full confidence?

Task for Next Expression Day:

By the next expression session, try to notice how you feel when you are full of trust towards others.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Session: 1.4

Duration: At least two periods or till the teacher is satisfied.



Objective: To experience trust in relationships.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

In relationships, when we don't doubt someone's intention, our trust in them is maintained. Even if they make a mistake, we do not feel bad, but when there is no trust, we believe that the other person has deliberately made the mistake. This makes us angry and upset.

In this session, students' attention may be drawn to how we feel happy when there is trust in relationships, and sad when there is doubt in them. This also brings our attention to the fact that for happiness, trust in relationships is very important.

Expression by Students:

Students may be encouraged to express themselves with the help of the suggested questions –

- Have you suffered a loss because of a friend's mistake? What did you do at the time and why?
- Have you suffered a loss because of someone else's (someone not so close to us) mistake? How did you feel at that time? Share.
- In the above two situations, did you have similar feelings or different? Those students who have had both experiences may share.
- In which of the two situations were you feeling angry and bad? Why?

Task for Next Expression Day

By the next expression session, try to notice how you feel when you do not trust others.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Session: 1.5

Duration: At least two periods or till the teacher is satisfied.



Objective: To express the feeling of trust in relationships.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

When we doubt someone's intention, we express anger and protest and worry ourselves as well as the other. On the other hand, when we do not doubt someone's intention, we see their mistake as a lack of understanding or competence and become supportive towards them.

The purpose of this session is to help the students see each other's mistakes as lack of competence and help each other become more competent. To become supportive in relationships is indeed an expression of trust.

Expression by Students:

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

- How is your behaviour with those you trust?
- How is your behaviour with those whom you don't trust?
- Name a few people whom you trust.
- What do you do to remain aware of somebody's mistakes?

Task for Next Expression Day

By the next expression session, try to notice how you feel when you doubt someone's intention.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Session: 1.6

Duration: At least two periods or till the teacher is satisfied.



Objective: To be clear about the meaning of trust in relationships.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

Trust is the basis of all our relationships. Therefore, this value is also called the 'foundation value' in relationships. When we are trustful towards each other, our behaviour with each other is collaborative and consistently reflects the feeling of cooperation and support.

The purpose of this session is to help the students see their relationships free from doubt and be supportive of each other in spite of their mistakes.

Expression by Students:

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

- What do you do when people whom you trust make mistakes?
- What do you do when people whom you don't trust make mistakes?
- How do you feel when you don't trust a person? Share with the help of an incident.
- How do you feel when someone doesn't trust you? Share in class voluntarily.

Task for Next Expression Day

By the next expression session, try to notice your behaviour when someone whom you trust makes a mistake.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

2. Respect

Learning Outcomes:

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

For Teachers' Reference

Respect can be seen in two ways –

A. Self-respect

If we see the needs of a person, we find that, apart from food, clothing and shelter, the basic need of human beings is for respect and a sense of identity. No one wants to accept food when served with disrespect. On this basis, we can say that for a person, his/her respect and identity are bigger issues than food, clothing and shelter.

If we explore the efforts made to gain respect, we find that most people try to get it through status, money, looks, language and power. We can properly examine that if a person is not useful (contributory) to society and his/her behaviour is improper, then even when he/she has a lot of money, high status, good looks, good language skills, or power, fundamentally, he/she is not truly respected.

What is self-respect in the true sense?

All of us have a notion of self-respect, based on how we recognise our purpose (value) and importance in our relationships among family, friends and society. Purpose here means usefulness. That is, being happy always and having the competence to help others feel happiness (harmony in all aspects of living) as well. This competence is developed through right understanding and practice.

If we were to explore the meaning of the word self-respect, it essentially means right evaluation of the self. When we direct our unlimited potential to think and understand in developing our competency to help others understand, we become valuable by staying happy ourselves and making others happy. As our sense of purpose increases, we live with greater self-respect. This way, we are free from depending on others for our respect.

We also see that those who have a low sense of self-respect or self-esteem, unsuccessfully attempt to garner respect by showing off. Now, we can reflect on whether the feeling of self respect will come from knowing our purpose, or will it come from other people who are themselves in the quest of it!

B. Mutual Respect

If we see, the **fundamental desire** of every human being - it is to always be happy and to live with understanding i.e. clarity in all possible dimensions of our living. With this, if we are able to see people's

fundamental potential, we will find that we all have the unlimited capacity to think and understand things.

At the level of desire and potential we are all fundamentally equal. At the same time all of us desire equality too. When we accept someone at this fundamental level that is, free from judgement, as a human being just like us, we truly respect them.

On recognising the greatness in someone's knowledge and personality (work and behaviour), we feel the same kind of respect.

The word respect means right evaluation. When we evaluate someone correctly, we feel respect for them because we recognise them (accept them) for who they are. i.e when we see them without prejudice; when we see them as human beings just like us, we have evaluated them correctly. Respect is at the foundation of a person's identity.

When we feel respect for another, our behaviour towards them is that of cordiality.

When we accept a person as a human being just like ourselves (with the unlimited potential to think and understand and the fundamental desire for happiness), then the person also feels respected. Discrimination is not acceptable to anybody. When a person is discriminated against on the basis of caste, religion, gender, position, language, money etc., they feel insulted. The person who is discriminating also does not feel good because equality among people is based on the laws of nature (according to which it cannot be denied that all humans are equal) and anyone who goes against the laws of nature cannot be happy. Hence, to feel respect towards others is not an obligation but a natural compulsion for the sake of our own happiness.

Without seeing the other as equal, 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 an elder's feet without feeling like doing it.

The 'feeling' of respect is the same for everyone but the ways of expressing it can be different depending on the place and culture one belongs to. For example, some show respect by touching feet, some by bowing before the person, etc.

In this section, there are five sessions that have been created to explore, experience and express the feeling of respect.

Session 2.1

Duration: At least two periods or till the teacher is satisfied.



Objective: To experience the feeling of self-respect.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

We can clearly understand that if a person is not playing any useful role in society or his/her behaviour is improper, then, even though he/she may have good looks, good language skills, a lot of money, a good position and power, we will not be able to truly respect him/her.

The purpose of this session is to help students examine what all they do to find their identity and how they feel about it.

Expression by Students:

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

- What do you do to form your own identity (place in society)?
 - In order to establish your identity, what are the things you do only to help look different from others?
 - Do you feel good when you do something to stand out from the crowd? If yes, then for how long does it make you feel good?
 - Has it happened with you that you may have put your heart into some work at home or school and still didn't receive any appreciation? How did you feel at the time?
- Has it happened with you that you may have not put your heart into some work at home or school and still you received a lot of appreciation from someone? How did you feel at the time?

Task for Next Expression Day

By the next expression session, try to notice how you feel when you're helpful to someone.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Session 2.2

Duration: At least two periods or till the teacher is satisfied..



Objective: To have clarity on the meaning of self-respect

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

Everyone feels respected when they know about their usefulness (purpose) and importance. Usefulness here means contributing towards others' happiness. Everyone wants to be useful, but due to a lack of competence (in understanding things), they are neither able to stay happy always nor are able to help others to be in that state. This competence is developed through right understanding and practice.

The purpose of this session is to help the students see their usefulness as the basis of feeling self-respect so that they do not depend on others to feel respected.

Expression by Students:

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

- On the basis of what qualities do you consider yourself important/useful?
- When you feel useful because of a quality you have, do you (still) feel the need to stand out from the crowd?
- How do you feel when you are unable to contribute to or help in any activity or programme in your school? Why?

Task for Next Expression Day

By the next expression session, try to notice how you feel when someone discriminates against you in any way.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Session 2.3

Duration: At least two periods or till the teacher is satisfied..



Objective: To experience the feeling of respect towards others.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

If we see, the fundamental desire of all people on earth is to be happy. Along with this, if we see the fundamental potential of people, then we realise that everyone has an unlimited potential/capacity to think and understand.

In this way, if we see, naturally, all people are equal and also have an innate desire for equality. Therefore, when we accept a person as a 'human being' without any prejudice, just the way we accept ourselves, this is called right evaluation or respect.

When we accept the greatness in someone's knowledge and personality, then too we feel like this.

The purpose of this session is to help the students accept other people as humans like themselves free from discrimination, and feel respect towards them.

Expression by Students:

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

- Share an incident when you were discriminated against. How did it make you feel at the time?
- Has there been an incident where your behaviour caused another to feel disrespected? How did you feel about your behaviour later?
- Who are the people towards whom you always feel respect and why? Share with examples.

Task for Next Expression Day

By the next expression session, try to notice on what basis you feel respectful towards others.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Session 2.4

Duration: At least two periods or till the teacher is satisfied..



Objective: To experience and express the feeling of respect towards others.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

We do not feel respect for a person unless we see greatness in them (that is, a quality worth aspiring for) or a feeling of equality in them. Sometimes we may 'show' respect even though we internally may not think well of them. When we don't feel an emotion but still adopt some actions to express it, this is called pretence.

Feelings are universal. They are felt equally by everyone but the ways of expression can be different depending on the place and culture people belong to. For example, some show respect by touching feet, some show by bowing, etc.

Expression by Students:

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

- In what ways do you express respect towards a person?
- Share with an example when you didn't feel respect for a person but pretended to show respect. For example, reluctantly touching someone's feet.
- What are some of the efforts you make to remove discrimination from society?
- Do you only respect people older than you, or also people your age or younger? How do you show respect for people younger than you? Share with an example. (For example, letting students in junior classes drink water before you or eat the midday meal first.)

Task for Next Expression Day

By the next expression session, try to notice in your behaviour with others whether you are able to see them as a human being

just like you (with the same fundamental desire (to be happy) and potential (to think and understand).

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Session 2.5

Duration: At least two periods or till the teacher is satisfied..



Objective: To have a clear understanding of the meaning of respect for others.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

When we accept someone without discrimination, as a human being just like us, on the basis of our fundamental potential/capacity (i.e. the unlimited potential to think and understand) and our fundamental desire (for happiness, contentment), then one feels respected. When a person is discriminated against on the basis of caste, religion, gender, position, language, wealth etc., he/she feels disrespected and insulted. When we feel respect towards someone, our behaviour towards that person is cordial (and friendly).

The purpose of this session is to help students understand respect as acceptance of equality (with respect to the other's fundamental desire and potential) and greatness (with respect to the other's good qualities worth aspiring for) and express it.

Expression by Students:

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

- In what scenarios are you able to see the other person as just like you?
- Have you in the recent past, experienced deep respect for someone? What was the reason for feeling respect towards them?
- What criteria do you have to respect someone and why? (For example, wealth, high designation, power, beauty, good disposition, good behaviour, sensibility etc.)

Task for Next Expression Day:

By the next expression session, try to notice when you feel respectful towards someone. How does it feel to express it? How does it feel when you don't have respect for someone and yet you pretend that you do?

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

3. Gratitude

Learning objective: To be able to see the role of elders – our parents, teachers, family members, elders in the neighbourhood etc. – in our lives and feeling and expressing gratitude towards them.

For teacher's reference:

Many people contribute towards our progress in life. When we accept their contribution and support from within, we feel grateful towards them. This brings a certain stability within us which we experience (feel) as happiness.

When we feel grateful towards someone, our behaviour towards them is humble and we remain disciplined from within.

If someone's behaviour is indecent towards us, there is a great possibility that either we haven't played an active role in their growth or they are unable to identify the role that we played.

Whenever we are happy, we want to share our happiness with people close to us. This makes us even happier. When a person is troubled, they may want to be alone, but when a person is happy, it is unlikely that they'd want to be alone. Whenever we are feeling an emotion (*bhaav*), we want to express it. A human is called *vyakti* in Hindi. '*Vyakti*' (in Hindi – *vyakt karne waala*) is one who expresses their feelings.

If we see the efforts behind the invention or discovery of the facilities we use today, like food, clothing, mobile phone, bus, train etc., we feel indebted to those who designed and produced them. We will also feel indebted for all the effort that has gone into evolving these facilities into their refined form today. Having this feeling of indebtedness towards others' contribution is what we call gratitude.

To be grateful does not mean to just say the words 'thank you'. When we genuinely recognise someone's contribution, and consistently see it, the feeling generated within us is called gratitude. On feeling this, we too begin to contribute towards the development of others in society. The true way to our happiness is to live with participation in society. This indeed is the relevance of life.

If we understand the order in nature, we find that according to its laws, only those who participate and contribute can be truly happy. Most people continue to work hard with the belief that by acquiring (and accumulating) more, they will someday find happiness.

Gratitude encompasses within it the values of trust, respect and affection. Gratitude is also known as being thankful or indebted.

There are six sessions that have been designed to explore, experience and express the feeling of gratitude.

Session 3.1

Duration: At least two periods or till the teacher is satisfied.



Objective: To draw the attention of the students towards the role of others in their lives.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

Many people contribute towards a person's progress and happiness. When one is unable to see this, one feels they are self-made or have achieved whatever they have through only their own efforts. They think society has done nothing for them to do anything for society. This is an extremely confining thought which does not inspire one to participate in making the world a better place.

The purpose of this session is to help students to see how many people contribute to our happiness and well-being directly and indirectly.

Expression by Students:

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

- Share a good habit that you have. Who has helped you develop this habit?
- Which activity among sports, music, dance, writing, or any other, are you able to do very well? Who has contributed to help you learn this?
- Who in your family or neighbourhood helps you with studies? How do you feel about them?
- What are the things in your house that you use daily which are available because of the efforts of others?
- 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 session, try to notice how you feel when someone helps you.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Session 3.2

Duration: At least two periods or till the teacher is satisfied.



Objective: To be able to feel gratitude.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

When someone helps us in a time of need, we feel good about it. Not only this, even later when we think about it, we continue to feel good about their timely contribution. This happens with everyone because it is a natural outcome. When we live according to the laws of nature we operate with a sense of stability. This brings us happiness. When someone reaches out in a time of need, both, the one helping, and the one being helped, feel good. On not doing so, both feel discomfort.

The purpose of this session is to help students to see how they feel when they accept the help extended by someone.

Expression by Students:

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

- Who among you felt good about receiving help/support from someone in the last week? Who helped you and how? Share.
- Who all have contributed towards the establishment of your school? How do you feel when you think of them?
- Has it happened with you recently that you really needed someone's help but no one reached out to help you? How did you feel in this situation?

Task for Next Expression Day

By the next expression session, try to notice in what ways you express gratitude towards others.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Session 3.3

Duration: At least two periods or till the teacher is satisfied.



Objective: To be able to express gratitude.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

Whenever we are happy, we want to share our happiness with people close to us. This makes us even happier. When a person is troubled, they may want to be alone, but when a person is happy, it is unlikely that they'd want to be alone. When we feel an emotion, we have the desire to express it. We feel satisfied when we do.

The purpose of this session is to give students an opportunity to express their gratitude towards others, with their own interests and skills as mediums of expression.

Expression by Students:

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

- What are the ways in which you can express gratitude towards those who help you?
- Write a letter expressing gratitude to a family member, teacher or friend and send it to them or read it out to them personally.
- Express gratitude towards a friend in your class. While expressing it, share about the support you receive from them.

Task for Next Expression Day

By the next expression session, try to notice your behaviour in the presence of those who help in your progress and well-being.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Session 3.4

Duration: At least two periods or till the teacher is satisfied.



Objective: To develop clarity on the meaning of gratitude.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

Many people contribute towards our progress in life. When we accept their contribution/support from within, we begin to feel good about it. We feel humble in the presence of those who help us live correctly (with understanding), and we remain disciplined within.

Purpose of this session is to help students clearly understand the meaning of gratitude and be able to express it in their behaviour.

Expression by Students:

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

- What do you want to do in life? Has someone helped you or is helping you to prepare for it?
- How do you feel towards those who help you prepare for what you want to accomplish in life?
- How is your behaviour around those who help you?
- How does a person whom you have helped behave around you? Share with an example.
- Do you feel indebted towards anyone whom you have received help from? Share with an example.

Task for Next Expression Day

By the next expression session, try to notice when you help others to be happy.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Session 3.5

Duration: At least two periods or till the teacher is satisfied.



Objective: To participate everywhere with the feeling of gratitude.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

If we see the efforts behind the invention or discovery of the facilities we use today like food, clothing, mobile phone, bus, train etc., we will feel indebted towards those who worked on its innovation and refined it to its current form.

Purpose of this session is to encourage students to participate everywhere with the feeling of gratitude.

Expression by Students:

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

- What are the tasks you contribute towards at home? Whose work do you make easy by doing those tasks?
- Have you helped someone in a way that they regularly express gratitude towards you?
- How do you feel when you help someone learn or understand something? And why?
- How do you feel when you are not able to help someone in their time of need? Why? Share an incident as an example.
- Has it happened with you that someone helped you and later also reminded you about the help they gave you? If yes, then how did you feel at the time and why?

Task for Next Expression Day

By the next expression session, help someone in your class, family or neighbourhood to learn or understand something. Share that experience in the next session.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Session 3.6

Duration: At least two periods or till the teacher is satisfied.



Objective: To actively participate with the feeling of gratitude.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

To be grateful does not mean to just say the words ‘thank you’. When we genuinely recognise someone’s contribution, and accept it, the feeling generated within is called gratitude. In this session, students will be encouraged to actively participate with the feeling of gratitude.

Expression by Students:

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

(Each student should be asked three questions.)

- Whose learning and understanding did you contribute towards in the last week? How did you help them?
- How much were they able to learn and understand with your help?
- How are you feeling after helping them? Why?

Task for Next Expression Day

By the next expression session, try to see within yourself when you are able to appreciate the work

done by people in society.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day’s discussion.

4. Affection

Learning objective:

To be able to experience cooperation among siblings, friends and classmates. To be able to feel affection for each other and express it.

For teacher's reference

Our happiness and unhappiness is linked with our loved ones. In our lives, the number of people we hold dear keeps altering. Also, the mentality of 'us and them' is a big reason for our happiness and unhappiness. The distance in a relationship causes lack of affection between two people, which 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. The biggest fear in our society is due to these water-tight compartments of those whom we consider our own and those whom we don't.

Everyone is somehow or the other connected to each other. As soon as we accept that connection or relationship, we feel an affinity and a sense of security, which manifests in the form of happiness.

When we accept our relationship with someone - for example, when we feel related with our brother, sister, friend etc., then on meeting them or remembering them even our restless mind feels pleased.

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.

We develop a feeling of trust towards a person when we are assured of that person's fundamental desire/intent (for happiness him/herself, for me and for everyone). On the basis of trust, accepting an individual as a person just like me (wanting happiness), 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 in nature is interconnected, therefore, to be able to live happily, there is no program that can happen in isolation. In fact, the only provision is to live (i.e. behaviour and work) with a feeling of oneness (togetherness). Hence, with the support of those who are ahead of us (in understanding of harmony) and by supporting those who are behind us, we can live a happy life without any sense of opposition in our relationships that is, with a feeling of affection.

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: At least two periods or till the teacher is satisfied.



Objective: To experience the feeling of affection towards siblings and friends

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

For a happy life, it is important to experience the feeling of affection in relationships. It is also important to widen our circle of affection to expand the scope of happiness so that all distances vanish.

Everyone is connected to each other. As soon as we accept that connection, we feel loved and secure which is manifested in the form of happiness.

The purpose of this session is to help the students pay attention to whom they feel affectionate towards among their siblings and friends.

Expression by Students:

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

- Whom do you feel extremely affectionate towards among your siblings and friends, why?
- Whenever you are happy, whom do you share your happiness with?
- Has it ever happened that a friend helped you but without being happy about it? How did you feel at that time and why?
- When a friend asks for help and when someone else asks for help, do you feel differently in the two situations? Why?

Task for Next Expression Day

By the next expression session, try to see when you have felt extremely affectionate towards your siblings and friends.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Session 4.2

Duration: At least two periods or till the teacher is satisfied..



Objective: To express the feeling of affection towards siblings and friends.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

No concrete program is possible while living in isolation. In fact there is no provision to live in isolation. We are always connected to something or someone. For example, we are born in a family and thus are automatically connected to several other people. Also, as adults if we are living alone, even to drink a cup of tea there are a number of people involved in making that tea available to me. Someone grows and plucks the tea leaves, someone packages and sells them, someone milks cows, someone grows sugar, someone manufactures cups, etc. In other words, I am indirectly connected to several people and by accepting that relationship I am able to have a cup of tea! Thus, living in harmony with others is the only provision.

Living in harmony with others means willingly interacting with the other, taking help in learning and understanding from those who are ahead of us and helping those who are behind us to learn and understand. This enables living with each other without a feeling of opposition that is, with a feeling of affection.

When we feel affectionate towards someone, we are committed to them. We stand by them in all situations.

The purpose of this session is to help the students feel affection in their relationships and expand their feeling of affinity - that is, their circle of near and dear ones. The more we feel connected to a larger group of people, the happier we are

Expression by Students:

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

- Think of a friend you have and share how your thinking about him/her changed from the time you were not friends to when you became friends.
- Has it happened with you that a child asked you for something that you play with but you didn't share it with him/her, but shared it with your friend without him/her even asking for it?
- How is your behaviour with the person you feel affectionate towards?
- How is your behaviour with the person you don't feel affectionate towards? Share with an example.

- When you make a mistake, what behaviour do you expect from others? Should you be explained lovingly or should you be scolded and insulted? Why?
- How do you behave when those who are younger than you make mistakes? Do you explain lovingly or scold and insult them? Why?

Task for Next Expression Day

By the next expression session, try to see who all you feel affectionate towards.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's discussion.

Session 4.3

Duration: At least two periods or till the teacher is satisfied.



Objective: To have clarity on the meaning of the feeling of affection.

Start the class with mindfulness – ask the students to focus on their breath for 2-3 minutes.

Note for the Teacher:

The feeling of contentment when we meet (or remember) people without any specific plan or agenda or ulterior motive is a feeling of affection. We like meeting or remembering these people simply because we feel a connection with them. This feeling of connection or relatedness is called affection. Having affinity towards a person implies a feeling of no opposition. In other words, affection in a relationship implies a relationship devoid of jealousy or resentment.

The purpose of this session is to clarify the meaning of affection for the students so that they can live a happy life with a feeling of affection in their relationships.

Expression by Students:

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

- Whenever you are very happy or very worried, whom do you share your happiness or worry with? Why do you share it with them?
- Have you recently helped out a friend? Why?
- If you suffer a loss because of your friend's mistake or if you suffer a loss because of someone else's mistake, do you feel similarly in the two situations?

Task for Next Expression Day

Try to see how you feel when you behave affectionately towards others.

Ask the students to sit quietly for 1-2 minutes and reflect on the essence drawn from the day's 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.

NOTE

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and
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