

TEACHER'S HANDBOOK FOR HAPPINESS CLASS



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

Grade I

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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 Curriulum.

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)

Dr. Anil Kumar Teotia
Chairman



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

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

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

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

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

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

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

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

Thank you all

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Brief Outline of Happiness Curriculum

1. Why Do We Need Happiness Curriculum?

1.1 Context & Background

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

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

According to the World Happiness Report 2017, India is among the world's least happy nations and ranked 122 among 155 countries in the global ranking, and further slipped to 133 among 155 countries in the World Happiness Report of 2018 and 140 rank of India according to World Happiness Report 2019.

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

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

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

In today's fast paced world, we struggle hard to achieve the best of everything but the element of happiness remains missing. However, if one learns to be happy with oneself, stress levels reduce automatically

and one develops a deeper insight not only of the self, but also of others. Consequently, a happy being with deeper insight tends to have greater inclination for self-discovery and lower self-deception.

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

Happiness – In School Setting

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

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

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

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

Research has begun to show that students learn better if they are happier. Professor Alejandro Adler, of **Pennsylvania University (2015)**, led a study into the effect of happiness classes on performance in Bhutan. More than 8000 students at 18 schools were assigned either a placebo Curriculum or a happiness curriculum which targeted 10 non-academic life skills including empathy and self-awareness. The study concluded that the happiness curriculum substantially and significantly increased students' performance

on standardized tests.

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

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

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

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

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

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

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

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

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

Henceforth, taking a step further to address these long-term societal issues and issues of mental health and wellbeing among students, the Delhi government has initiated this project on “Happiness Curriculum” from Nursery to VIII. As Mahatma Gandhi said, “*If we want to reach real peace in this world, we should start educating children.*” Thus, the introduction of the Happiness Curriculum in schools is to

educate children to ensure harmony with their inner being and discover self in the process of learning. If we inculcate happiness in the children right from their childhood, they will grow up to become stress-free and happier adults. This curriculum is just a stepping-stone towards establishing a better, positive and vibrant society with happy individuals.

CONCEPT:

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

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

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

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

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

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

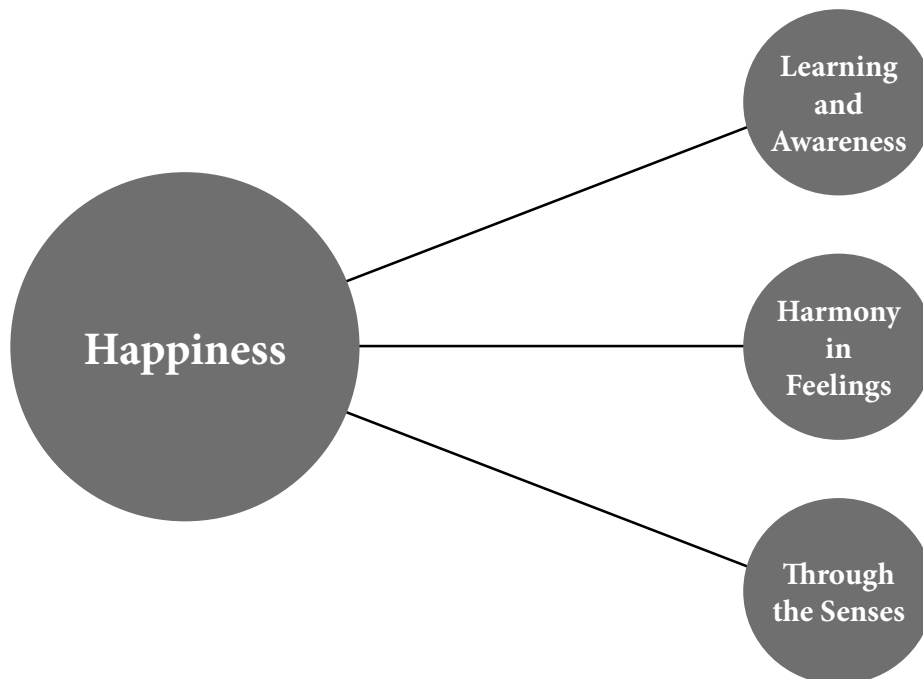
The Triad for Happiness:

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

listening to a joke, playing a game, watching a film, through the five senses.

2. **Feelings in relationships:** Humans intrinsically desire sustained feelings of affection, care, love, gratitude and values of trust, respect, confidence etc., in relationships with friends and environment. When we feel affection, trust, respect or love for someone, satisfaction from such feelings stays with us for a longer time. We say we feel happy, when we feel these positive emotions towards a person. This is **Deeper Happiness**, to do with contentment and peace. Their impact on our inner state is longer and helps us 'be' in a relationship.
3. **Learning (change in behaviour according to constructive understanding) and Awareness:** This is to do with being aware of our thoughts, being mindful of our actions and having no conflicts within. This happiness is what we experience when we solve a problem, learn something new, understand a concept or some meaning that stays with us for a much longer period. Hence, **Sustainable Happiness**, involves clarity of thought, deeper understanding of self, being able to focus, being mindful, finding cause, purpose and interconnectedness in our living, etc.

Sustainable happiness that is born of such understanding is an antidote to social, emotional and behavioural difficulties. A person who derives happiness from learning (constructive understanding reflective from changed behaviour) and awareness and is able to sustain his/her happiness, is balanced in the face of difficult situations and is able to retain a sense of calm and peace. This individual will also be empathetic, compassionate and will be able to find meaning and purpose in life.



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

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

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

3. SYLLABUS OUTLINE:

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

CLASS I

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

S.No	Units	Modules & Sessions
1	Exploring Happiness through Learning and Awareness	1. Learning to be aware of one's thoughts 2. Learning to be aware of one's emotions 3. Learning to be mindful 4. Learning to focus 5. Knowing one's desires 6. Developing reflective abilities 7. Developing critical thinking

2	Experiencing happiness in relationships through Feelings	<p>Happiness in Family:</p> <ol style="list-style-type: none"> 1. Trust, Respect 2. Gratitude and Care 3. Exploring Similarities and Uniqueness between others and myself <p>Happiness in Teacher- Student relationship:</p> <ol style="list-style-type: none"> 1. Respect 2. Gratitude <p>Happiness in peer relations:</p> <ol style="list-style-type: none"> 1. Trust 2. Affection 3. Cooperation and Supportive behaviour 4. Communication and Collaboration
3	Happiness through Active Participation	<ol style="list-style-type: none"> 1. Creative expression of oneself 2. Communication and Collaboration 3. Joy in participation in school 4. Joy in participation in family

Note for Teachers

Our education system focuses on preparing every individual to be capable of earning their livelihood in socially desirable manner by ensuring participation along with teaching learning of Maths, Science, Social Science, Languages, etc.. Undoubtedly we have been able to achieve success to a great extent in this field but let's think:

- Have we been able to prepare students in our schools who are full of self confidence towards themselves, their family and society?
- Have we been able to prepare students in our classrooms who are capable of living in harmony with nature and society simultaneously?

In other words “ do our students know how to live happily?”

The introduction of happiness class is an attempt to create environment in the classroom where there is no preaching, students are full of self confidence and have faith on their peers teachers. In turn they respect other members of the society as well. And this process takes place in the classroom when students live in harmony with their feelings, actions and ideas. They are capable of analysing and perceiving their actions in a non judgemental way.

Following three components will help students and teachers create such an environment inside every child and in their surroundings as well:

- Mindfulness
- Stories
- Activities

In mindfulness we get aware of our surroundings thoughts feelings and sensation. Mindfulness help students perform better they get mental stability and proceed towards their goal happily and peacefully. In this way students learn to respond in a cool and calm manner take responsible decisions are always aware of their own thoughts and surroundings.

Children love to listen to stories hence stories can be used as a tool towards humanisation of thinking process of students. Stories included in this curriculum have been identified in order to bring socially desirable changes in the behaviour of students. These stories focus on letting the students realise the reality is by developing logical and creative reasoning in them.

Activities of the happiness curriculum have been designed in such a manner so that students learn how to be useful not only to themselves but to their family society and nature as well besides doing all these daily activities happily. Inter it is going to simplify their lifestyle.

Weekly Schedule for the Happiness Class

Happiness Period	Class 1
Monday	Mindfulness
Tuesday	2 to 3 Minutes of Mindfulness at the beginning of the period Story and Discussion 25 Minutes 1-2 Minutes of Mindfulness at the end of the period
Wednesday	2 to 3 Minutes of Mindfulness at the beginning of the period Story and Discussion 25 Minutes 1-2 Minutes of Mindfulness at the end of the period
Thursday	Mindfulness
Friday	2-3 Minutes of Mindfulness at the beginning of the period Activity and Discussion 25 minutes 1-2 minutes of Mindfulness at the end of the period
Saturday	2-3 Minutes of Mindfulness at the beginning of the period Activity and Discussion 25 minutes 1-2 minutes of Mindfulness at the end of the period

Daily Mindfulness Check-in and Check-out

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

Teachers are emphatically requested to start everyday with mindful check-in and end up the happiness class with mindful check out daily

Mindfulness Section

Note for teachers: All teachers/ educators would need to read and understand this chapter before taking a class on mindfulness for students. This will help in carrying out mindfulness classes throughout the year.

Mindfulness: An introduction

Let us do something different to read this section of the book.

If you too leave the page that introduces a book like mine, then you should try the experiment below at this moment –

As you are reading this, pay attention to where your focus is? Be aware of the book you have in your hand at this moment and notice are you able to :

- Feel the weight of this book?
- See the color of the page of this book;
- Notice the space between every paragraph.
- Note the difference between each sentence; Look at the texture of the letter.

Now focus your attention on your seating position. If you are sitting in a chair, you feel the contact of your body and chair. Notice how you feel at the moment. If there are any thoughts and feelings in your mind, pay attention to them for a moment. Bring your attention to the breath that comes inside you without any thought and then become aware of the sounds present in the environment around you with the breath going out.

For this moment that you spent with yourself, you can appreciate yourself. What you experience right now is an example of mindfulness.

When we bring our attention to our surrounding environment and to ourselves, then we can experience a renewed energy and stability inside us and that develops our insight.

The skill of paying attention can be cultivated through practice just like any other skill. As there is regular practice required to learn the skills of singing, dancing, driving a car, etc., similarly, we need to practice regularly to cultivate the skill of paying attention. Through the practice of paying attention we can experience the stability and balance of our mind through the practice of paying attention.

Children and Mindfulness (Mindfulness)

The basic nature of children is creative and imaginative. Their natural tendency is only to live in the present. When they do any work, they think of the same. Like - if they are playing, So they think only about playing at that time. When they are eating, they only think about eating. But in today's fast paced and competitive world, many types of pressure begin to form on children. As they begin to grow up, Start going to school, the burden of expectations starts increasing on them. In such a situation, the thought of studying

in his mind while playing or getting the idea of something else in the house while studying has now become normal. Their attention and mind begin to wander. They are either thinking about the time in the past, Or focus on future planning. In the practice of Mindfulness, we teach children to live in the present. Another feature of this practice is that they will learn to see things in their present/real form, without judging them as good or bad.

In the practice of Mindfulness, we will get children to focus through different activities, such as paying attention, in which children will be aware (aware) of the sounds present in their environment; focus their attention on the process of their breath; Pay attention to body stretch and the different positions of hands or feet during body stretch. In this practice, children will also learn to recognize their thoughts and see their thoughts coming and going in the present moment.

There are many benefits of practicing mindfulness:

- Improved focus and development of sustained attention for long periods of time
- Improved academic performance
- Improved Emotional stability
- Increased ability to experience peace and happiness
- Decrease in Hyperactivity
- Reduced Aggression
- Increased Empathy
- Increased ability to live in the present
- Improved ability to make decisions

Kindly understand the following important points for this class

- The practice of Mindfulness is based on secular and democratic principles. It is not related to any religion, community, caste or class in any way.
- In class 2, there will be Mindfulness period, twice every week (Monday and Thursday). In each period, get one session done. Repeat the session during the second period of the week. Similarly, get one session done in one week.
- There will be three main phases / steps within a period of 25 minutes during this/ each class.

1 a. In the beginning, there will be 3 to 5 minutes of Mindfulness Check In

- b. A 5-minute discussion, reflecting on the experience followed after the exercise/ practice. Try to include the experiences of different children every week and discuss the changes experienced by them due to mindfulness practice in terms of their work or behavior
2. Teachers are requested not to suggest or give hints at preferred answers and help children in looking/ search/ reflect within themselves for answers.

3. According to mindfulness practice, carry out different activities approximately 5 minutes in the class to focus on becoming aware of the different experiences happening in your mind and body through the various exercises given. Every week there would be several practices. After this, allow 15 minutes of discussion with students based on the practice. Educators / teachers are requested to motivate and welcome different students to share about their experience based on the practice during the discussions every week and try to get each student to share their individual experience in every 3 to 4 weeks.
3. At the end of the class, practice silent sitting for 1 to 2 minutes every day.

Mindfulness practice for students

Practicing mindfulness would give students an opportunity to experience mindfulness exercises which may be useful and beneficial in their lives. Keep in mind that each student may be able to connect with different mindfulness practices.

Points to remember

- Keep in mind students do not need to recite any specific words or mantras during the practice.
- During happiness and mindfulness class, refrain from making any unpleasant statements such as scolding students or using harsh words for instructions. Teachers are not to pressurise students in any way for mindfulness practice.
- As teachers, ensure that students do not confuse mindfulness practice in class with any form of meditation.

Important points to remember for Teacher

- As teachers, try to actively participate in the process as you help students with the practice paying attention.
- As you enter the class, try to become aware of your internal emotional state along with maintaining stability over thoughts and emotions. Remember that children may observe your behavior as teachers.
- Be patient, gentle and empathetic around students while maintaining a polite tone as you communicate.
- Teachers need to ensure a quiet and peaceful classroom environment with each student being relaxed and in a comfortable state, before starting the practice of paying attention.
- Teachers also need to ensure that students are able to share their experiences in class after the practice of focused awareness. A student would be comfortable sharing his/her experience in an emotionally safe and comfortable space.
- Keep in mind that it is not just important to be patient in this class but throughout the day there could be many unfavorable situations arising, which would require you to maintain calmness, patience and ease. Your students may observe and learn from your behavior not

just during class, but outside classrooms as well.

- Our aim of practicing awareness is not to suppress or avoid the thoughts and feelings. The aim of this practice is to help students to focus on becoming aware of their environment, thoughts and feelings so that they are able to think before responding to different situations, leading to better decision making.
- Teachers are suggested to wait for students to settle down and start the practice only after they become quiet.

Session 1: Understanding Breathing

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindfulness Check-in: 3 to 5 Minutes
b. Introduction to Mindfulness and discussion on the same 5 to 8 Minutes
2. Understanding and Focusing on Breathing: 15 Minutes
3. Silent Check- out: 2 Minutes

1.a) Mindful Check in: 5 Minutes



Objective: Teachers would require to prepare students for the practice of Mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes.
- Ask students to bring their attention to what all they can see around them. (Pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them. (Pause for approximately 10 seconds)
- Then, students to focus on the different smells that they can experience around them at present. (Pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment. (Pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body. (which could be the chair, table, shoes, their clothes, etc.) (Pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of Mindful check in have not been covered, allow students to carry out some of the points from the above-mentioned steps.
- After the Mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same.

b) Introduction to Mindfulness – 5 to 8 Minutes



Objective: To introduce students to the concept of paying attention

At the beginning of Mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

“Welcome to the Happiness class. As you all know, last year the happiness classes involved regular Mindfulness practice, which would be conducted this year as well starting with the first day of every week, through different Mindfulness exercises.”

- Would anyone like to share what all exercises you practiced last year in the Mindfulness class?
- Have you practiced Mindfulness through the different exercises at home?
- What all exercises have you practiced at home?
- How do you feel after the Mindfulness practice?
- Teachers can explain Mindfulness to students by saying that, it is the practice of paying attention to what we are doing in the present moment. Many times, when we are in class, we may be thinking about playing or when we are playing we may be thinking about eating. Mindfulness simply means, when you're in class to you're just focusing in class, when you're playing, you're simply playing and when you're eating, you're just eating.

Dos and Don'ts

- Encourage all students to answer in class
- All answers given by students need to be welcomed by teachers
- Do not give any negative comment(s) to answers given by students

2. a. Understanding Breathing and Focusing on Breathing: 15 Minutes



Objective: The Objective of this exercise is to help students pay attention and become aware of their in breath and out breath.

Steps for Practice:

Begin the practice by asking students the following questions:

- Which body part helps us all to smell? (Our nose)
- Where is your nose? (You may point towards your nose)
- What are the different objects that you have been able to smell?
- Have you ever smelt a flower? Which flower do you like the most? (Rose, Marigold, Magnolia/Champa)

Practice the activity yourself while giving instructions and tell students to do the same.

- Place one hand under your nose. Imagine that you have a flower in your hand. Now you may act as if you are smelling the flower. Notice that as you smell the flower in your hand, you're taking a deep breath in through your nose. You may now act as though you are blowing the flower away from your hand. Notice that as you blow the flower away from your hand, you're breathing out through your mouth.
- All of you must have noticed that as we inhale or breathe in, we take air in through the nose and as you exhale or breathe out, air comes out of the nose or mouth.

This flower activity needs to be practiced for at least two weeks. When you feel that students have become aware of their in breath and out breath through this practice, it can be stopped.

Proposed points for discussion

(Teachers can also ask questions on their behalf so that the objectives of this activity can be achieved.)

- Children/Students! What did we have in our hands? (flower)
- How did we smell the flower? (Through/ With our nose)
- Where do we breathe from? (With/ From our nose)
- In order to smell the flower, did we breathe in or breathe out? (Breathe in)
- How did we blow the flower from our hands? (By breathing out)

b. Focus on breathing



Objective: The objective of this activity is to get the students to pay attention to their in breath and out breath as they breathe

Steps for the Activity :

- Students should be told to focus on breathing in and breathing out while doing the activity of Mindful Breathing. This is the basic practice of Mindfulness and we will do this every time.
- Students should be asked to sit in a comfortable position and close their eyes gently.
- Ask them to put one hand on their stomach.
- In this practice, students need to bring their attention to their stomach along with focusing on breathing. Ask the students to notice that while breathing in, the stomach goes/comes out and while breathing out, the stomach goes in.
- In the meantime, if it seems that the attention of the students has shifted from their breath and stomach, then you may ask the students to become aware of where their attention/ mind is directed, and say the following during practice (only the teacher speaks) -
 - Breathing in, stomach comes out
 - Breathing out, stomach goes in
- After getting the activity done for 1 to 2 Minutes, ask students to repeat the activity by placing their hands on their stomach again.

Ask students that while breathing in and breathing out, when did the stomach go in and when did it come out?

Proposed points of discussion following the activity:

- Were you able to feel your stomach coming/going out or filling up?
- Were you able to feel your stomach going in?
- When did you feel your stomach going in? (While breathing out/ exhaling)
- Have you ever paid attention to your stomach going in and out while breathing?
- While paying attention to the stomach along with focusing on breath, did you notice your breathing getting deeper and The breathing speed lowering down??

Donts:

- Ensure that each child is oriented to the process of breathing in and breathing out
- Pay attention that students understand the coordination between the in breath and out breath with the stomach going in and coming out
- Teachers may welcome all the answers given by students and refrain from commenting on them as right or wrong

3. Silent Check out: 2 Minutes



Objective: The Objective of this activity is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise.

Steps for the Activity:

- The Mindfulness class has to be concluded with sitting calmly and quietly
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today
- During this time no other instructions have to be given to the students.
- Whether students close their eyes or keep them open while softly looking downwards, can be left at their will / decided by them.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 2: Simon Says

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindfulness Check-in: 3 - 5 Minutes
b. Introduction to Mindfulness and Discussion : 5-8 Minutes
2. Simon Says Activity and Discussion: 15 Minutes
3. Silent Check- out: 2 Minutes

1.a) Mindful Check in: 5 Minutes



Objective: Teachers would require to prepare students for the practice of Mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes.
- Ask students to bring their attention to what all they can see around them. (Pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them. (Pause for approximately 10 seconds)
- Then, students to focus on the different smells that they can experience around them at present. (Pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment. (Pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body. (which could be the chair, table, shoes, their clothes, etc.) (Pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of Mindful check in have not been covered, allow students to carry out some of the points from the above-mentioned steps.
- After the Mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same

b) Discussion on Mindfulness – 5 Minutes



Objective: To introduce students to the concept of paying attention

At the beginning of Mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

“Welcome to the Happiness class. As you all know, last year the happiness classes involved regular Mindfulness practice, which would be conducted this year as well starting with the first day of every week, through different Mindfulness exercises.”

- Would anyone like to share what all exercises you practiced last year in the Mindfulness class?
- Have you practiced Mindfulness through the different exercises at home?
- What all exercises have you practiced at home?
- How do you feel after the Mindfulness practice?
- Teachers can explain Mindfulness to students by saying that, it is the practice of paying attention to what we are doing in the present moment. Many times, when we are in class, we may be thinking about playing or when we are playing we may be thinking about eating. Mindfulness simply means, when you're in class to you're just focusing in class, when you're playing, you're simply playing and when you're eating, you're just eating.

Dos and Don'ts

- Encourage all students to answer in class
- Do not give any negative comment(s) to answers given by students

2. Simon Says: 15 Minutes



Objective: - The objective of this activity is to make the students more alert and pay attention to the instructions that are given.

Steps of Activity:

Tell the instructions to the students. They just have to follow the instructions given by Simon. Just like, when you say “Simon says jump” then only they have to jump. And when just you say ‘jump’ then they don’t have to jump because Simon did not said so.

Now start the activity and the following instructions can be given:

Simon says (or without taking Simon’s name)

- Raise your hands
- Touch your feet
- Shake your nose
- Touch your knees
- Make a funny face
- Touch your head
- Touch your shoulders
- Stand on one leg
- Blink your eyes
- Stand on your toes
- Keep your hands on your waist
- Try to touch the sky
- Hug yourself, etc.

Proposed points for discussion on the activity:

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

- Which body part helps you to listen? (ears)
- What did you have to do to follow the instructions correctly? (Be alert and listen carefully)
- Was this activity difficult or easy?
- Did you find any difficulty in doing the activity?
- How will the activity benefit you? (if we listen with attention then whatever we are listening to, we can do so in a better way)

3. Silent Check out: 2 Minutes



Objective: The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise

Steps for the Activity:

- The Mindfulness class has to be concluded while sitting calmly and quietly.
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today.
- During this time no other instructions have to be given to the students.
- It can be decided by students whether they want to close their eyes or keep them open while softly looking downwards.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 3: Vocalization

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindful Check-in: 3 to 5 Minutes
b. Discussion on Mindfulness: 5 Minutes
2. Vocalization activity and discussion : 15 Minutes
3. Silent check out: 2 Minutes

1.a) Mindful Check in: 3 to 5 Minutes



Objective: Teachers would require to prepare students for the practice of Mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes.
- Ask students to bring their attention to what all they can see around them. (Pause for approximately 10 seconds).
- Students to bring their attention to the different sounds that they can hear around them (Pause for approximately 10 seconds).
- Next, students to focus on the different smells that they can experience around them at present. (Pause for approximately 10 seconds).
- Students to bring their attention to the taste they can experience in the present moment (Pause for approximately 10 seconds).
- Students to focus on the touch of the different things/objects against their body (which could be the chair, table, shoes, their clothes, etc.) (Pause for approximately 10 seconds).

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of Mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.
- After the Mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same.

b) Introduction to Mindfulness: 5 Minutes



Objective: To introduce students to the practice of Mindful Listening

At the beginning of Mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- Would anyone like to share what all exercises you practiced in the last / previous Mindfulness Class?
- Did you practice Mindfulness exercise at home? Did you practice this exercise alone or with someone?
- Did you do this activity/ exercise in a quiet place or a noisy place?
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts

- Encourage all students to answer in class
- Do not give any negative comment(s) to answers given by students

2. Vocalization: 15 Minutes



Objective: The objective of this activity is to help students become more aware and bring their focus on the instructions given. Children will learn to pay attention to seeing properly through this activity. Child would be paying attention to the upward and downward movement of hands and would increase or decrease the volume of their voice, along with it.

Dos and Don'ts:

- Pay special attention to the fingers placed on the neck. No child should press their neck with a lot of force.
- During this activity, allow students to express themselves clearly. For example – through laughing, smiling, playing, etc.
- Don't change the level very quickly. Gently increase or decrease the speed.

In this activity the students have to utter “aa” sound with varying volume corresponding to the speed of the movement of the teacher's hand.

In the next level of this activity the students have to pay attention to the sensation being generated in their throat.

- Teachers say in the class that students pay attention to my hand. When my hand goes up then you have to increase the volume of “aaaaaaa” and when it goes down then you have to decrease the volume of “aaaaaaa”
- Tell the students to keep two fingers on their throat in order to feel the sensation being generated. (Teachers may demonstrate this at the beginning)
- If any student isn't able to feel the sensation then teacher help them by doing the activity in a correct way. Or you can ask them to keep their finger on your neck and feel the sensation.
- With the movement of hand practice the high and low.
- Another way the teacher can give instructions like-”when you join hands then be silent and when the distance between the hands increases then increase the volume. “This is how the activity can be done. The speed of the distance between the hands can be increased or decreased. By doing this the students will be able to focus on the hands speed and the voice.
- As for the third method the teacher can ask one student to come forward and do this activity. Student can do this activity with the first alphabet of their name rather than with “aaaaaaa”.

Proposed points for discussion on the activity:

(Teachers can ask question from their side in order to establish the Objective of the activity)

- Did you see the speed of my hand?
- Did you feel the sensation in your throat?
- How did you feel while feeling the sensation?
- Did you feel sensation in high voice?
- Did you feel sensation in low voice?
- Was there any difference in sensation when the voice was high or low?
- Have you ever noticed the sensation in your throat before?
- Where did you have to pay attention while doing this activity?

3. Silent Check out: 2 Minutes



Objective: The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise

Steps for the Activity:

- The Mindfulness class has to be concluded while sitting calmly and quietly.
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today.
- During this time no other instructions have to be given to the students.
- It can be decided by students if they want to close their eyes or keep them open while softly looking downwards.

Dos and Don'ts:

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 4: Mindful Breathing

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindful Check-in: 3 - 5 Minutes
b. Discussion on Mindfulness: 5 Minutes
2. Mindful Breathing: Understanding breathing while paying attention to the hands: 15 Minutes
3. Silent Check out: 2 Minutes

1.a) Mindful Check in: 3 to 5 Minutes



Objective: Teachers would require to prepare students for the practice of Mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes
- Ask students to bring their attention to what all they can see around them. (Pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them (Pause for approximately 10 seconds)
- Next, students to focus on the different smells that they can experience around them at present. (Pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment (Pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body (which could be the chair, table, shoes, their clothes, etc.) (Pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of Mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.
- After the Mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same.

b) Introduction to Mindfulness: 5 Minutes



Objective: To introduce students to the practice of Mindful Listening

At the beginning of Mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- Would anyone like to share what all exercises you practiced in the last / previous Mindfulness Class?
- Did you practice Mindfulness exercise at home? Did you practice this exercise alone or with someone?
- Did you do this activity/ exercise in a quiet place or a noisy place?
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts

- Encourage all students to answer in class
- Do not give any negative comment(s) to answers given by students

2. Mindful Breathing: Focus on breathing along with paying attention to hands and discussion: 15 Minutes



Objective: To pay attention to the process of your breath and letting your breath coordinate with your hand.

Steps for the Activity:

- Teachers to demonstrate to the students at first, while giving instructions: “We will keep our hands straight and slowly bring them down on top of the head and then bring them to a resting position. While instructing the teacher students, first do so and show: “We will keep our hands straight and slowly bring them over the head and then to a resting position”.
- Now let the students do this process about 5-6 times
- Teachers need to tell the students: “Now breathing in while moving the hands up and breathing out as the hands roll down.”

(Keep repeating this process slowly with students for the next thirty seconds)

- Now the teacher would tell students to they need to bring their attention to the process of their breathing and try to notice that when we bring our hands up, do they notice the breath going in or coming out and when we bring our hands down, to notice if the breath is going in or coming out.
- Teachers to give the following instructions to students while demonstrating the same themselves - “Breathing in” (hands go up)..... “Breathing Out” (Hands go Down)
- Teachers tells the students that “while doing this, we are focusing our attention on our breathing.”

(Repeat this process till about 30 seconds – Hands up, hands down)

- After this, you may get into a comfortable/relaxed state, and discuss as well as reflect on this process (you may use the proposed points of discussion given below)
- After some time, repeat this activity post/after the discussion
- If you want, you may call one or two students in turn and get them to do/ demonstrate the activity in front and the entire class may repeat the process by observing them.

Proposed points of discussion following the activity:

- Were you able to focus on your breath?
- Was your breathing fast or slow?
- How did you feel while bringing/getting your hands down?
- How did you feel while bringing/getting/taking your hands up?
- When did you notice yourself breathing in and breathing out?

Dos and Don'ts

- Talk to students / communicate with the students in a polite and calm manner
- Encourage all students to participate in the activity
- Ensure that all students are sitting properly before beginning the activity

3. Silent Check out: 2 Minutes



Objective: The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise

Steps for the Activity:

- The Mindfulness class has to be concluded while sitting calmly and quietly
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today
- During this time no other instructions have to be given to the students.
- Whether students close their eyes or keep them open while softly looking downwards, can be left at their will / decided by them.

Dos and Don'ts:

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 5: Working according to Instructions

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindful Check-in: 3 - 5 Minutes)
b. Introduction to Mindfulness and Discussion on Mindfulness: 5 Minutes
2. Working according to instructions and discussion: 15 Minutes
3. Silent check out: 2 Minutes

1.a) Mindful Check in: 3 to 5 Minutes



Objective: Teachers would require to prepare students for the practice of Mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes
- Ask students to bring their attention to what all they can see around them. (Pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them (Pause for approximately 10 seconds)
- Next, students to focus on the different smells that they can experience around them at present. (Pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment (Pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body (which could be the chair, table, shoes, their clothes, etc.) (Pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of Mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.
- After the Mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same.

b) Discussion on Mindfulness: 5 Minutes



Objective: To introduce students to the practice of Mindfulness

At the beginning of Mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- Would anyone like to share what all exercises you practiced in the last / previous Mindfulness class?
- Did you practice Mindfulness exercise at home? Did you practice this exercise alone or with someone?
- Did you do this activity/ exercise in a quiet place or a noisy place?
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts:

- Encourage all students to answer in class
- Do not give any negative comment(s) to answers given by students

2. Working according to instructions: 15 Minutes



Objective: The objective of this activity is to increase the awareness of the students and help them focus their attention to the instructions that have been given.

Dos and Don'ts:

- Let the students have fun during this activity, let them play; don't stop them.
- Make sure that no student is being made fun of and they don't get hurt.

Stages/Phases of the activity:

- In this activity the teacher will give different instructions to the students and do some other action themselves. Students have to follow the instructions which are given to them. E.g.-

Teacher says, "Keep your hand on the stomach" But they themselves are standing on the desk.

Teacher says, "Keep your hands on the shoulders" but they have their hand on the stomach.

Teacher says, "Jump" but they are sitting.

The activity needs to be taken forward in this manner.

Proposed points for discussion in the activity:

(Teacher can ask questions from their side in order to establish the Objective of the activity)

- Did you find any difficulty in this activity?
- Was this activity difficult or easy?
- To do this activity which body parts did you use?
- When were you able to do this activity? Why?

3. Silent Check out: 2 Minutes



Objective: The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise

Steps for the Activity:

- The Mindfulness class has to be concluded while sitting calmly and quietly
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today. During this time, no other instructions have to be given to the students.
- Students can decide if they want to close their eyes or keep them open while softly looking downwards.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 6: Mindful Listening – I

This plan is a part of the 25 Minutes mindfulness class which would be taking place/ conducted twice a week. Repeat the same plan on both days of the week.

Distribution of Time:

1. a. Mindful check-in: 3 to 5 Minutes
b. Discussion on Mindfulness (5 Minutes)
2. Mindful Listening I : 15 Minutes
3. Silent check out: 1- 2 Minutes

1.a) Mindful Check -in: 3 to 5 Minutes



Objective: teachers would require to prepare students for the practice of mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes
- Ask students to bring their attention to what all they can see around them. (pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them (pause for approximately 10 seconds)
- Next, students to focus on the different smells that they can experience around them at present. (pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment (pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body (which could be the chair, table, shoes, their clothes, etc.) (pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.
- After the mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same.

b. Discussion on Mindfulness



Objective: To introduce students to the practice of mindfulness

At the beginning of mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- Would anyone like to share what all exercises you practiced in the last / previous mindfulness class?
- “Did you practice mindfulness exercise at home? Did you practice this exercise alone or with someone?”
- Did you do this activity/ exercise in a quiet place or a noisy place?
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts

- Encourage all students to answer in class
- All answers given by students need to be welcomed by teachers. Do not give any negative comment(s) to answers given by students

2. Mindful Listening - I: 15 Minutes



Objective: Children to start paying attention and become aware of the sounds around them

Stages/Phases of the Activity:

- In this activity, the teacher may ask students to name noisy and silent places
- Teachers may give these examples:

Places where there is noise	Places which are quiet
The sound of traffic	Sitting quietly in the garden
The sound of people in the market	Sitting alone in the room
When school gets over	In the library (library)

- Teachers may tell students that the present activity is to identify and listen to different sounds
- Teachers may now call some students in front of the class and ask them to create different types of sounds and the rest of the class children will try to identify by paying attention to that sound (like a cat's sounds, the sound of the lion roaring, train sound, car sound, running sound etc.)
- When children have identified these sounds, let the class close their eyes and repeat the same activity. Ask students to identify the sound and the student creating the particular sound. During this students are supposed to keep their eyes closed.
- 4-5 students may be called forward to get this activity done

Proposed points of discussion following the activity:

(Teachers can also ask questions on their behalf so that the objectives of this activity can be achieved.)

- What kind of sounds do we hear every day?
- Are all these sounds of one type or different from one another?
- Is it easy to hear sounds in noisy places or in a quiet place?
- How did you like this activity?
- What can be the benefit of listening carefully to the sounds around you??

3. Silent check out: 2 Minutes



The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this mindfulness practice/activity/ exercise

Steps for the Activity:

- The mindfulness class to be concluded with sitting calmly and quietly
- During this time, students to reflect on the thoughts and feelings arising from the activities

done today

- During this time no other instructions to be given to the students.
- Whether students close their eyes or keep them open while softly looking downwards, can be left at their will / decided by them.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 7: Mindful Listening - II

This plan is a part of the 25 Minutes mindfulness class which would be taking place/ conducted twice a week. Repeat the same plan on both days of the week.

5-minute class has been done as follows:

1. a. Mindful check-in: 3 to 5 Minutes
b. Discussion on mindfulness 5 Minutes
2. Mindful listening - II: 15 Minutes
3. Silent check out: 1- 2 Minutes

1.a) Mindful Check- in: 3 to 5 Minutes



Objective: Teachers are required to prepare students for the practice of mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes
- Ask students to bring their attention to what all they can see around them. (pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them (pause for approximately 10 seconds)
- Next, students to focus on the different smells that they can experience around them at present. (pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment (pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body (which could be the chair, table, shoes, their clothes, etc.) (pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.
- After the mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same.

b. Discussion on Mindfulness: 5 Minutes



Objective: To introduce students to the practice of mindfulness

At the beginning of mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- Would anyone like to share what all exercises you practiced in the last / previous mindfulness class?"
- Did you practice mindfulness exercise at home? Did you practice this exercise alone or with someone?
- Did you do this activity/ exercise in a quiet place or a noisy place?
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts

- Encourage all students to answer in class
- All answers given by students need to be welcomed by teachers. Do not give any negative comment(s) to answers given by students

Mindful listening – II : 15 Minutes



Objective- Students to pay attention and become aware of the sounds coming from the surroundings.

Phases of the process:

- Teacher tell the students that “today we will to an activity in which we will take our attention to the sounds coming from around us.
- “All of you may sit in a comfortable position with the support of your chair directly. You may either put your hands on your legs or put it on the desk
- Now take 2 to 3 long deep breaths. Teachers may themselves take long, deep breaths and show this to them
- Now ask the students to close their eyes. If they feel uncomfortable closing their eyes, they can also look down, keeping their eyes open.
- Now turn your attention to the different sounds that come in the classroom. These sounds can be fand, traffic, birds, an animal, someone outside, students laughing in the classroom, etc.

(The teacher here stops for a few seconds.)

- The teacher may students, if you feel that your attention is wandering/moving here and there, then bring your attention back again to the sounds coming in the classroom.”
- Again, turn your attention to the different sounds that come in the classroom. These sounds can be fand, traffic, birds, an animal, someone outside, students laughing in the classroom, etc.

(Allow them to listen to the sounds for a few seconds and do not give any instructions.)

- Teachers may tell students, now all of you take a long deep breath and whenever you feel comfortable, you may slowly open your eyes.”

Proposed points for discussion on the activity:

(Teachers may ask questions from their side in order to establish the Objective of the activity)

- How are you feeling?
- What all sounds did you hear??
- Were all these sounds the same or different from others?
- The sounds were far away from you or close to you?
- You could hear the same sound at one time or more than one?
- Were you able to hear sounds you haven't heard before??

3. Silent check out: 2 Minutes



The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this mindfulness practice/activity/ exercise

Steps for the Activity:

- The mindfulness class to be concluded with sitting calmly and quietly
- During this time, students to reflect on the thoughts and feelings arising from the activities done today
- During this time no other instructions to be given to the students.
- Whether students close their eyes or keep them open while softly looking downwards, can be left at their will / decided by them.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 8: Mindful Listening – III

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindful check-in (3 to 5 Minutes)
b. Discussion on mindfulness (5 to 8 Minutes)
2. Mindful Listening-III activity and discussion: 15 Minutes
3. Silent check out: 1- 2 Minutes

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



Objective: Teachers would require to prepare students for the practice of mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes
- Ask students to bring their attention to what all they can see around them. (pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them (pause for approximately 10 seconds)
- Next, students to focus on the different smells that they can experience around them at present. (pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment (pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body (which could be the chair, table, shoes, their clothes, etc.) (pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.

b) Discussion on Mindfulness: 5 Minutes



Objective: To introduce students to the practice of mindfulness

At the beginning of mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- Would anyone like to share what all exercises you practiced in the last / previous mindfulness class?
- Did you practice mindfulness exercise at home? Did you practice this exercise alone or with someone?
- Did you do this activity/ exercise in a quiet place or a noisy place?
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts

- Encourage all students to answer in class
- All answers given by students need to be welcomed by teachers. Do not give any negative comment(s) to answers given by students

Mindful Listening – III : 15 Minutes



Objective- Students to pay attention and become aware of the sounds coming from the surroundings.

Phases of the process:

- Teacher tell the students that “today we will to an activity in which we will take our attention to the sounds coming from around us.
- “All of you may sit in a comfortable position with the support of your chair directly. You may either put your hands on your legs or put it on the desk
- Now take 2 to 3 long deep breaths. Teachers may themselves take long, deep breaths and show this to them
- Now ask the students to close their eyes.
- Now all of you once again take a long deep breath and turn your attention to the sounds coming from inside your class or out of class. This sound may be of someone talking, of someone walking, of something falling, or there may be sound of birds from outside. “(let them hear those sounds for a few seconds.)
- Now ask the teacher students to turn their attention to any kind of sound which is continuous outside the classroom or in the classroom. For example - fan sounds, bird sounds, traffic sounds etc.
- During these instructions, the teacher may make one type of sound themselves and keep in mind the pattern of counting in this sound.
- For example - teachers can clap 3 times.
- Teachers can pinch their fingers 2 times.
- Teachers can tap Won the ground 4 times, etc
- The teacher now tells the students that “can you all hear different types of sounds”?
- To ask the teacher students whether these voices are the same or different? Are these sounds loud or slow?? Are these sounds coming from near you or are away from you?
- Teachers can get this activity done 4 to 5 times with different sounds in the classroom.

Dos and Don'ts

- Teachers ensure that all students are participating in the activity.
- During teacher activity, note the counting pattern that while generating sounds yourself

Proposed points for discussion on the activity:

(Teachers may ask questions from their side in order to establish the Objective of the activity)

- How are you feeling?
- Did you hear different kinds of sounds?
- Did you hear the sound of clapping?
- How many times was the clapping done?
- Did you hear the sound of fingers snapping?
- How many times were fingers snapped
- Were there sounds that emerged from different objects? Are you able to name those objects?
- Can you count these sounds?

3. Silent check out: 2 Minutes



The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this mindfulness practice/activity/ exercise

Steps for the Activity:

- The mindfulness class to be concluded with sitting calmly and quietly
- During this time, students to reflect on the thoughts and feelings arising from the activities done today
- During this time no other instructions to be given to the students.
- Whether students close their eyes or keep them open while softly looking downwards, can be left at their will / decided by them.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 9: Mindful Listening – IV

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindful check-in (3 to 5 Minutes)
b. Discussion on mindfulness (5 to 8 Minutes)
2. Mindful listening- IV and discussion: 15 Minutes
3. Silent check out: 1- 2 Minutes

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



Objective: Teachers are required to prepare students for the practice of mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes
- Ask students to bring their attention to what all they can see around them. (pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them (pause for approximately 10 seconds)
- Next, students to focus on the different smells that they can experience around them at present. (pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment (pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body (which could be the chair, table, shoes, their clothes, etc.) (pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.

b. Discussion on Mindfulness: 5 Minutes



Objective: To introduce students to the practice of mindfulness

At the beginning of mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- Would anyone like to share what all exercises you practiced in the last / previous mindfulness class?"
- Did you practice mindfulness exercise at home? Did you practice this exercise alone or with someone?
- Did you do this activity/ exercise in a quiet place or a noisy place?
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts

- Encourage all students to answer in class
- All answers given by students need to be welcomed by teachers. Do not give any negative comment(s) to answers given by students

Mindful listening – IV: 15 Minutes



Objective- Students to pay attention and become aware of the sounds coming from the surroundings.

Phases of the activity:

- Teacher tell the students that “today we will to an activity in which we will take our attention to the sounds coming from around us.
- “All of you may sit in a comfortable position with the support of your chair directly. You may either put your hands on your legs or put it on the desk
- Now take 2 to 3 long deep breaths. Teachers may themselves take long, deep breaths and show this to them
- Now ask the students to close their eyes.
- Now all of you once again take a long deep breath and turn your attention to the sounds coming from inside your class or out of class. This sound may be of someone talking, of someone walking, of something falling, or there may be sound of birds from outside. “(let them hear those sounds for a few seconds.)
- Now ask the teacher students to turn their attention to any kind of sound which is continuous outside the classroom or in the classroom. For example - fan sounds, bird sounds, traffic sounds etc
- During these instructions, the teacher may make one type of sound themselves and keep in mind the pattern of counting in this sound.
- For example - teachers can clap 3 times.
- Teachers can pinch their fingers 2 times.
- Teachers can tap (tap) on the ground 4 times, etc
- The teacher now tells the students that “can you all hear different types of sounds”?
- To ask the teacher students whether these voices are the same or different? Are these sounds loud or slow?? Are these sounds coming from near you or are away from you?
- Teachers can get this activity done 4 to 5 times with different sounds in the classroom.

Dos and Don'ts

- Teachers ensure that all students are participating in the activity.
- During teacher activity, note the counting pattern that while generating sounds yourself

Proposed points for discussion on the activity:

(Teachers may ask questions from their side in order to establish the Objective of the activity)

- How are you feeling?
- Did you hear different kinds of sounds?
- Did you hear the sound of clapping?
- How many times was the clapping done?
- Did you hear the sound of fingers snapping?
- How many times were fingers snapped
- Were there sounds that emerged from different objects? Are you able to name those objects?
- Can you count these sounds?

3. Silent Check out: 2 Minutes



Objective: The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this mindfulness practice/activity/ exercise

Steps for the Activity:

- The mindfulness class to be concluded with sitting calmly and quietly
- During this time, students to reflect on the thoughts and feelings arising from the activities done today
- During this time no other instructions to be given to the students.
- Whether students close their eyes or keep them open while softly looking downwards, can be left at their will / decided by them.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 10: Mindful Seeing I

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindful Check-in: 3 - 5 Minutes
b. Discussion on Mindfulness: 5-8 Minutes
2. Mindful Seeing and Discussion: 15 Minutes
3. Silent Check out: 2 Minutes

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



Objective: Teachers are required to prepare students for the practice of Mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes
- Ask students to bring their attention to what all they can see around them. (Pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them (Pause for approximately 10 seconds)
- Next, students to focus on the different smells that they can experience around them at present. (Pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment (Pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body (which could be the chair, table, shoes, their clothes, etc.) (Pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of Mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.
- After the Mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same.

b) Discussion on Mindfulness: 5 Minutes



Objective: To introduce students to the practice of Mindfulness

At the beginning of Mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- Would anyone like to share what all exercises you practiced in the last / previous Mindfulness class?
- Did you practice Mindfulness exercise at home? Did you practice this exercise alone or with someone?
- Did you do this activity/ exercise in a quiet place or a noisy place?
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts

- Encourage all students to answer in class
- Do not give any negative comment(s) to answers given by students

2. Mindful Seeing-I and discussion: 15 Minutes

- Teachers can ask the students that how do they see things? (With their eyes)
- Teachers can ask the students where are our eyes? (Indicate your eyes)
- Teachers can ask the students what all things can you see in the classroom? (Table, chair, books, etc.)
- Teachers can say-"You all may sit in your places. I am going to say few sentences in front of you and based on those sentences, you can tell me which object am I talking about.

E.g.- I am seeing something black. (Blackboard, pencil, hair, etc.)

- I am seeing something in square shape. (Desk, duster, pencil box, etc.)
- Teacher can give many examples like these so that the Objective of the activity is achieved.
- You can show any object to the students and take their attention towards its shape, colour, position in the room, etc. E.g., Take their attention to the table and ask:
- Are you all able to see the four legs of the table?
- Are all the four legs same?
- Is there any scratch on it?
- Is the colour of the table same all over?
- Is the table small or big?
- Is the table hard or soft?
- Is the table rough or smooth?
- Did you notice any other thing about the table?
- Teacher can ask such questions about various items in order to take the attention of the students on different aspects of the item.

Dos and Don'ts:

- Teacher may use a calm tone while giving instructions.
- Teacher need to motivate the students to express their feelings more freely.
- While asking questions from student, refrain from using words like good or bad

Proposed points for discussion on the activity:

- Have you ever seen object with so much attention before? (Tell the students that when we pay attention so whatever is happening around us we are able to know about it better)
- Where all do we need to pay attention and see things? (during studying, playing, eating, or doing some other task)

3. Silent Check out: 2 Minutes



Objective: The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise

Steps for the Activity:

- The Mindfulness class has to be concluded while sitting calmly and quietly.
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today.
- During this time no other instructions have to be given to the students.
- Whether students close their eyes or keep them open while softly looking downwards, can be left at their will / decided by them.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 11: Mindful Seeing – II

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindful Check-in: 3 - 5 Minutes
b. Discussion on Mindfulness: 5-8 Minutes
2. Mindful Seeing- II and discussion: 15 Minutes
3. Silent check out: 2 Minutes

1.a) Mindful Check in: 3 to 5 Minutes



Objective: Teachers are required to prepare students for the practice of Mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes
- Ask students to bring their attention to what all they can see around them. (Pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them (Pause for approximately 10 seconds)
- Next, students to focus on the different smells that they can experience around them at present. (Pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment (Pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body (which could be the chair, table, shoes, their clothes, etc.) (Pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of Mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.
- After the Mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same.

b) Discussion on Mindfulness



Objective: To introduce students to the practice of Mindfulness

At the beginning of Mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- Would anyone like to share what all exercises you practiced in the last / previous Mindfulness class?
- Did you practice Mindfulness exercise at home? Did you practice this exercise alone or with someone?
- Did you do this activity/ exercise in a quiet place or a noisy place?
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts

- Encourage all students to answer in class
- Do not give any negative comment(s) to answers given by students

2. Mindful Seeing and discussion: 15 Minutes



Objective: To make / (get students to) focus their attention to a single object and practice Mindful Seeing

Dos and Don'ts

- Teacher need to motivate the students to express their feelings more freely.
- While asking questions from student, refrain from using words like good or bad

Stages/Phases of the activity:

- Teachers may tell students,” I will show you an object. You all have to pay attention to its colour, shape, formation, etc.” (Items like Duster, notebook, mobile phone can be shown)
- Teachers can give approximately 1 minute to see the item. During this time take the students attention to the item's- any mark, scratch, etc
- Teachers may hide the item and ask the students to make it's drawing. (5 Minutes)
- Teacher can again show the item and ask the students to come forward and talk about their drawing.

Dos and Don'ts:

- Teacher should ensure that they use a calm voice while giving instructions.
- This is not a drawing session, hence, refrain from labelling anyone's drawing as good or bad.

Proposed points for discussion on the activity:

- How are you feeling?
- Which item did you see with attention?
- Were you able to draw it similarly? Why/why not?
- Did you find it difficult or easy to do this activity? Why/why not?

3. Silent Check Out: 2 Minutes



Objective: The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise

Steps for the Activity:

- The Mindfulness class has to be concluded while sitting calmly and quietly
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today
- During this time no other instructions have to be given to the students.

- Whether students close their eyes or keep them open while softly looking downwards, can be left at their will / decided by them.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so. .



Session 12: Heartbeat Activity

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindful Check In: 3 - 5 Minutes
b. Discussion on Mindfulness: 5 Minutes
2. Heartbeat Activity and discussion: 15 Minutes
3. Silent Check Out: 2 Minutes

1.a) Mindful Check In: 3 - 5 Minutes



Objective: Teachers would require to prepare students for the practice of Mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes
- Ask students to bring their attention to what all they can see around them. (Pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them (Pause for approximately 10 seconds)
- Next, students to focus on the different smells that they can experience around them at present. (Pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment (Pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body (which could be the chair, table, shoes, their clothes, etc.) (Pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of Mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.
- After the Mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same.

b) Discussion on Mindfulness: 5 Minutes



Objective: To introduce students to the practice of Mindfulness

At the beginning of Mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- Would anyone like to share what all exercises you practiced in the last / previous Mindfulness class?
- Did you practice Mindfulness exercise at home? Did you practice this exercise alone or with someone?
- Did you do this activity/ exercise in a quiet place or a noisy place?
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts

- Encourage all students to answer in class
- Do not give any negative comment(s) to answers given by students

2. Heartbeat Activity and discussion: 15 Minutes



Objective: The purpose/Objective of this activity is to get students to bring their attention to their heartbeat.

Steps for the Activity:

- Tell the students/Students to be told - “We will do an activity in which we will bring our attention to our heartbeat.”
- Ask students to stand in their own place.
- Then ask them to jump gently and slowly.
- Ask them to increase the height and speed of the jump slowly.
- Let them jump for some time.
- When they get tired, ask them to stop jumping and sit in their own place.
- Now ask them to put their hands on their chest(heart).
- Ask them what they are they able to feel. Is everyone able to feel the dhak-dhak?
- Ask the students to pay attention to the speed as well the sound of their heartbeat by saying - “Listen carefully, you would be able to hear a slight sound of heartbeat in your ears.”

Proposed points of discussion following the activity:

- How many of you were able to feel your heartbeat?
- Did you feel your heartbeat getting fast?
- When did you notice your heartbeat getting fast?
- Were any of you able to hear your heartbeat? Did you notice the speed of your heartbeat changing after some time?

Dos and Don'ts

- Let the students enjoy and be noisy while jumping.
- Make sure that any child does not get hurt.

3. Silent Check Out: 2 Minutes



Objective: The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise.

Steps for the Activity:

- The Mindfulness class has to be concluded while sitting calmly and quietly
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today

- During this time no other instructions have to be given to the students.
- Students can decide whether they want to close their eyes or keep them open while softly looking downwards.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 13: Mindful Touch

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindful Check-in: 3 to 5 Minutes
b. Discussion on Mindfulness: 5 Minutes
2. Mindful Touch and discussion: 15 Minutes
3. Silent check out: 2 Minutes

1.a) Mindful Check in: 3 to 5 Minutes



Objective: Teachers are required to prepare students for the practice of Mindfulness in class through this exercise

- Teachers can/may ask students to sit in a comfortable position and demonstrate to them by taking three, long, deep breaths. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes
- Ask students to bring their attention to what all they can see around them. (Pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them (Pause for approximately 10 seconds)
- Next, students to focus on the different smells that they can experience around them at present. (Pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment (Pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body (which could be the chair, table, shoes, their clothes, etc.) (Pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of Mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.
- After the Mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same.

b) Discussion on Mindfulness



Objective: To introduce students to the practice of Mindfulness

At the beginning of Mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- “Would anyone like to share what all exercises you practiced in the last / previous Mindfulness Class?”
- “Did you practice Mindfulness exercise at home? Did you practice this exercise alone or with someone?”
- “Did you do this activity/ exercise in a quiet place or a noisy place?”
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts

- Encourage all students to answer in class
- Do not give any negative comment(s) to answers given by students

2. Mindful Touch and Discussion: 15 Minutes



Objective: To get students to pay attention/ To help students pay attention and practice Mindful Touch

Steps for the Activity:

- Teachers may ask students to open their pencil box, remove all the things from it and put it on the table. (If a student does not have a pencil box, the teacher can give them different items from the classroom.)
- Students may be asked - Hold these items in your hand and see how you feel when you hold an object in your hand?
- Teachers tell the students “Now we will focus on the practice of Mindful touch in which we will all bring our attention on our pencil.”
- “All students may sit in a comfortable position. Now you may bring your attention to the pencil placed in front of you. Notice: How is the color of this pencil? How is the shape of this pencil? Now all the student may take a long, deep breath and hold this pencil in their hand.
- All students to try and take their attention to the weight of this pencil. Notice: How is the texture of this pencil? Does this pencil feel cold or hot? How do you feel the touch of this pencil in your hands?

(Teacher may stop here/ take a pause for 5 Minutes)

- “If you feel that your attention is getting distracted, then try to bring your attention back to this pencil
- “Now you all may take a long, deep breath and whenever you feel comfortable, you may gently put this pencil back on your desk.”

Proposed point of discussion in activity:

(Teachers may even ask questions on their own behalf so that the objectives of this activity can be achieved.)

- How are you all feeling?
- Were all of you able to bring your attention and focus on the pencil?
- Were you able to see anything about this pencil that you had not seen before?
- How did you feel while holding this pencil?
- Did you find your thoughts/attention moving around at any time?
- Were you able to bring your attention/ thoughts back to the pencil?

3. Silent Check out: 2 Minutes



Objective: The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise

Steps for the Activity:

- The Mindfulness class has to be concluded while sitting calmly and quietly.
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today.
- During this time no other instructions have to be given to the students.
- It can be decided by students whether they want to close their eyes or keep them open while softly looking downwards.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 14: Mindful Scribbling

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindful Check-in: 3 - 5 Minutes
b. Discussion on Mindfulness: 5 Minutes
2. Mindful Scribbling and discussion: 15 Minutes
3. Silent Check Out: 2 Minutes

1.a) Mindful Check in: 3 to 5 Minutes



Objective: Teachers would require to prepare students for the practice of Mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes.
- Ask students to bring their attention to what all they can see around them. (Pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them. (Pause for approximately 10 seconds)
- Next, students to focus on the different smells that they can experience around them at present. (Pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment. (Pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body. (which could be the chair, table, shoes, their clothes, etc.) (Pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of Mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.
- After the Mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same.

b) Discussion on Mindfulness: 5 Minutes



Objective: To introduce students to the practice of Mindfulness

At the beginning of Mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- “Would anyone like to share what all exercises you practiced in the last / previous Mindfulness Class?”
- “Did you practice Mindfulness exercise at home? Did you practice this exercise alone or with someone?”
- Did you do this activity/ exercise in a quiet place or a noisy place?
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts

- Encourage all students to answer in class
- Do not give any negative comment(s) to answers given by students

2. Mindful Scribbling and discussion: 15 Minutes



Objective of the activity: Students to express themselves through scribbling and while doing so, they are able to pay attention to different aspects/sides of the task/activity.

Materials required: Paper, crayon

Steps for the Activity:

- Ask students to sit in a comfortable position. Now ask them to take a long, deep breath in through the nose and out from/through the mouth. Now with the next breath, become aware of the sounds coming from your environment. Do this for about 10 seconds. No instructions should be given during this time.
- Now bring your attention to your breathing process. Focusing on every in breath and out breath, try to notice the breath coming in and going out.
- Now ask them to bring their attention to the crayon and paper kept beside them. They may see all the colors and take out any one color that they like. Take that crayon in your hand and notice how heavy it is/ it's heaviness. Now ask them to make anything/something on the paper kept beside them.
- Tell students to scribble the crayons quickly (scribble) (for 10 seconds). If required, teachers can give the following instructions to students for scribbling - up-down, right-left, crisscross.
- Now ask students what they were feeling, while scribbling quickly. Were they able to feel any kind of tightness or pressure in their hands or shoulders, or any change in their breathing.
- Share this information with the students - "Whenever we do something in which the body has to work hard, at that time our breathing becomes fast. But if we want, we can also normalize our body by taking slow, long and deep breaths."
- Let them repeat this process again, but this time let them scribble slowly. Let students pay attention to their hands, shoulders and breathing.

Proposed points of discussion:

- Were you able to feel the stretch/tightness in your hands and shoulders while drawing quickly?
- Were you able to feel the stretch/tightness in your hands and shoulders while drawing slowly?
- Were you able to feel any difference in both ways?

3. Silent Check out: 2 Minutes



Objective: The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise

Steps for the Activity:

- The Mindfulness class has to be concluded while sitting calmly and quietly
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today
- During this time no other instructions have to be given to the students.
- Whether students close their eyes or keep them open while softly looking downwards, can be left at their will / decided by them.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 15: Mindful Stretching – I

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindful Check-in: 3 - 5 Minutes
b. Discussion on Mindfulness: 5 Minutes
2. Mindful Stretching - II and discussion: 15 Minutes
3. Silent Check Out: 2 Minutes

1.a) Mindful Check In: 3 - 5 Minutes



Objective: Teachers would require to prepare students for the practice of Mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes.
- Ask students to bring their attention to what all they can see around them. (Pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them. (Pause for approximately 10 seconds)
- Next, students to focus on the different smells that they can experience around them at present. (Pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment. (Pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body. (which could be the chair, table, shoes, their clothes, etc.) (Pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of Mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.
- After the Mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same.

b) Discussion on Mindfulness: 5 Minutes



Objective: To introduce students to the practice of Mindfulness

At the beginning of Mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- Would anyone like to share what all exercises you practiced in the last / previous Mindfulness class?
- Did you practice Mindfulness exercise at home? Did you practice this exercise alone or with someone?
- Did you do this activity/ exercise in a quiet place or a noisy place?
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts

- Encourage all students to answer in class
- Do not give any negative comment(s) to answers given by students

2. Mindful Stretching – II and discussion: 15 Minutes



Objective: To get /make students pay attention to the state of stretching/ tension and relaxation arising in the body.

Dos and Don'ts

- Make sure that no child is injured or hurt during any part of either activity
- If a child is feeling uncomfortable then, do not put pressure on/ force him/her to do the activity

Stages/Phases of the activity:

- Teachers may ask students: "All of you may stand up and keep your body loose"
- Ask the students to bring their hands upwards and stretch them upwards, as high as they can, while they keep standing. Focus on experiencing the stretch/tension/tightness in your shoulders and back.
- Now slowly take both your hands up above your head and stretch them upwards, as high as you can, while you keep standing. Focus on experiencing the stretch/tension/tightness in your shoulders and back.

(You may pause here for 5 seconds)

- Teachers may ask students – "Are all of you able to feel any tightness/stretch/tension in your hands?"
- Now ask the students – "You may now bring your hands down"

(You may pause here for 10 seconds)

- Teachers may ask students – "Are all of you able to feel relaxation in your hands?"
- Now, just like this, ask students to touch their feet with their hands without bending their knees.

(You may pause here for 5 seconds)

- Teachers may ask students – "Are all of you able to feel any tightness/stretch/tension in your legs?"
- Now ask the students to stand straight.

(You may pause here for 10 seconds)

- Teachers may ask students – "Are all of you able to feel relaxation in your legs?"
- Now, just like this, ask students to stretch and experience the tightness in different parts of their body. Let students do this activity/process at least 3-4 times.

Proposed points of discussion following the activity:

- Has anyone of you ever paid attention to your body like this before?
- How are you feeling when you had raised your hands?
- How did you feel when you raised your second hand?
- Did you find any difference between the two situations?

Teacher can tell the students that we are unable to pay attention to our body everytime. by doing this activity we become aware of our body and this helps us to increase our awareness.

3. Silent Check Out: 2 Minutes



Objective: The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise

Steps for the Activity:

- The Mindfulness class has to be concluded while sitting calmly and quietly.
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today.
- During this time no other instructions have to be given to the students.
- Students can decide whether they want to close their eyes or keep them open while softly looking downwards.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 16: Mindful Stretching – II

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindful Check-in: 3 to 5 Minutes
b. Discussion on Mindfulness: 5 Minutes
2. Mindful Stretching - II and discussion: 15 Minutes
3. Silent check out: 2 Minutes

1.a) Mindful Check in: 3 to 5 Minutes



Objective: Teachers would require to prepare students for the practice of Mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes
- Ask students to bring their attention to what all they can see around them. (Pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them (Pause for approximately 10 seconds)
- Next, students to focus on the different smells that they can experience around them at present. (Pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment (Pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body (which could be the chair, table, shoes, their clothes, etc.) (Pause for approximately 10 seconds)

Dos and Don'ts:

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of Mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.
- After the Mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same.

b) Discussion on Mindfulness: 5 Minutes



Objective: To introduce students to the practice of Mindfulness

At the beginning of Mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- Would anyone like to share what all exercises you practiced in the last / previous Mindfulness class?
- Did you practice Mindfulness exercise at home? Did you practice this exercise alone or with someone?
- Did you do this activity/ exercise in a quiet place or a noisy place?
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts

- Encourage all students to answer in class
- Do not give any negative comment(s) to answers given by students

2. Mindful Stretching - II and discussion: 15 Minutes



Objective- To bring the attention of students on the tension in the body and practice Mindful Stretching.

Dos and Don'ts:

- Teacher should ensure that during the activity no student is hurt.
- In case, any student does not want to do an activity then there should be no pressure to continue.

Stages/ Phases of the activity:

- Teacher tell the students that we will do the previous activity in a different way. All the students sit comfortably and relax their bodies.
- Teacher ask the students to raise their right hand on stretch it above.

(Wait for 15 seconds here)

- Teacher tell the students, “focus on this tension along with your breathing. Are you able to feel your breathing?”
- Teacher can get this done two to three times with the other hand as well.
- Now all of you slowly raise your right leg. You can raise it as much as you want.

(Wait for 10 seconds here)

- Teachers can ask students, “Are you able to feel any tension in your legs?”
- Teacher ask students to bring their leg down.
- Teacher ask the students, “Are you able to feel relaxation in a leg?”
- Now ask the students to raise their other leg. Raise your leg as much as you want and bring your focus to the tension you can feel in your body.
- Ask the students to bring their leg down.
- Teacher tell the students to raise both their legs. As much as they want and focus their attention on the tension they are feeling.

(Wait for 15 seconds here)

- All of you can bring your legs down.

Proposed points for discussion on the activity:

- Were you able to feel the tension in both your legs and hands?
- Was there any difference in the tension in hands and legs?

3. Silent Check Out: 2 Minutes



Objective: The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise

Steps for the Activity:

- The Mindfulness class has to be concluded while sitting calmly and quietly.
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today.
- During this time no other instructions have to be given to the students.
- Whether students close their eyes or keep them open while softly looking downwards, can be left at their will / decided by them.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 17: Mindful Walking

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindful Check-in: 3 - 5 Minutes
b. Discussion on Mindfulness: 5 Minutes
2. Mindful Standing and discussion: 15 Minutes
3. Silent check out: 2 Minutes

1.a) Mindful Check in: 3 to 5 Minutes



Objective: Teachers would require to prepare students for the practice of Mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes
- Ask students to bring their attention to what all they can see around them. (Pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them (Pause for approximately 10 seconds)
- Next, students to focus on the different smells that they can experience around them at present. (Pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment (Pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body (which could be the chair, table, shoes, their clothes, etc.) (Pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of Mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.
- After the Mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same.

b) Discussion on Mindfulness: 5 Minutes



Objective: To introduce students to the practice of Mindfulness

At the beginning of Mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- Would anyone like to share what all exercises you practiced in the last / previous Mindfulness class?
- Did you practice Mindfulness exercise at home? Did you practice this exercise alone or with someone?
- Did you do this activity/ exercise in a quiet place or a noisy place?
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts

- Encourage all students to answer in class
- Do not give any negative comment(s) to answers given by students

2. Mindful Walking and discussion: 15 Minutes



Objective: To get /make students (to) practice Mindful Walking

Dos and Don'ts

- Teachers can/may also take students out in the field for this activity.

Steps for the Activity:

- Teachers may tell students that now we would all be paying attention and practice Mindful Walking
- Teachers may ask students to come out of their desk and stand in a comfortable position. Tell all students that they may leave their hands, feet and shoulders loose and bring their attention to the pace/speed/rate of their breath. Take 2-3 long, deep breaths in and breathe out through the mouth.
- Ask them to bring their focus to their standing position, with the next breath. Ask students to bring their attention to their feet and notice their touch against the shoes
- Teachers may ask students if they are able to notice any sensation in their feet? Try to become aware of this/them.
- Now ask students to slowly take one step further/ahead, with a long, deep breath. When they are doing this, then ask them to pay attention to their step and try to notice it as they lift it from the ground and keep it back on the ground in front of them. Now bring your attention to your body as you notice how you are standing.
- Now ask the students to take their second step forward and bring their attention to their other foot. Now tell them to pay attention to their steps and notice all their steps one by one as they all start walking slowly.

(Teachers may wait for 30 seconds and let the students continue this practice/activity)

When the students continue walking like this, ask them to bring their attention to the changes in their body. Now ask them how their breath feels at this time? Do you feel any change in any other organ of your body?”

(Teachers may wait for 30 seconds and let the students continue this practice/activity)

- If you feel that your attention is wandering, then you may try to bring your attention back to your state of walking
- Now all of you may take a long, deep breath and whenever you feel comfortable, you may slowly come back and sit in your places”
- Allow students time to come back to their place in/till 1 minute

Proposed points of discussion following the activity:

(Teachers may also ask questions on their behalf so that the objectives of this activity can be achieved.)

- How are all of you feeling?
- Have you been able to pay attention to your walking before?
- How did you feel while paying attention to your walking/ practicing Mindful Walking?
- Would anyone like to share their experience?
- What do you think happens when we walk without paying attention?

3. Silent Check Out: 2 Minutes



Objective: The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise

Steps for the Activity:

- The Mindfulness class has to be concluded while sitting calmly and quietly.
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today.
- During this time no other instructions have to be given to the students.
- Students can decide whether they want to close their eyes or keep them open while softly looking downwards.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 18: Mindfulness of Feelings – I

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindful Check In: 3 - 5 Minutes
b. Discussion on Mindfulness: 5 Minutes
2. Mindfulness of Feelings – I and discussion: 15 Minutes
3. Silent Check Out: 2 Minutes

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



Objective: Teachers would require to prepare students for the practice of Mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes
- Ask students to bring their attention to what all they can see around them. (Pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them (Pause for approximately 10 seconds)
- Next, students to focus on the different smells that they can experience around them at present. (Pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment (Pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body (which could be the chair, table, shoes, their clothes, etc.) (Pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of Mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.
- After the Mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same.

b) Discussion on Mindfulness: 5 Minutes



Objective: To introduce students to the practice of Mindfulness

At the beginning of Mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- Would anyone like to share what all exercises you practiced in the last / previous Mindfulness Class?
- Did you practice Mindfulness exercise at home? Did you practice this exercise alone or with someone?
- Did you do this activity/ exercise in a quiet place or a noisy place?
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts

- Encourage all students to answer in class
- Do not give any negative comment(s) to answers given by students

2. Mindfulness of Feelings and discussion: 15 Minutes



Objective:

- Introduction to Feelings
- Discussion on feelings and understanding them better

Dos and Don'ts

- Try to create a safe/secure environment. Accept and respect the feelings of every child.
- Do not take any decision based on your own bias/judgement.

Steps for the Activity:

- Teachers may tell students that “Today we will talk about our feelings /feelings. We Sometimes we may feel happy, sometimes sad, sometimes scared. All of these are our feelings /feelings.”
- Teachers may also draw/make pictures of different emotions/feelings on the blackboard in the classroom.
- Teachers may tell students that today we will be having a discussion on one such feeling, happiness.

Proposed points of discussion following the activity:

- How does your face become, when you feel happy??
- When are the times that you feel happy?
- What do you do when you feel happy?
- What are you able to notice in your body when you feel happy?

(While discussing the feeling of happiness in the body, draw a body shape on the board and continue the discussion)

You may tell students: “Let’s talk about another feeling now. It’s, sadness. Let’s discuss about it”

- How does your face become, when you feel happy??
- When are the times that you feel happy?
- What do you do when you feel happy?
- What are you able to notice in your body when you feel happy?

As you talk about feelings, illustrate the same on the board. During the discussion of the sad feeling and its experience in the body, illustrate a drawing of the human body and continue with the discussion.

3. Silent Check Out: 2 Minutes



Objective: The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise

Steps for the Activity:

- The Mindfulness class has to be concluded while sitting calmly and quietly
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today
- During this time no other instructions have to be given to the students.
- Students can decide if they want to close their eyes or keep them open while softly looking downwards.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Session 19: Mindfulness of Feelings II

This plan is for the 25-minute class on Mindfulness practice, which would be taking place twice a week. Repeat the same plan on both the days of the week.

Distribution of Time:

1. a. Mindful Check-in: 3 - 5 Minutes)
b. Discussion on Mindfulness: 5 Minutes
2. Mindfulness of feelings – II and discussion: 15 Minutes
3. Silent check out: 2 Minutes

1.a) Mindful Check in: 3 to 5 Minutes



Objective: Teachers would require to prepare students for the practice of Mindfulness in class through this exercise

- Teachers to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths themselves. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes
- Ask students to bring their attention to what all they can see around them. (Pause for approximately 10 seconds)
- Students to bring their attention to the different sounds that they can hear around them (Pause for approximately 10 seconds)
- Next, students to focus on the different smells that they can experience around them at present. (Pause for approximately 10 seconds)
- Students to bring their attention to the taste they can experience in the present moment (Pause for approximately 10 seconds)
- Students to focus on the touch of the different things/objects against their body (which could be the chair, table, shoes, their clothes, etc.) (Pause for approximately 10 seconds)

Dos and Don'ts

- Allow students time to sit comfortably in their own place.
- Ask students to bring their awareness to what all they can experience while sitting in their place. They don't need to control or change their posture in any way.
- In case, all the points of Mindful check in have not been covered within 5 Minutes, allow students to carry out some of the points from the above-mentioned steps.
- After the Mindfulness check in, if any student wants to share their experience, give them the opportunity to do the same.

b) Discussion on Mindfulness: 5 Minutes



Objective: To introduce students to the practice of Mindfulness

At the beginning of Mindfulness class, you (educator/teacher) can carry out discussion with the students by following the given instructions/ points:

- Would anyone like to share what all exercises you practiced in the last / previous Mindfulness class?
- Did you practice Mindfulness exercise at home? Did you practice this exercise alone or with someone?
- Did you do this activity/ exercise in a quiet place or a noisy place?
- At what time did you do this practice?
- How did you feel after practicing mindfulness at home and in the classroom?

Dos and Don'ts

- Encourage all students to answer in class
- Do not give any negative comment(s) to answers given by students

2. Mindfulness of Feelings – II and discussion: 15 Minutes

- Students to be told that “Now we will do an activity that will help us to experience happiness.”
- Teachers may ask students to sit comfortable position. Gently close your eyes and take a deep breath in and breathe out through your mouth. Again, take a deep breath in and breathe out through the mouth, repeating once or twice”
- Teachers may ask students to imagine a place where they are able feel happy. Tell them that they can be either alone in this place or with someone. Try to notice where are you able to feel

the happiness in your body.”

- “Now slowly breathe in..... And breathe out. As you breathe in and breathe out, think to yourself - I am smiling.”
- “Now you may slowly open your eyes.”
- “Now you may give each other a lovely/kind smile.”

Proposed points of discussion following the activity:

- How did you find this activity?
- In your body, which places were you able to feel the happiness?
- Which place of happiness did you imagine?
- How did you feel during imagination?

3. Silent Check out: 2 Minutes



Objective: The Objective of this activity/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise

Steps for the Activity:

- The Mindfulness class has to be concluded while sitting calmly and quietly
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today
- During this time no other instructions have to be given to the students.
- Students can decide if they want to close their eyes or keep them open while softly looking downwards.

Dos and Don'ts

- Do not ask any questions after the silent check out.
- If a student wants to share his/her experience, then teachers can give him/her a chance to do so.



Story Section

Story is an interesting medium to present various aspects of society. The role of stories has always been significant with the idea of drawing attention to various issues prevalent in society, agendas related to evil practices, or developing goodness and humanness among individuals. If the stories are based on real life situations and give an opportunity for self introspection ,then they serve as more effective and important tools.

As observed, when students are asked to study, many of them want to escape, but when they are called to listen to a story by their grandpa ,grandma or any other family person, they get excited and listen to the story with full joy and enthusiasm. So it is easy to draw the child's attention to different aspects of living through stories. Stories are powerful tools to inculcate human values in children. Therefore, why not try to develop the ability of children to live in the system by giving direction to their curiosity and rationality in the early years through stories! In the Happiness curriculum also, stories are given special importance because the stories touch the minds and thought process of students the most, and their effects last for a longer period of time.

Stories for students of this age group have been taken in such a way that they are small and directly related to their lives. The below mentioned considerations have also been kept in mind while writing or selecting these stories -

- Stories are simple and interesting which students can understand easily.
- The main characters of the story are children of the same age group and events come from their day-to-day life, so that students can easily connect themselves to that story.
- Stories are based on any one human value (like gratitude, respect, friendship, companionship, cooperation, happiness etc.).
- None of the stories are unreal or fairy tales. Inanimate substances or animals in the story have not been shown to behave humanly or move away from their normal behaviour.

Also, at the end of every story, some tasks have been given under 'Go home, look, ask, understand'. The aim of such tasks is to provide an opportunity to observe and relate the discussed points in the lives of their family and neighborhood. So these tasks should be shared with students just before leaving the happiness class. Also, it should be kept in mind that students have a full opportunity in the next class to share their experiences on the given point.

Some Important Points:

- The selection of these stories and the questions based on them have been made in such a way that students can truly understand and feel happiness in their lives.
- Teacher should read the story before going to class and understand its purpose and intent well so that it can be presented in the classroom efficiently.

- In order to maintain students' interest, the teacher should narrate each story with proper voice modulation and gestures.
- A simple puppet can be used (such as a puppet made of socks or paper)
- A story-related picture can be used on a chart paper.
- Teachers can also do role play of the story in between.
- To make the story more interesting and clear, its content can be presented as some activities to engage students in the process.
- After sharing the story, the teacher should keep in mind that the purpose of the questions is to motivate students to think. Therefore, while asking questions the sentences should be simple and clear.
- Teachers should ensure a comfortable and fear-free environment in the classroom so that students can feel free to raise questions and share ideas that arise in their mind.
- Teacher should listen patiently to all students.
- The given questions are only suggestive. Teachers may also ask other questions to serve the purpose.
- Encourage all students to participate.
- Each story is proposed for one day.
- Teacher can take up the story for discussion the next day as well where he/she can recapitulate the learnings from the story and discuss the experiences of students.
- Ask some students to narrate the story and then discuss it.
- Discuss different aspects of such incidents from their life.
- Role play of the story can be organised in groups.
- Keep in mind that answers to 'proposed questions for discussion' should lead to the main objective (like gratitude, respect, friendship, intelligence, brotherhood, happiness, unity, etc.).
- Start a new story in a new period.
- If required, any story can be taken up again after a few weeks following a different pedagogical approach.

The Period can be Utilized in This Way -

- The period should start with 2-3 minutes of mindfulness activity.
- In the next 10 minutes, narrate a story based upon prescribed objectives.
- After that, story based discussion is to be done for 15 minutes.
- At the end of the discussion, students should sit quietly for 1-2 minutes and review their conclusions.
- Before leaving the class, share with students the task of 'Observe, ask and explore at home'.

1. Sweet Apple

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



Objective: We must respond not react after understanding others' feelings.

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

STORY

Direction of Discussion:

Sometimes we form our opinion about others without understanding their real intent whereas the other person has the right intent for us and we react without understanding the intent behind his or her action.

As soon as Raju's father came from the market, Raju started peeping into the bag. There he found two large apples. Raju rushed to his elder sister Meena with both of the apples in his hand and said in a teasing way "look Meena, I have got two big apples."

Meena said, "Give me one. I will also eat"

Quickly Raju bit into one apple. At this Meena said, "Now give the other one to me. But impulsively Raju bit another too.

How would Meena have felt after seeing this? (Take answers from 2, 3 students.)

Yes, Meena felt bad about this. She thought, "Raju did not give her any apple and he had spoiled both the apples by biting into both."

Was Meena right in thinking so? Why did Raju bite into both the apples?

Just then Raju gave the first apple to Meena saying, "take it please, you eat this one, This one is sweeter of the two."

Affectionately, Meena pulled Raju's cheeks and said, "Wow! My brother takes such good care of me! You eat this apple and I'll eat the second one". Meena took the second apple from Raju and started eating it.

Suggested Questions for Discussion:

- Can we find out which apple is sweeter without biting it?
- In what other ways could they have divided the apples?
- When we take care of our family members, how do they feel?
- Are you being taken care of, by your parents and siblings? If yes then how?
- Do you share your favourite things with your family members? What are the things you mostly share with them?
- Have you ever been into a situation where you had felt sad about something but felt happy about the same after knowing the real facts.

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

Observe, Ask and Explore at home (for students)

Today we all will try to observe the occasions/ time when you feel bad about something at home or in school.

- The next day students can share their experiences.

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

2. Raju's Lunch Box

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



Objective: Let the students form /have a firm belief that helping one another is always good.

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

STORY

Direction of Discussion:

Humans feel good when they live together & eat together. Humans never like to do anything alone. Living in close cooperation is the basis of Happiness. We all feel good when we are living together & eating together. Even the other person also feels good.

Today was Raju's first day in school. His mother was sick. Still, his mother helped him to get ready for school. However, she could not prepare lunch for Raju and give him his tiffin. The mother sent him to school with Monika didi living in their neighborhood.

During the lunch break in school, all children sat together to have their lunch. But Raju kept sitting quietly on his seat. When other children found him sitting quietly, they said, "Raju, where is your lunch?"

Raju told them about his mother's illness.

Raju's friends said, "Today, our lunch is Raju's lunch", and asked him to join them. They shared their food like *Idli*, *Paranthas*, *Rajma* and *Bhindi* (ladyfinger) with Raju. All of them ate, relished and enjoyed a lot together.

How do you feel when you share your lunch?

When Raju reached home after school, his mother was feeling a little better. Mom said, "You must be quite hungry, Raju! Let me prepare something for you."

At this Raju said, "Oh mom! today I ate a lot with my friends. Did you eat anything or not?" "after a while Raju said, "Oh mom! I forgot, I have brought some *halwa* (sweets) for you too, taste it please".

Suggested Questions for Discussion:

- Has an unknown person (stranger) helped you? When and how?
- When and why did you get the idea to help someone?
- What do family members do for us?
- What do you do for your family?
- Have you ever shared your things with your friends? If yes, then when?

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

Observe, Ask and Explore at Home (for students)

Today we will think and observe who all helped us and supported us in different ways. Tomorrow, you can share all this in the class.

Note: The teacher can carry forward the story the next day if the need be. This Way, the story can be recapitulated or the students can share their experiences.

3. Perfumed Eraser

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



Objective: To motivate students to make decisions by looking at the usefulness of things instead of wanting someone else things.

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

STORY

Direction of Discussion:

Sometimes we wish to have the same things as others are having without realizing whether that thing is useful for us or not. The teacher can discuss with the students the utility of different things and how those things are useful for them.

Yuvi was a student of grade one. In her class, Naveen had a perfumed eraser. He liked that eraser. One day he said to his mom, “Mom, please get me a perfumed eraser”. Mom said, “Okay sure, whenever we go to the market, You can buy one.”

The next day when school was over, Yuvi found an eraser lying on the floor of the classroom. He picked it up and smelt it and found that it had a good smell. He picked it and put it into his bag.

On returning home he told his mother that he no longer wanted a new eraser. He was happy with his old one. His mother was surprised to hear this but she didn't speak. By evening he couldn't stomach this thing anymore and he showed the perfumed eraser to his mother and said, “Mom, I got it in my class, it was lying on the floor. “At this the mother said, “Whose eraser is it? Do you know? “Yuvi answered, “mom, perhaps this is Naveen's eraser, but somehow now it's mine.”

“How can a thing that's not yours be yours ? “saying this, mother resumed her usual tasks.

The next day when Yuvi reached school he saw Naveen sitting sadly in a corner. Yuvi asked him why he was sad.

Naveen told him that he had lost his perfumed eraser. Yuvi became ponderous.

(What would Yuvi have done then?)

Yuvi took out the eraser from his pocket and putting it into Naveen's hands he said, “bro, I got it yesterday, it was lying on the floor of the classroom.”

Naveen was quite happy to get his perfumed eraser back and Yuvi was happy to see Naveen happy.

Suggested Questions for discussion:

- What would you have done if you were in Yuvi's place?
- What do you do when you are tempted by other's things?
- Did you find anything that belonged to someone else? At that time what did you do?
- When you return someone's things, then how do you feel when you return other's things?
- How do you feel when you get back your lost things?
- Does the perfume of the eraser be of any use for you or does the utility of the eraser is to erase the written word?

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

Observe, Ask and Explore at home (for students)

Today at home you will talk that if it is necessary that whatever others possess you also possess the same thing.

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

4. New Friend

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



Objective: Students should be made aware of their thoughts. Motivate them to understand the difference between right and wrong behavior.

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

STORY

Direction of Discussion:

There is always a continuous flow of thoughts in your mind. If we are aware of our thoughts, we will be able to evaluate them critically and it is after critical evaluation of our thoughts that we can distinguish between right and wrong thoughts. Our right work and right behavior depend on our right thoughts. Awareness of one's thoughts and evaluation is the basis of wisdom/ right understanding of life. The Teacher can discuss with the students, how and when we are aware of our thoughts.

While playing in the park, Aditya found a ball under the tree. Aditya started playing with the ball happily and was enjoying it. After some time, a boy named Irfan approached him. He was looking a bit disturbed. He asked Aditya, "Have you seen any ball here? It is almost the same as yours. A while ago I put it under the tree there only, now it is not there. I fail to understand how it got lost."

Aditya started pondering over it.

Here the teacher can ask the students: What do you think, What will Aditya do next?

Aditya wanted to play with that ball but he felt it was wrong. After thinking for a while, he said, "This is your ball. I found it here under the tree, so I started playing with it."

Irfan was overjoyed to find his ball back. He said to Aditya, "Thanks, my dear friend! Would you like to play with me?"

Both of them started playing together with the ball. Besides his ball, Aditya found a new friend too that day.

Suggested Questions for Discussion:

- Why did Aditya return Irfan's ball?
- Was he right in doing so? Why do you feel that he was right in doing so?
- Did you ever find your lost things back? How could you get it?
- What do you think, why did Irfan invite Aditya to play with him?

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

Observe, Ask and Explore at Home (for students)

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

5. Who Will Eat The Pulpy Kernel

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



Objective: To give importance to relationships rather than good looking material things. To take care of each other in the family.

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

STORY

Direction of Discussion:

Relations are more important than materials. If we take care of one another in our relations we feel good and the other party also feels equally good. It can be discussed with the student why it is important to be sensitive in relationships. In relationships, mutual care and trust are important for both parties. In a family, all of us help each other in some or the other way. Keeping all these things in mind, we live together.

Saurabh and Aastha were fond of mangoes. Today, while returning from work, their father brought home some mangoes. Their mother gave one mango to each one of them. After distributing mangoes among all family members, they had one piece of mango left undistributed. Saurabh quickly finished his share and wanted to eat the last mango. Noticing this Aastha also came forward and said, “I too want to eat more, please give me half of it.” Saurabh withdrew his extended hand for the mango, he asked his mother to divide the mango between them. The mother cut it into two pieces and gave one slice of it to each of them. Now the pulpy Kernel/middle part of the mango was left. Whom to give it? Both of them were eyeing for to get it.

The mother asked them, “who will eat it?”. At this Saurabh said smilingly, “mom, you can eat it please.” On the other hand Aastha said, “But Papa has not got any.” Aastha thought over it.

(Here the teacher will stop telling the story and ask students, what do you think will Aastha do?)

Aastha rushed to her father and gave him a piece of mango that she had, and said, “Papa this is for you.”

Saurabh still had his piece of mango in his hand. He went to Aastha and offered it to her saying, “this is for you, my loving sister, you are taking care of all of us”.

Saurabh was extremely happy to share his portion with his sister. Everyone in the family was happy to see one another eating mangoes.

Suggested Questions for Discussion:

- Why did Astha give her piece of mango to her papa?
- Why did Sourabh give his share to Astha?
- Share any of your experiences when you shared your favourite things with others.
- When we share our favourite things with others what are our feelings?

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

Observe, Ask and Explore at Home (for students)

- Observe today what all things we share with our family members and why do we share?

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

6. Noni's Injury

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



Objective: To develop sensitivity in the students so that they can recognize their mistakes and accept them too.

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

STORY

Direction of Discussion:

We often make mistakes. Making mistake is not important, rather accepting it, is more important. Fundamentally speaking no human wants to make mistakes. It can be discussed with students that in case a mistake happens it is important to accept it and make a resolve not to repeat it. None of us want to make any mistake but still it happens. We fail to understand the why and how of it. If someone else makes a mistake we feel he has deliberately done it.

Noni was three years old. She was fond of playing with her elder brother Umang. He would play with Nani at times. Whenever Umang had to go out, Noni would run after him. "I also want to go with you" every time she would insist.

One morning, Noni came home from the park crying and showed her injury to her mom.

"Look mom! I got injured." saying this she started crying.

Just then Umang entered and said, "Noni I don't think you're injured. He told his mom that Noni was coming after him when he was going to school and he started running. He further told his mother that Noni got stumbled while running after him only. Umang seemed very sad.

Their mom dressed up Noni's injury. Noni was staring at Umang with her eyes filled with tears. The mom tried to make Noni understand that Umang goes to school for studies and he could not take her along in school.

Innocently Noni asked mom, "When can I go to school with bhaiya?"

Suddenly Umang said, "I am sorry Noni, I never wanted to hurt you."

Suggested Questions for Discussion:

- Do you also like to play with your siblings?
- Why did Noni not tell her mom that she fell because of her brother?
- Was Umang at fault? Why didn't he narrate the whole incident at the outset?
- Why did Umang accept his fault in the end?
- Did it ever happen with you, that you were at fault and you did not tell anyone about it? If yes then why?

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

Observe, Ask and Explore at Home (for students)

- Observe at home that whenever you got hurt or you faced any loss, was it due to your fault or some other person's?
- In what situations do you accept your fault? Why so?

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

7. Let's Make Pakoras

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



Objective: To motivate students to lend support and cooperation after identifying others' cooperation and collaboration.

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

STORY

Direction of Discussion:

When we collaborate with others, we are able to do the task in a better way and we also feel happy about it. The Teacher can discuss with students that by collaborating with others is the very basis of happiness. It is not only important to collaborate but it is also equally important to accept collaboration. Since we cannot do every task alone we need collaboration. Collaboration leads towards building strong relationship based on trust. Even an impossible task is likely to be accomplished successfully with collaboration. Collaboration is nothing but mutual co-operation..

Pinki and her elder brothers, Toni and Sonu, had a holiday but their parents were out at their workplace. Pinki wanted to eat pakoras. She was too young to make any, so she requested her elder brothers to make pakoras for her.

Both her brothers also liked the idea of eating pakoras. All the three went to the kitchen. Toni took the responsibility to chop the veggies and Sonu took the responsibility of frying the pakoras. Both the brothers said to Pinki, "Pinki, you are too young for this task, you can't do anything."

Pinki thought how it matters that I am small, I still can help my brothers.

She started helping her brothers. She collected all the stuff like water, oil gram flour for making pakoras, etc.. Finally, pakoras were ready and they enjoyed hot crispy pakoras together. Pinki said, "wow! Both of you have prepared tasty pakoras"

Hearing this, Sonu said, "These tasty pakoras would not have been possible if you hadn't helped us, my little sis! you did a wonderful job!" And both of them thanked her.

Suggested Questions for Discussion:

- Why is it necessary to help each other?
- How do you cooperate with your family members at home?
- How do family members help you throughout the day? Share any incident
- While in class how do you collaborate during the day?

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

Observe, Ask and Explore at Home (for students)

Today at home, pay attention to the household chores where you help or cooperate with your family members.

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

8. Rani's Doll

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



Objective: Students should learn to practice being aware all the time and feel motivated to have positive thinking. Students should understand the utility of various material things in their life.

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

STORY

Direction of Discussion:

We can do all our work efficiently if we stay aware of the environment around us all the time. Possible outcomes, in case of being negligent and unaware of the surroundings, can be discussed with students. Discussion can lead towards the impact and effects of losing something which is of vital importance in our life.

Six years old Rani used to love her doll very much. She used to adorn it with new cloths. One day she was playing with her doll. She heard the voice of a bangle seller. She ran out of the door and called the bangle seller, "Hey wait and listen!" The bangle seller was standing with colourful bangles. Rani bought red colour bangles for her doll and gave him money.

The bangle seller said to her, "I am thirsty, can you fetch me a glass of water? She kept her doll aside and went inside to get the glass of water. The bangle seller drank water and he picked his basket and went away.

All of a sudden Rani noticed that her doll was not there where she had kept it. She got upset and started thinking, "Oh where I have I lost my lovely doll ? Where can I find it ?" she tried to find it all around but all in vain.

Now the teacher can ask the following questions -

1. How did Rani feel at that moment?
2. Do you think Rani will be able to find her doll back?

She got very tired while searching for her doll all around. She went outside of her house and sat on the door. Her mother saw her sitting at the door with sad face. Her mom said to her, "what happened?" "Rani replied sadly that she could not find her doll, she kept it there only."

Mom said, "you do not take care of your stuff. You must have kept it somewhere else and now you have forgotten it.."

Rani started thinking, “Oh ! yes, I should do all my work with more awareness. “Then she recalled that when she went inside to get the water for the bangle seller she kept the doll there only. She thought the bangle seller must have taken the doll. She said to herself, “it’s just a doll. May his daughter play with the doll.”

Ask the students-

1. **Why must Rani have thought that the bangle seller’s daughter might play with the doll?**
2. **If you lose any of your toys, how will you feel about it?**

By that time someone knocked on the door. Ting-Tong!

Immediately Rani opened the door and saw that the bangle seller was standing holding her doll. He said, “Here is your doll! Maybe it fell into my bag inadvertently. !”

The Bangle seller smiled at Rani and went back.

Suggested Questions for Discussion:

- When you lose something what kind of thoughts do come to your mind? Where do you think that item must have gone?
- Share your feelings of the moment when you found your misplaced/lost item..
- Have you ever helped a friend of yours when he had lost something? How did you help him in that case?
- How do you take care of your stuff (toys, etc.)?

At the end of the class, sit silently for 1-2 Minutes and reflect on the conclusions.
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Observe, Ask and Explore at home (for students)

- Think of the moments when someone from your family struggling to search for something in the house? Why so?
- If none of your family members has faced such difficulty, then say THANKS to everyone before coming to school.

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children’s experiences can be shared.

9. Brother's Handkerchief

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



Objective: Happiness that we derive from living in a relationship is much bigger than the happiness we get from material things. Utility of a thing is the real value of it.

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

STORY

Direction of Discussion:

Bringing the attention of students towards the fact that importance and the real value of any material thing is its utility in our life. Deeper happiness we get only by living in relationship. When a person understands the value of relationship, then he/she cannot ignore human beings just for the sake of material things.

Ved used to observe very keenly that his brother used to take care of his handkerchief. If it gets dirty a bit he would get upset. Whenever he used to reach home immediately he used to wash it.. One day early morning when his brother was going to school, Ved said to him, “Why do you keep this handkerchief with you always and care for it.”

His brother smiled and said, “Ved! A handkerchief is used to clean our face or hands, but it was given to me by my special friend. So I love it even more.

After this conversation Ved and his brother went to their respective schools . After returning from school Ved went to play in the park. After some time his brother came to the park to take him back home as it was getting late. While playing Ved had fallen down and got injured near elbow. His elbow was bleeding. Seeing this his brother came running towards him and immediately took out his handkerchief from his pocket and tied it on Ved's injured elbow. He took Ved to the doctor.

When Ved saw his tied elbow he realized that it was the same favorite handkerchief of his brother and it has soaked in blood .

Suggested Questions for Discussion:

- Do you think Bhaiya's favourite handkerchief got spoiled as it was tied to the injury?
- Does Ved's brother know that his handkerchief will get spoiled after tying on the injury? Why did he still tie it to Ved's injury!?
- What was more important for the boy- his handkerchief or his brother Ved?
- Has it ever happened with you that you spoiled your favorite thing while you were helping someone?

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

Observe, Ask and Explore at Home (for students)

- Discuss with family members, what are their favorite things and why are those their favorite?

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

10. Ria Went to School

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



Objective: To draw the attention of students towards the fact that in their school there are people who take care of them and they are secure in school. Teachers love like their parents.

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

STORY

Direction of Discussion:

Relationship between a teacher and a student should be comfortable and based on trust. The teacher can discuss with students how they can build a comfortable relationship with their teachers. Teachers too can share with students about all the efforts they make to develop affectionate relationships with their students and how they feel while doing so.

With her new colourful bag Ria was quite excited to go to her school for the first time. Her Mummy had told her that there were various kinds of swings in the school. There she would have many friends and she could play various kinds of games too.

While leaving for school she felt she would have a good day in school. But as her parents dropped her in the school and pointed her to go to her class she started crying.

(Why did Ria cry?)

Ria was not prepared to go alone in the school . Just then a teacher came, picked Ria up in her arms and took her to the class.

For a few days Ria kept on crying while going to school. Every time she used to hold her mummy's hand tightly and did not want to leave her. Everyday Ria's teacher would lovingly tell her a story and take her to the class.

And after a few days.....

(What do you think would have happened in the story?)

One day while playing Ria fell down and got injured , she started crying. Her friends held her hand and helped her to get up. Then her teacher came running and started consoling her. Another teacher dressed up her injury. Her classmates held her hand and took her to the class. Ria felt

that everyone in her school takes care of her.

Now every day Ria started going happily to her school. She started liking not only her school but her classmates and teachers too.

Ria had developed trust in her teacher and had started feeling that she would take care of her like her own mother. Now she had trust in her classmates too that she could play with them as she played with her

siblings.

Suggested Questions for Discussion

- How did Ria start liking going to school?
- Who do you like in your school and at home?
- Whom do you trust?
- How do you feel about going to school? Why do you feel so?
- What do you do for your teacher?

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

Observe, Ask and Explore at Home (for students)

- “Think about what are the things you like in me (teacher) and what do I like about you. We will discuss it tomorrow”.

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

11. The Big Building

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



Objective :Students should understand the value of education and the role played by school in imparting it.

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

STORY

Direction of Discussion:

The right kind of education helps one to develop the right understanding. It helps a person to live a life like a perfect human. The teacher can discuss with students how education is important to develop the right understanding of life. It is only with clear understanding that we can take part in the big ecosystem of the universe.

Aahan loved going to the market with his mother. One day while his mother was buying some items and the shopkeeper had kept those items into plastic bags Aahan said, “No Uncle! Do not give us plastic bags, it is harmful to our environment.”

Listening to this not only the shopkeeper but his mom also smiled at him.

“That’s so right!” His Mom asked, “Did your papa tell you about this ?” Aahan said, “No! Our Teacher told us.”

A few days later in the evening when Aahan was sitting with his parents, His father said, “Next year, Aahan will get admission in a big school.” His Mom thought about it for a while and then asked why a big school?”

Aahan’s father said, “Hey! That school over there in a huge building has a lot of facilities.. Aahan will learn a lot there.” Aahan was sitting there and listening to his parents quietly.

Looking towards Aahan, his mom asked her son if he liked to go to his present school. Hearing this Aahan’s eyes lit up. He said, “I like it very much! Our teacher loves us a lot. She teaches us, plays many games with us and tells us so many good things and I have many good friends also there.” “Okay,” said the mother. She also shared with Aahan’s papa what had happened at the shop while buying goods.

Aahan also told his papa that he wanted to study in that school only. Ultimately all of them decided unanimously that Aahan would go to the same school where he had been studying so far.

Suggested Questions for Discussion:

- Was the decision of the three members of the family correct ? Why do you think so ?
- Why did the mother and the shopkeeper smile at each other ?
- Do you like coming to school? Why?
- Do you talk about your learning in school with your family members at home?
- Whenever you share your learning from school with your family members, how do they respond?

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

Observe, Ask and Explore at Home (for students)

- Discuss with your parents and grandparents about their school days.

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

12. My Piggy Bank

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



Objective : Students should realise that they can participate in larger family matters. They should also feel motivated to perform utility based tasks.

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

STORY

Direction of Discussion:

Many responsibilities have to be carried out in the family, if everyone makes a small contribution in the family affairs, all major tasks can be done. It can be discussed with students that they can also be helpful in achieving a major goal for their family. Harmony in family and trust in relationships - strengthen love.

Preeti once went to her friend Salma's house. Salma showed her piggy bank to Preeti. Preeti held it into her hands and said, "How full! "if we shake it, it gives a good tinkle."

Salma said, "Whenever someone gives me money, I put it into the piggy bank."

With this collected money I will buy a lot of things which I like." Preeti thought it was a good idea. Till then whenever a relative gave her some money, she would spend that on toffees, chips, kurkure, etc..

After returning her home, she also persuaded her mother to buy her a piggy bank and started putting all the received money into it. After a few days, Preeti noticed that whenever she needed anything, her parents would bring her, everything she needed, in advance. At times even if there was a shortage of money, they would not let her break the piggy bank and bring her the desired article as soon as the money was arranged. For a moment she felt that her piggy bank was of no use at all!

One day she heard her parents talking that they had been saving money to buy a new house.

Preeti decided give her deposits to her father whenever he would buy the new house.. She still used to hear the tinkle of her piggy bank, but her dream was connected to her father's dream now.

Suggested Questions for Discussion:

- Do you also feel like saving money separately? Why do you feel so?
- How do you see the contribution of your parents in your life?
- If ever your parents were not able to buy the item of your choice, what might have been the reasons?
- In which household chores do you cooperate with your parents and why?

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

Observe, Ask and Explore at Home (for students)

- Try to find out whether there is any common wish for the family.

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

13. Colourful Door

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



Objective: Students should understand that any mistake can be rectified creatively.

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

STORY

Direction of Discussion:

Whenever something goes wrong instead of feeling nervous and tense, you should think of some creative ways to correct it. The teacher can discuss with students that solutions are more important than problems. Solution is the basis of happiness. Work can be done in a better way by seeking help from someone.

It all happened during the summer vacation. Chintu and Pinki's house was being whitewashed. The painter was painting the roof of the house by climbing on a staircase. Chintu and Pinki were carefully looking at him. Both of them wanted to paint their house. Pinki said to Chintu, "Come, let's paint the door of our house!".

Pinki further said, "Come, let's ask the painter bhaiya first!" Both of them approached the painter bhaiya and Pinki said, "Bhaiya, we also want to paint our house with you."

The Painter bhaiya said, "OK, take the paint and brush lying there, both of you can do it and I will keep a check on both of you." The Painter bhaiya kept on doing his work. Both of them took a separate box of paint and brush each. Pinki announced, "Chintu, you paint one side of the door and I will paint the other side of it."

Both of them were enjoying the painting work. After a while Chintu said, "Pinki, let me have a look on your side of the door." He found that Pinki was painting it in red colour. Chintu said, "Oh, Pinki, what have you

done? I have painted the door yellow on its other side."

Pinki said, "Chintu why didn't you tell me about the colour you were using on your side to paint?"

At this Chintu said, "You also didn't tell me about the colour that you were using."

Chintu said, 'Our parents will scold us', Pinki said, 'Painter bhaiya too will be annoyed', Both of them thought what to do then.

Then Pinki said, “OK, you take the red colour and paint half the door of your side in red colour and give me yellow colour and I will paint half of the door in yellow colour. This way the door will get a new design.”

Both of them painted red and yellow colours on their side of the door.

As soon as Mom entered the room, she was surprised. She said, “What beautiful colours, what a wonderful paint! Only thing wrong is the middle line.” At this the painter bhaiya said, “Both of you worked better than me. I would have painted it in a single colour.” Then he said, “will teach you how to correct the middle line.” Then he took a small brush and taught both of them how to fill it..

Suggested Questions for Discussion:

- Why did Chintu and Pinki use different colours to paint the door?
- Do all of us make mistakes sometime or the other?
- How did Chintu and Pinki rectify their mistake?
- Have you ever faced any similar situation when you had made a mistake and rectified it later?
- Did anyone help you to rectify your mistake? If yes, then how?

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

Observe, Ask and Understand at Home (for students)

- Ask other family members what do they do when they commit a mistake.

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children’s experiences can be shared.

14. Sanju's Towel

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



Objective: To identify your comrades and have good relations with them.

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

STORY

Direction of Discussion :

Going incommunicado is not the solution to any problem. You can remove someone's annoyance or solve some problems only when you talk to the other party. Annoyance always causes pain to the annoyed person. Discussion should lead the students to the realization that they should take the first step to remove another person's annoyance.

Looking at the wall clock Sanju found that it was 7.30 A.M. He rushed to take a bath. After having a bath he realized he had not brought his towel with him. He called, "Mom, please give me a towel!"

Opening the slit of the door of his washroom he extended his hand outside. Someone handed him a towel. When he came out of the bathroom, he found that Mom was there in the kitchen. He wondered then who had handed him the towel.

Next day while going for a bath he deliberately left the towel outside. Today again he loudly called from the bathroom, "Mom, please give me my towel." Again someone handed him the towel and he could recognize the hand because of her wristwatch and thought, "O, this is Didi who is helping me." For the last two days he was not on talking terms with her. Coming out of the bathroom, straightway he went to his didi and said, "Thank you."

Suggested Questions for Discussion?

- Have you ever stopped talking to someone?(Did you ever get annoyed with someone and stopped talking to him/her?) If yes, then what was the issue?
- Then how did you resume your communication with that fellow?
- How do you feel when someone is annoyed with you? And why do you feel so?
- What do you do to remove someone's annoyance?

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

Observe, Ask and Explore at Home (for students)

- Observe if someone was annoyed with you. If yes, then what was the reason? And how did you resolve it?
- Lack of talking terms with others is known as '*Katti*' in Hindi.

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

15. Who Owns the Packet of Biscuit

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



Objective : Students should realize that in mutual interactions, relations are more important than material things.

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

STORY

Direction of Discussion:

Relations are more important than goods. Acceptance in relations gives us strength to live with trust and share our things comfortably. In such relations both the parties feel satisfied. The Teacher can discuss with the students as to how we feel when we share our possessions with our near and dear ones? Is this the base of true happiness?

Ajay and Kavita were sitting on a bench in their school's playground. Ajay found a packet of biscuits lying on the bench. "Oh, this is my packet. My mom put it into my school bag today morning." He said to Kavita. Saying this he took one biscuit and ate it. Kavita also took one biscuit and ate it. Both of them were eating biscuits while playing. After a while, half a packet of biscuits was finished.

Ajay thought, "Rest of biscuits I should eat alone." He picked up the packet and thrust it into his pocket. As he put his hand into his pocket, he realized his own packet, given by his mom, was already in there.

Then it dawned upon him that he had eaten biscuits from Kavita's packet.

With this realization he put both the packets on the bench and together they ate and played.

Suggested Questions for Discussion?

- What made Ajay keep half a packet of biscuits in his packet?
- Why did Kavita not tell Ajay that it was her packet?
- Do you like to share your things with others?
- In case you have less quantity, will you still share your things? Why?

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

Observe, Ask and Explore at Home (for students)

- Today try to eat your meals with other family members. While eating observe how all members are taking care of one another.

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

16. We, The People

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



Objective: To draw students' attention towards the people who cooperate with them so that they can recognize their contribution into their life and express their gratitude to them.

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

STORY

Direction of Discussion:

Many people cooperate with us for the smooth running of our life. We should be grateful to all of them. Since we cannot do their part of work, it is our moral duty not to create more chores for them. Discussion with students should lead to the above given conclusion.

Shubham was a student of class two. One day, when he reached his class, he found that the classroom was not as clean as usual. Bits of papers were strewn all around on the floor. The floor too was not clean as it used to be.

That day after the morning assembly, entering the class the teacher announced that they would clean the class before the usual studies of the day. At this Shubham asked, "Sir, Is Rishi bhaiya, who cleans our class daily, absent today?"

The Teacher answered that he was ill that day and that was the reason that the class could not be cleaned that day. Shubham along with all other students put his bag outside and started cleaning the class with enthusiasm.

All of them together started cleaning. Sitting on a broom, Ankit looked like Harry Potter. Vishal started looking for the trash in every nook and corner as if it was a game for him. Within 15 Minutes collectively they cleaned their class, had ablutions and returned back to their class.

The teacher said, "Since a part of your period was spent in cleaning the class, you have less time left for studies?"

Shubham thought about Rishi bhaiya how he cleans their class daily and saves their time. With this they got a clean class room for studies.

Next day, when Rishi bhaiya came to clean the class, he did not get bits of papers and scrape of pencils on the floor. He emptied the class trash bin into his large trash can. Smilingly he looked towards the children and said, "Thanks for the cooperation, children." Shubham said, "You work hard and keep our class clean, we too have a duty towards you."

Suggested Questions for Discussion:

- Name the people who lend their cooperation in the smooth running of your school?
- What will happen if they stop doing their work or stop lending their cooperation?
- What efforts will you make to improve your relations with them? Do you find people at home or in your neighbourhood who make your work easy and smooth ? Can you name them?

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

Observe, Ask and Explore at Home (for students)

- Today at home observe who all cooperate with you in the smooth running of your life.

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

17 Yes, I Can Do It

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



Objective: To develop a sense of respect among fellow students about their strength. who all have individual talents and strengthen their belief in their own ability to do things.

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

STORY

Direction of Discussion:

All of us have some or other peculiar or special talent. Respecting each other for their peculiar / individual talents and being complementary, is the very basis of happy life and living. The teacher can discuss with the students to identify each other's peculiar qualities and be complementary to each other.

Harsh was a cute grade one student like all of you. Since his childhood, he was deaf and due to deafness he could not even speak properly. He had a lean and frail body.

In the coming few days school was to celebrate its Sports day. Harsh was very excited as he also wanted to take part in a race competition. Harsh approached his teacher to give his name for the race competition. The teacher told him in sign language that she was afraid that he might fall and injure himself as he was quite weak and frail. But Harsh had made up his mind to take part in the race competition. Seeing his eagerness, the teacher said, "OK, You too can run, but be careful."

On Sports day, Harsh arrived at the school to take part in the competition. Some students standing on the ground were making fun of Harsh. But Harsh, since he could not hear, felt they were feeling happy to find him taking part in a race competition.

Then the teacher gave a green signal for the race to begin and then all the students started running. Harsh ran with all his strength. While running he noticed that children were clapping, shouting and applauding him. He felt all of them were clapping for him. He picked up speed with more strength. Within a few Minutes he was leading in the race.

Then, Harsh's friend came near him and asked in sign language how he could win the race when all others were making fun of him.

Pointing towards the children Harsh said that they were all clapping for him, that made him run fast and win the race.

Suggested Questions for Discussion:

- How would you feel if you were deaf and dumb?
- Did you ever feel that you are capable of performing but others are not showing their trust in you? If yes, then what did you do then?
- How do you feel while motivating others?
- Why do you feel so?
- Has anyone made fun of you sometime in your life? If yes, then what did you do?

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

Observe, Ask and Explore at Home (for students)

- Today at home just think ,did you ever feel that you would not be able to perform a particular task, but were able to do it with some effort of yours and with the motivation given by others?

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

18. Get Rid of Your Fear/Say 'NO' to Fear

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



Objective: Bring the attention of the students towards the fact that lack of proper understanding of certain things or situations gives rise to fear in some and to some others, it gives a chance to bully the weaker ones.

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

STORY

Direction of Discussion:

We are afraid due to some of our false notions and beliefs. Illusion is the only reason for our fears. The teacher can discuss with the students-what is fear? And why are we afraid? Teacher too can also share any of her experiences when she was afraid because of some wrong notion.

Mohit was a student of class one. He was tall and healthy in comparison to other students of his class. All students of his class obeyed him. All students felt Mohit was not afraid of anyone. Mohit would eat other's lunch without their knowledge and even snatched their money. Everyone in the class was fed up with Mohit's behavior.

Only two days ago Mohit took lunch from Suraj's bag and ate the whole of it. If other friends of Suraj had not shared their lunch with him, he would have remained hungry that day.

One day a rat entered their class and started running from one corner to another. In all this mess it got into Mohit's bag. Seeing a rat in his bag Mohit started shrieking, jumping and running. He was sweating all over.

Just then Suraj took out a cloth bag from his school bag and attached it to the open part with Mohit's bag. The rat entered that cloth bag and Suraj closed the opening of the bag. He took the bag in his hand and went towards the school gate. All other students of the class followed Suraj but

Mohit was so terror-stricken that he did not move out of his classroom. At the school gate Suraj gave the bag with rat in it to the guard uncle. The guard took it outside the school, opened the bag and the rat jumped out and ran away.

Next day when Mohit entered the class, he found that some children were eating their lunch. Mohit also brought his lunch box and sat with them to eat it. All of them looked towards each other. At this Mohit said, "Dear friends, I am also your friend, you too can eat my lunch."

Suggested Questions for Discussion:

- Why did all children obey Mohit?
- Are you too afraid of anyone?
- Whom and what are you afraid of?
- After this incident , what change came in Mohit?
- How can you get rid of your fear?

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

Observe, Ask and Explore at Home (for students)

- Today at home you will talk about who are afraid of whom, what are we afraid of and why are we afraid of them?

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

19. Vani and Her Red Balloon

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



Objective : Students should realize the utility of various things in their lives and also notice their feelings, when they share their things with others.

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

STORY

Direction of Discussion:

The right use of an article happens when it is used by more than one person and is available for all. True happiness lies in mutual cooperation and helpfulness. It can be discussed with the students that when their belongings prove useful for others, how do they feel?

Vani was playing on the ground with her friends. Suddenly she heard, "Balloons, Balloons, come and buy, Balloons of all colours and sizes." She ran to the balloon seller. He was carrying balloons of all colours. There were lots of red, yellow, blue and pink balloons.

Pointing towards a red balloon she said, "I want that red colour balloon." Balloon seller asked her, "Have you brought money to buy it?"

She rushed inside her house and got money from her mother, gave it to the balloon seller and took a red balloon. She was so happy with the balloon that the whole day long she played with it. When mother called her for her meals she tied her balloon with the latch of the door and sat for eating. But somehow its knot got loose and was untied on its own. The Balloon flew away in the open sky. She rushed after it to catch it but she failed. She was quite sad. Just then she noticed that some children in the ground were clapping and jumping to see her balloon flying high.

Smiling and happy faces of the children brought a smile on Vani's face too. She too felt happy like other children and she fondly looked towards her flying red balloon.

Suggested Questions for Discussion:

- How do you feel when you lose your favourite things?
- Does the loss of your favourite thing make you sad forever?
- Did you ever find that your things are useful for others too? If yes, then what were your feelings at that time?
- How do you feel when some acts of yours make others happy ?

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

Observe, Ask and Explore at Home (for students)

- Today at home observe how we use each other's things on different occasions. Try to find out what the other person (who is using other's things) feels at that time.

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

20. My Liking/I Like It

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



Objective : There are certain tasks that we take and enjoy doing but after some time we feel irritated. Students must understand the difference between looking good and being good.

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

STORY

Direction of Discussion:

There is a difference between looking good and being good. Excess of anything can be a cause of trouble for us. The teacher can discuss with the students and ask them to name the tasks that look good but actually they are not good. Ask them about the time when they disobeyed their elders and regretted later. Students can share their experiences.

Dev always enjoyed riding on all kinds of swings. Whenever parents took him out he wanted to ride on swings.

One such day he was enjoying a ride on a swing and was not ready to get down. "I want more swings," he uttered again and again. His father was trying hard to explain to him that more swinging movement makes one feel giddy.

But he was not ready to listen to him. With great difficulty he got down the swing.

Next month Dussehra fair was held in the ground near his house. "Wow! Now I will have lots of different kinds of swings to enjoy. I will have great fun," thought Dev.

He went to the fair with his sister & parents. Dev and his younger sister rushed towards swings. Dev said, "Come sis! First of all let's ride on your favourite swings."

They got down the swing after a while. He dropped his sister near his parents and himself alone climbed on a bigger swing.

The swing was picking up speed by and by. Dev was enjoying it.

The swing did not stop after two Minutes. Due to some technical fault it kept on running for the next two Minutes too. For a while he enjoyed it but after one minute he felt giddy and was afraid. He cried, "Mom, Mom".

As soon as the swing stopped with unsteady steps he rushed to his parents and started crying.

Suggested Questions for Discussion:

- Name the tasks that your parents ask you not to do?
- Do you still do that task? Why or why not?
- What do you think, why do they stop you from doing it ?

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

Observe, Ask and Explore at Home (for students)

- Today at home you should think about the tasks that you enjoy doing but excess of it causes harm to you.

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

21. Broken Pencil

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



Objective : To make students aware that we get happiness by showing responsibility in relationships.

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

STORY

Direction of Discussion:

The importance of any good is in its utility. When we accept someone then we not only share our goods comfortably but also derive happiness. The purpose of this discussion is to help the children acquire the quality of cooperation.

A little caution is also required. This story talks about one way of sharing. Children's attention should be drawn towards other alternative ways where they can learn cooperation.

The last two questions can help the teacher to take the discussion in this direction.

While returning from school, Ragini was overjoyed. She had to tell the mother something special today. When she reached home, mother was waiting for her at the door as usual.

Mummy asked smilingly, "How was your day?" Ragini replied that she was feeling very good that day. Mother asked, "What special thing has happened today because of which my daughter is feeling so happy?"

Mummy opened her bag while talking to her. Mummy found that her new pencil was broken. As soon as she saw the broken pencil, she forgot the previous question and asked the next question "Ragini! How did the pencil break?" Ragini replied, "Mummy it didn't break! I myself broke it deliberately."

Mother said, "What! Broke yourself! That means you broke it deliberately. That's absolutely wrong."

(Stop - and ask students: why did Ragini break her pencil?)

Ragini said softly, "Mummy! You know my friend Shweta, today she was not having any pencil with her. I thought how will she complete her work then I broke my pencils into two pieces, thinking that I will use one and with another she can write."

Mummy hugged Ragini with love on hearing her explanation.

Suggested Questions for Discussion:

- What are the things related to your friends and school that you share at home with your family?
- Which of your things do you share with your friends or siblings? and why?
- How could Ragini have helped Shweta if she had not broken the pencil?
- What would you have done if you were in place of Ragini?

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

Observe, Ask and Explore at Home (for students)

- Today we will notice that if we share all things with our family, how do we feel? Share today's story at home and talk with others.

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

22. Joy's Happiness

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



Objective : To motivate the students to be sensitive towards others needs and encourage them for cooperation.

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

STORY

Direction of Discussion:

We are sensitive towards the needs and feelings of all those people whom we consider our own. Our happiness lies in their happiness. So it can be said that a person who is sensitive towards his family, society or nature can contribute for their betterment. Through this classroom discussion we should develop sensitivity among children which leads them to the value of cooperation.

Joy and his friends were busy studying at that time. Suddenly, the weather became bad and there was a strong wind. Their school ground became dirty.

To get this together the children thought of cleaning the school ground.

They shared their idea with their teacher. The Teacher and children, Together started cleaning the ground.

Everyone started picking up pieces of paper, foil, twigs etc. strewn all over the ground. Joy was also working very hard to clear the ground. It was a hot sunny day. Everyone was drenched with sweat. Joy felt very thirsty.. He went to drink water.

After some time someone came and told the teacher- "Sir! Joy has taken so long in drinking water"

(What do you think? Why was Joy getting late?)

The teacher looked back and found that Joy was carrying several filled water bottles.

The teacher said, "here comes our Joy" two boys rushed to help him carry those water bottles.

The teacher smilingly said to Joy, "Joy, why did you do all this for others?"

Joy said, "Sir, everybody was tired of this cleaning . I thought they must be thirsty like me. I thought they would also need water so I brought water for all of them". All of them drank water and felt happy. Together, Joy , all the students and their teacher resumed the cleanliness work.

Suggested Questions for Discussion:

- Why did Joy think that other children would also be thirsty like him ?
- How would all the children feel when Joy brought water for everyone?
- Have you ever been helped by your friend, when you needed it? How?
- Have you ever done anything for anyone's happiness? If yes, what did you do , please tell?

(Under this question, the attention of children can be taken on the feeling of doing something for others without seeking help from them.)

At the end of the class, sit silently for 1-2 Minutes and reflect on the conclusions.
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Observe, Ask and Explore at Home (for students)

- Today we will pay attention to all those who take care of our needs without asking for help and how do they help us ?

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

23. Little Sister

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



Objective : Helping the students to understand acceptance of all kinds of relationships..

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

STORY

Direction of Discussion:

Everyone wants to be loved and accepted in life. Everyone wants to have some importance. But it is essential that we understand the changes happening in life and we set our expectations accordingly. The purpose of this discussion is to prepare the students to understand the basic phenomenon so that they can understand the changes happening around and adjust with the changes. With such kind of understanding they will move towards larger happiness in life.

Just a few days ago a little angel came into Dheeraj's family. Dheeraj's little sister was born and everyone was very happy. Today it was her *Namkaran program* (baptism ceremony). Many guests came to the house. Everyone had brought some or the other gift for that little girl.

All the guests wanted to see her. Whosoever came and took her in their arms, and showered their love on her. After seeing all this, Dheeraj felt - "Today, nobody has brought any gift for me and everyone showered all their love on her."

Dheeraj became very depressed, went outside and sat alone.

Then his maternal uncle came and he asked Dheeraj, "Why are you sitting here alone?"

Dheeraj said angrily, "I don't want to come in. Nobody loves me."

Mamaji said, "You know that I love you a lot. Tell me what is wrong with you?"

He was about to say something, then he heard the cry of his little sister. He ran inside. The sister was lying in the swing, she had received as a gift. He looked at his sister with a smile and gave a gentle push to her swing and started playing the rattle hanging on it. He found his little sister looking at him and smiling.

Suggested Questions for Discussion:

- Why was Dheeraj depressed?
- Have you ever been angry? When and why?
- Whom do you love in the family?
- Who loves you in the family?

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

Observe, Ask and Explore at Home (for students)

- Today we will talk to everyone at home about when they were annoyed with someone in the family and why? How did their resentment go away?

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

24. Fair

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



Objective : Students should pay attention to the fact that living in relationships gives more happiness than enjoying a material world.

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

STORY

Direction of Discussion:

Material things in life give us comfort and happiness. But deeper happiness lies in living with our loved ones. In their company we feel safe and secure. The things that were earlier the base of our happiness lose their value when your loved ones are not around. Discussion in the classroom should move in the direction that students could identify the deeper base of happiness in life.

One day, six-year-old Sonu went to a fair with his father at Delhi Haat. The place was quite crowded. He was holding his father's hand. He saw a balloonier blowing a big balloon.

"Wow! Such a beautiful balloon! Papa, I want this balloon."

Papa said, "Let's buy the other necessary stuff first, on our way back we will buy this balloon too."

Sonu and Papa went to the other part of the fair.

Then he saw a huge swing and said, "I want to have a ride on it."

Dad asked him to move forward.

After a while, his dad got busy in buying some necessary stuff for home and asked Sonu to stand at one place and wait for him. A snake charmer was playing pungi at a little distance. Sonu saw a long snake in his basket. The snake was raising its head with the playing of Pungi by the snake charmer. It was the first time that Sonu had seen a snake dancing. He wanted to have a closer look at the snake. Without waiting for his father further he left that place. After a while having enjoyed the snake dance he came back to the place but he did not find his father there.

He looked for his father all around but he could not find him. He started crying loudly. A policeman saw him crying, He tried to console Sonu in all possible ways. He offered a balloon to him but now Sonu did not want to have a balloon.

Then he took Sonu near the swings and offered him to have a ride on swings. But Sonu did not want to be

on the swings . He was continuously crying. He even did not like the snake charmer playing pungi and the snake dancing at the tune. Sonu was repeatedly saying, “I want to be with Papa.”

Just then he heard Papa calling, “Sonu, Sonu! and he found his father coming towards him.”

Suggested Questions for Discussion:

- Why did Sonu not take the balloon when he was separated from the dad?
- Which toys do you like to play with?
- With whom do you play in the family?
- What other works do you do besides playing with the family members?

At the end of the class, sit silently for 1-2 Minutes and reflect on the conclusions.
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Observe, Ask and Explore at Home (for students)

- Today at home just observe what are the tasks that you enjoy doing? And why do you enjoy such tasks?
- In the next Happiness class, you can share your thoughts with others .

Note: The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children’s experiences can be shared.

25. Pen Set

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



Objective : The students should realise that the utility of any item is more important than putting it in collection.

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

STORY

Direction of Discussion:

The storing of things is not important in itself. What is important is how that thing can be used in our life. It can be discussed with students that often we store some items which are not of much use for us, whereas if the same item is made available at the right time, it can prove useful for someone.

Dad's Birthday!

Yes, that day was Richa's father's birthday. Dad's childhood friend came along with Aunty and their two children. He gave Dad a pen set as a gift, which had two pens. As soon as the gift came in Dad's hand, Richa took it from him.

Dad said, "You write with a pencil, what will you do with this pen?" She replied that she liked those pens, she would keep them safe. Father knew that pens were not of much use for Richa but still he gave it to her so that she did not feel hurt.

Richa was very happy to find such a beautiful pen set. She kept it with her carefully. She would look at that set daily but could not use it. Those pens were there only to enhance the beauty of her pencil box.

A few months passed. One day when Dad was writing something, his pen ran out of ink. Richa noticed that he was not getting any other pen to write with. She gave him the same gift pen set to write with. But, how strange! The ink of one pen had dried up and the other pen too was not writing smoothly. Well, after a little effort the pen worked fine.

Dad finished his work and returned the pen to her. But Richa became ponderous. After a while, she gave him the pen and said, "Dad, now keep this pen with you."

Suggested Questions for Discussion:

- Why did Richa return the pen to Dad, despite liking the pens ?
- Have you ever insisted on getting something from your mom or dad, which you did not use or used a little after possessing it ?
- Name the items that we possess and use them.
- Name the items that you possess but never use.

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

Observe, Ask and Explore at Home (for students)

- Today at home pay attention to all the things that are there in your home, some of them you use and there are others which you never use but store them.
- **Note:** The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

Activity Section

There is not much scope for logical communication with children in this age group. But it is seen that these children pay much attention to the things available and events happening around them and ask many questions with the objectives of knowing. They feel happy when they learn by doing. In the initial phase, the happiness that comes from outside means a lot to them. But at the same time, it is also true that there is a natural acceptance of the happiness in affinity of parents, siblings and friends, and the happiness that one gets in organized living in society. We find that children are also playful by nature. Therefore activities at this stage are majorly based on physical movements. Through these joyful activities, students will be able to recognise their feelings. These activities will help in developing values as well as life skills in them.

While doing the activities, these things need to be kept in mind:

- The atmosphere of the class should be full of enthusiasm and encouragement so that maximum students would like to participate in the activities and ask questions openly to satisfy their curiosity.
- Teacher should also involve himself/herself actively in the activities so that students could watch and understand them properly. It will also create an atmosphere of belongingness and trust between the teacher and students.
- Comparison among people creates a feeling of superiority or inferiority complexes thereby increasing the gap. Therefore, no comparison should be made between students.
- No religious activity should be conducted in the classroom, nor should their references, examples or quotes be given. Encourage students to think in a secular manner and be more logical about objects and events.
- It is also necessary to keep in mind that in this class, the conclusion is not to be given in the form of preaching. Students should be helped to draw their own conclusions by asking questions to them. At the end of each activity, a task is given under the title 'Try this'. Before ending/leaving the class, the task should be shared with students. The objective is to relate what is discussed in the classroom to the lives of students. Keeping this in mind, they should be given full opportunity to share their observations and experiences in the next happiness class.

The idea behind this whole process is that through this, students start focusing on their thoughts, actions and behaviour and they can choose the right one. Such activities will also be helpful in developing the feeling of belongingness among the people involved and the school will become a place of celebration along with a zone of cooperation and collaboration. It is expected that gradually these values will become an indispensable part of their behaviour and as a person they will be able to live comfortably in different situations and will always be happy. In a nutshell, it is an effort to create such an environment in which through fun and enjoyment, students would know and understand their role in the social system and nature, and can be happy through useful participation in it.

The period can be utilized in this way -

- Begin the class with 2-3 minutes of mindfulness.
- Conduct an interesting and objective oriented activity in the next 20 minutes.
- Do discussion, based on the activity for 10 minutes.
- Ask students to sit quietly for 1-2 minutes and think about their conclusions drawn from the activity
- Before leaving the class, share the task of “Try this” with students.

1. Hello

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



Objective: To build connect amongst students and focus on the good things (strength) of each other.

Material Required: No material is required.

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

Note for the Teacher:

Keep in mind that students focus on each other's strengths. It will help to build good connections between students. Often we see the mistakes of others. If we only see the faults of each other we spoil our relations. Every person has good qualities also. If we focus on the good qualities, then we are not affected by the mistakes of others. Also, if those qualities are acknowledged, it makes the person confident. It helps in developing a good relationship with others.

Steps for Activity:

- Ask students to stand in two circles as inner and outer.
- Students of both the circles should be in pairs facing each other.
- Students will say hello to the partner who is standing in front by shaking hands or by saying Namaste.
- One by one they will appreciate each other's quality.
- Whoever is praised, should say thanks.
- Then students standing on the outer circle will walk towards their right side.
- Students standing on the inner circle will walk towards their left side.
- When the teacher asks to stop, then students will repeat this activity by praising or telling one good quality of their new partner.
- It should be done 4 to 5 times.

Suggested Questions for Discussion:

- The teacher should call the students in front and ask what they praised?
- When others were talking good about you, how did you feel?
- Should we tell the good qualities of that person? Why?

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

Observe, Ask and Explore at Home (for students)

- Today at home pay attention to all the things that are there in your home, some of them you use and there are others which you never use but store them.
- **Note:** The teacher can take the story for another day as per the requirement, in which the story can be recapitulated or children's experiences can be shared.

Dos and Don'ts

- The number of students in both circles should be the same. If it is not possible then 3 students can talk at 1 place.
- The teacher should also participate in the activity and share his or her experiences.

Do and observe:

- Tell the good qualities of your family members which you like.
- Encourage the students to share their experiences in the class.

Note: Teachers can discuss the activity next day also, so that the activity is recapitulated and experiences of the students can be shared.

2. Ha-Ha-Hi-Hi-Ho-Ho

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



Objective: To build harmony in students.

Material Required: No material is required.

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

Note for the Teacher:

This activity will help to build harmony amongst students. If the students are friendly with each other the environment of the class will be good and motivating. There will be a positive environment in the class if the teacher also participates in the activity. If the environment is positive, students will be able to focus on studies and will like school too.

Steps for Activity:

- Make the groups of 5-5 students in the class.
- The first group will say ha ha, the second group will say hi hi, and the third group will say ho ho. They should speak in such a way that it should sound like ha ha hi hi ho ho.
- All the 3 groups will say ha ha, hi hi, ho ho in order.
- Speed of saying ha ha, hi hi, ho ho should be increased in the upcoming rounds, and sometimes it should be slowed down.
- In this way all the groups should be given an opportunity to say ha ha, hi hi, ho ho.
- While speaking if some child starts laughing then the activity should be started again.
- Repeat it 5 to 6 times.
- Everyone should laugh loudly in the end.

Suggested Questions for Discussion

- What did you like about this activity?
- Do you like to laugh?
- When do you feel to laugh?
- Do you like to make others laugh?
- How will you make your friends laugh?
- What do you keep in mind so that no mistake is committed by you?

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

Do and observe

- Do this activity with your friends and family members and share your experiences the next day.

Note: Teachers can discuss the activity next day also, so that the activity is recapitulated and experiences of the students can be shared.

3. My Body

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



Objective: To aware students of the body parts and their abilities.

Material Required: No Special material is required.

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

Note for the teacher:

We do all our work with the help of our body. We write with our hands, we walk with our legs, see with our eyes, etc. We do all these in our daily lives. Knowing about these abilities gives a sense of strength. We get familiar with the potential of our body. We can increase the strength and potential of our body with recognising our efficiency and competence boosts our inner strength and gives a sense of happiness.

Steps for Activity:

- Ask students, “What did you first do when you got up in the morning?”
- Wait for the answer of students. To motivate them, following situations can be put
- “You opened your eyes in the morning.” - Ask students to close their eyes and then open them. “Yawned for a long time” - Act as if you are yawning. Ask every student to do like that.
- “Then you rubbed your eyes.” – act - ask students also to do the same.
- “Then you got ready for your school” - ask students to stand up and do 1 or 2 activities as if they’re getting ready. You can help them.
- “Then you had your breakfast.” Ask students to act as if they are having their breakfast.
- Now ask students - “How did you get up from the bed?” (With the help of legs) “How did you yawn?” (with the mouth) “How did you rub your eyes?” (with hands).

Suggested Questions for Discussion

- What activities do you do daily with different parts of your body?
- Do you feel that you should look after them? why?
- Do you look after your body? How?
- If we don't look after our body parts then will we face any difficulty in doing our tasks?"If yes, then how? If not, then how?
- Do you take help of your family members to look after your body? How?

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

Dos and Don'ts:

- To motivate the students, all the activities can be done by the teacher first.
- Motivate the students for fearless discussion without any hesitation.

Do and observe:

- Go home and see in which works you use your hands, legs, eyes, etc.
- Share your experiences in the next happiness class.

Note: Teachers can discuss the activity next day also, so that the activity is recapitulated and experiences of the students can be shared.

4. Hand Up-Down

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



Objective: To motivate students to listen to the Instructions carefully. To increase connect and harmony among students.

Material Required: No Special material is required.

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

Note for the teachers:

If some fun activities are done in the groups, it helps in building connect among students. At the same time, for proper accomplishment of a task careful observation and listening along with proper understanding is required. This activity is kept for building connect among students and teacher. This activity Objectives to create a healthy environment.

Steps for Activity:

- Ask students to stand in a circle.
- Ask them to raise the right hand.
- Then ask to raise the left hand. Students will lower the right hand and raise their left hand.
- Repeat this activity 4 to 5 times.
- Now ask them to do just the opposite of the given instructions. When they are told to raise their right hand, they will raise their left hand and when asked to raise their left hand, they will raise their right hand.
- Repeat this process 4 to 5 times.
- Now ask students to stand in a circle and hold each other's hands.
- Now holding each other's hand when asked to raise their right-hand students will raise their right hand and when asked to raise their left hand will raise their left hand. (The interesting part will be that while holding hands when one will be raising her/his hand the other will try to keep it down as her/his hand will be the opposite one. but the teacher will not tell anything to students.

Suggested Questions for Discussion:

- What did you like about this activity? And what you didn't like in it?
- What was easy to do - doing what is said or doing the opposite? Why?.
- When were you making mistakes? (Teacher to bring the attention of students to Mindful Listening. **Listening attentively reduces the chances of mistakes.**)
- When students were holding each other's hand then the activity was easy or difficult? Why?

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

Dos and don'ts

- Make clear to students about right and left hands before starting the activity.

Do and observe

- Do this activity with your family members at home today and share your experiences the next day.

Note: Teachers can discuss the activity next day also, so that the activity is recapitulated and experiences of the students can be shared.

5. What is Similar Between You and Me?

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



Objective: To develop the sense that everyone is similar.

Material Required: One cup or bowl, water colours and soap.

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

Note for the teacher:

When we focus on similarities we feel connected.

How are we similar? We all are physically similar. (We all have 2 eyes, 1 nose, 2 ears, etc.) We are born in a family. Our family lives in one society, our society is a part of one village or one city. Our village /city is a part of one state.

On the basis of bodies, there are differences too. These differences are due to physical situations. No one is more or less. These differences are to help us recognise people as different entities.

Steps for Activity:

- Make pairs of students in the class.
- One piece of paper is to be given to each pair.
- One pair is to be called forward and put colour on their hands.
- Now ask both the students to put the print of their hand on the same paper.
- All the pairs should do it.
- Display those papers on the wall.

Suggested Questions for Discussion:

- How did you feel seeing pictures of both hands?
- How did you feel when you found many similarities between your friend and yourself?
- What are the similar things in your bodies? Explain.
- What are the similarities of functions in parts of your body?

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

Dos and don'ts

- Try to use a color that is easily soluble in water.
- To ensure cleanliness in the class. Soap, bucket and towels can be kept in the class so that students can wash their hands.
- Help the students wash their hands, so that intimacy between teacher and the student is built.

Do and Observe:

- Go home and stand together in front of a mirror with your friends, brothers and sisters. What similarities do you observe between the two? Share your experiences the next day in the class.

Note: Teachers can discuss the activity next day also, so that the activity is recapitulated and experiences of the students can be shared.

6. Listen and Jump

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



Objective: To increase awareness amongst students regarding cleanliness and develop a sense of gratitude for the people involved in cleaning.

Material required: No specific material is required.

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

Note for the teacher:

We do all our work with the help of our body. So it is our responsibility to take care of it. This activity Objectives to focus on the utility of different parts of our body and feel grateful for that. Other people also help us to keep our body healthy. It is an effort to draw the attention of students towards that and develop the feeling of gratitude. This feeling will help students get rid of negativity. Feelings of intimacy and sensitivity will be developed. This activity will also improve the listening capacity of students.

Steps for Activity:

- Teacher will tell all the students that they have to listen to the instructions first and then jump in their place.
- Students will jump if they agree with the statement.
- Teacher will again give the instructions like this:-
- Jump..... if your nails are cut!
- Jump..... if you had your breakfast!
- Jump..... if you've taken bath!
- Jump if you have combed your hair today!
- Jump..... if you have said thanks to someone today.
- Jump..... if you've helped anyone today etc
- While doing this activity students should be given proper time to respond.
- Repeat the activity 2 to 3 times.

Suggested Questions for Discussion:

- Do you feel happy if you take a bath? Why?
- Is keeping long nails a good habit or bad? Why?
- Do we need to do these things daily? If yes then why?
- Is cleanliness necessary for us? Why?
- Who helps you to keep yourself neat and clean?
- Do we need to say thanks? If yes, why?

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

Dos and don'ts:

- Encourage all students to take part in the activity.
- Teacher's active participation is mandatory.
- The teacher should not declare any student winner or loser.

Do and observe:

- Do this activity with your family members and friends at home and share your experiences, with the class, the next day.

Note: The teacher can discuss the activity next day also, so that the activity is recapitulated and experiences of students can be shared.

7. Partner and The Ball

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



Objective: To develop mutual sense of trust and cooperation among students

Material Required: One medium size ball of (plastic or cloth) or make a ball with newspaper.

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

Note for Teachers:

With the help of this activity, students will be able to understand the importance of working with cooperation. Every task seems quite easy if it's performed with cooperation.

While doing work together we come to know each other nicely. It builds harmony, cooperation and friendship. With such a positive environment students are able to concentrate more on their studies and are comfortable with teachers and friends.

Steps for Activity:

- Make pairs of students.
- A pair is to be called to the front of the class to do the activity.
- Both the students of the pair should fix the ball in between their backs so that the ball does not fall on the ground.
- They are expected to take a ball to the fixed point and leave that there. After that second pair is to come and do the activity.

Suggested Questions for Discussion:

- What do you feel, why did your ball not fall?
- If your ball fell, then what was the reason?
- Which work can we do together?
- Has it ever happened that you were doing your work alone, and someone came and helped you?
- Have you tried to help someone in her/his work by yourself? Why did you do so?

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

Dos and don'ts:

- Try to make a pair of students who have the same height.
- Make sure every student participates.
- Encourage the students to do the activity slowly.
- Make sure that students do the activity giving respect to each other.

Do and observe:

Try to do a task in coordination with someone at home and share your experiences the next day.

Note: Teachers can discuss the activity next day also, so that the activity is recapitulated and experiences of the students can be shared.

8. My Notebook

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



Objective: To enable students to systematically organize their things.

Material Required: No special material is required.

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

Note for the Teacher:

By doing this activity, students' attention will be drawn to the importance of keeping or managing their things in a systematic manner. When they will be able to differentiate that keeping things in an unsystematic manner affects them, they will conclude that there is happiness when everything is in order. To be in order, it is compulsory to have a principle, recognize it and live according to it. This way one finds happiness in self and others too.

Steps for Activity:

- All students keep their notebooks in a pile of stacks at one place and go to their respective seats.
- Now ask students to find their notebook.
- The next step is, ask students to keep their notebooks in a straight line.
- Again, ask students to find their notebooks. This can also be done with bags, pencils, shoes in the same manner.
- According to the availability of items, questions can be changed.
- If the activity is done with shoes, students should wash their hands with soap after that.

Suggested Questions for discussion:

- When could you find your notebook early? Why?
- Has something happened sometimes that you were not able to find your things in a place?
- Has sometimes happened that you got your thing in a spoiled condition? Why did it happen?
- Has sometimes happened that you got your things easily? Why did it happen?

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

Do and Observe:

Can we put efforts to keep our bag, shoes, brush, comb in a fixed place at our home today? How did you feel by doing this? We will share tomorrow.

Note: Teachers can discuss the activity next day also, so that the activity is recapitulated and experiences of the students can be shared.

9. Duet

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



Objective: To build harmony with each other.

Material Required: No special material is required.

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

Note for the Teacher:

This activity will help to build harmony between students. The environment of the class will be good and motivating if there is friendship between students. The environment of the class will be built if the teacher also participates in the activity. Students will be able to focus on school, class and studies if the environment is positive and favorable.

Steps for Activity:

- First of all, the teacher asks students to select their partners. Divide the class into pairs.
- As with the availability of the space, the teacher calls 4 to 5 pairs in the front and asks students to walk step by step by joining their heads.
- Like this, ask students to join different parts and walk.
- In each situation ask students to walk five steps.
- Repeat the activity with each pair again and again.

Suggested Questions for Discussion:

- Why did your partner select you?
- What difficulties did you find while walking together?
- Which work do we do with our friends?
- In which way can we support our friends while doing any task?

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

Dos and Don'ts:

- Ensure participation of each student.
- Do the activity in a safe place.
- Teacher to note in this activity if there is any child with special needs in the class, his or her feelings are not hurt.
- Focus on that, students respectfully do this activity.

Do and observe:

Go home today and do this activity with your brother, sister, or friends and share tomorrow. What similarities did you find in them?

Note: Teachers can discuss the activity next day also, so that the activity is recapitulated and experiences of the students can be shared.

10. Super Smile

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



Objective: To feel harmony by smiling with self and other relations.

Material Required: No special material is required.

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

Note for the Teacher:

Through this activity, students will be able to recognize that when we maintain decorum (Etiquette) with others in our behavior, like smiling, folding hands and saying Namaste, then the other person in front of us feels happy and we also feel happy. This way relations become stronger.

If we smile alone then it is only a smile, but when we smile together it becomes a festival.

Students will be able to recognize when they like and when they do not like the behavior of others.

If we are happy and do our work then every work is done in a proper and good manner.

Steps for Activity:

- Ask students to stand in a circle in class.
- Teacher to participate in this game and stand in a circle with students.
- The teacher will look at one student first, point out at that student, smile and then greet the student by saying namaste or Hello.
- That student will smile, will look at the teacher and greet him or her by saying namaste or Hello.
- The teacher will express his or her happiness by getting the smile back by students standing at his or her place and clap.
- The teacher who smiled at that student, that student will look at the other student, point out, smile, greet and say namaste or Hello and pass it to the other student.
- When the other student smiles back the first student will clap.
- Like this, the smile will reach the whole group and everyone will clap happily one by one.
- After one round, make the circle big and add different students in the circle.

Suggested Questions for Discussion:

- By smiling and sending the smile to others, how do you feel?
- When you smile back, how do you feel?
- When someone scolds you and talks with you, how do you feel?
- When someone smiles and talks, how do you feel?
- For which things do you feel happy?

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

Dos and Don'ts:

- If there is a problem making a circle in class, then encourage students to play this game by standing at their place.
- Encourage students to smile.

Do and observe:

Smile at home, in school, and in society, today, meet with everyone and share your experiences in the next happiness class.

Note: Teachers can discuss the activity next day also, so that the activity is recapitulated and experiences of the students can be shared.

11. Mirror

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



Objective: Mindful Seeing and Doing. To pay student's attention to similarity with each other in actions and physical designs.

Material Required: No special material is required.

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

Note for the Teacher:

Through this activity, students will be able to see mindfully reality as it is. This activity will help develop students' skills of observation. Through observation, They will be able to understand the importance of coordination.

Through seeing something or action mindful understanding can be developed. Developing coordination itself is bliss. Through this activity, a feeling of strong stability will be developed.

Steps for Activity:

- According to the attendance of the class, make 50% of the students stand and ask the rest of the students to observe the activity first.
- Make pairs of selected students.
- In each pair, both students will stand in front of each other. In this way, make each pair stand in a line.
- One student will perform an action or pose and the other student will play the role of a mirror and reflect the action of the first student.
- After performing some actions (eg, if a student raises his right hand, the mirror raises the student with his left hand), the first and second students of each pair change their role. This means that the first student becomes a mirror and performs the second action.
- Now do the same activity with the remaining students.

Suggested Question for Discussion:

- When you were a mirror, did you enjoy doing the activity by paying attention? Why?
- When you were looking in the mirror, Your partner who was playing the role, was he/she able to coordinate with you or not? Why?
- How did you feel when the two of you were able to perform actions together?
- What are the similarities between yourself and your partner?
- How are the two of you different and similar?
- What kind of hindrance was there in coordinating each other?

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

Dos and Don'ts

- Keep a proper distance between students.
- Ensure participation of all students.
- Help the students from time to time.
- Keep in mind that students respect the activity.

Do and Observe:

Try this activity with your friends and family members and share your experiences in the next Happiness class.

Note: Teachers can discuss the activity next day also, so that the activity is recapitulated and experiences of the students can be shared.

12. A New Challenge

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



Objective: To develop students' ability to work together and implement creative and critical thinking.

Required Material: Pencil and Sharpener.

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

Note for the Teacher:

Students will cooperate, keeping in mind teachers will also take care that they do not quarrel among themselves. Many students will also try something new and unique. Which can be discussed at the end of the activity.

Steps for Activity:

- Make all students of the class sit in pairs.
 - Place a sharpener and a pencil between the two.
 - Then ask them, "Can you peel your pencil with a sharpener without folding your hand (elbow)?"
 - "Let's see, now you have 5 Minutes." You both can also discuss with each other. "
 - The teacher, meanwhile, walks around the classroom and watches all the pairs carefully.
 - Students will be asked to stop as soon as the time is up.
- If a pair is successful, ask them both to come forward and peel the pencil again in front of everyone.
 - If no one is successful, then make all the pairs sit face to face. Ask one student to hold a pencil and the other to hold a sharpener.
 - Now say, "Help each other and try again." You have 5 Minutes."

Suggested Question for Discussion:

- Can we do all things alone?
- Did you find it easy to peel the pencil alone or in pairs?
- What do you do when you are not alone?
- What work do we do with each other?
- How does it feel to cooperate?

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

Dos and Don'ts:

- Do not particularly praise any student rather encourage everyone.
- If there is a special student in the class, then cooperate with him.
- Keep in mind that students do respect the activity.

Do and Observe:

Try this activity with your friends and family members and share your experiences in the next Happiness class.

Note: Teachers can discuss the activity next day also, so that the activity is recapitulated and experiences of the students can be shared.

13. Recognize and Touch

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



Objective: To live with an awareness of the human body and live with coordination.

Required Material: No special material is required.

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

Note for the Teacher:

With this activity, students will be aware of different parts of their body and will practice how to create coordination in their body parts. Also, students will be aware of the environment of the class.

Steps for Activity:

- The teacher will ask the students to observe everything in the class carefully.
 - The teacher will say the name of something available in the class and also the name of any part of the body. Like a book and elbow, pen and toe.
 - Students have to touch the said object with the spoken body part.
 - Call one student in front and carry out the activity.
- Use creativity to make the activity more interesting. Like nose and window, pen and hair. Students do not have to lift any object; it is to touch the spoken organ where it is.

Suggested Questions for Discussion:

- Do we all look carefully at all the objects around us? Why or why not?
- What do we all have in common?
- Do we all have the same problem in doing any work?
- What should we do when we cannot do any work?

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

Dos and Don'ts

- If there is a special student in the class, then keep in mind the ease and discomfort of the organ while naming them.

Do and observe:

What are the tasks at home that you have trouble doing alone? Observe your activities at home and share your experience in the next Happiness Class.

Note: Teachers can discuss the activity next day also, so that the activity is recapitulated and experiences of the students can be shared.

14. Imaginary Ball

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



Objective: To strengthen the students' mutual relations and increase the spirit of cooperation. Also to develop creativity.

Required Material: No special material is required.

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

Note for the Teacher:

This activity is organized to create harmony between the students. Collaboration is required for mutual harmony. The friendship between the students in the class will make the classroom environment good and inspiring. By joining together in the activity by the teacher, such an environment will be created. With a favorable environment, students will feel comfortable in school, in the classroom and their studies.

Steps for Activity:

- Make students stand in the circle.
 - Tell the group that you have an imaginary ball that is not visible.
 - Also, determine the size and weight of this ball and then with a loud sound, carry it forward in a circle.
 - Each child will receive this ball with the same voice, weight and shape.
 - Tell the students that they can change the size and weight of the ball while placing the ball. As students can make such comments while giving - "Take this ball, it is very heavy." "The ball is very hot, hold it carefully."
 - "Oh, is that so! What a nice fragrance this ball has."
 - Continue this sequence. If possible, circulate a second ball and a third ball in the same circle.
- Each student delivers the imaginary ball to their peers with different expressions.
 - This activity can also be repeated.

Suggested Questions for Discussion:

- Which Imaginary ball did you find the most fun?
- Whose Imaginary ball was the most difficult to lift?
- And what kind of balls can it be? Imagine it.
- With what other things can you do this activity?
- How did you feel when the ball came to you? How was it then, when the ball was given to the next student?
- Do you give any of your things to someone else? Why or why not?

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

Dos and Don'ts

- Every student can move the ball with different expressions, they can give their suggestions for this.
- Encourage students' imagination.
- Encourage students to collaborate and carry out the activity.

Do and observe:

Try this activity with your friends and family members and share your experience in the next Happiness class.

Note: Teachers can discuss the activity next day also, so that the activity is recapitulated and experiences of the students can be shared.

15. Join the Fingers

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



Objective: To recognize student's feelings of trust and cooperation towards each other.

Required Material: No special material is required.

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

Note for the Teacher:

Trust is the foundation value for maintaining relationships. When we believe in each other, only then we are able to feel respect and affection for each other. Therefore, if there is trust, then it feels good in the relationship, there is happiness otherwise there is pain.

As we identify relationships with all of us, we can live trustworthy with them. Identifying a relationship with someone means seeing their participation or contribution in their life. Like young children are afraid to come in the early days of school. But after a few days when he is able to identify his relationship with the teacher, (see his participation or contribution in his life), he trusts the teacher that he will take care of them. If we live with faith, then we are able to cooperate easily. It feels good while collaborating, there is no hesitation while seeking cooperation, this is proof of trust towards each other. As soon as the student trusts the teacher and does not hesitate to seek help from him/her nor does the teacher hold back from helping him. Both are happy in such a relationship.

To establish a sense of trust and cooperation in the students, we can provide them with a confident atmosphere and reinforcing their attention towards these expressions, this activity is in that sense.

This activity can be done in or outside the classroom.

Steps for Activity:

- Get this activity done in groups of 5-6 students.
- Let only one group do the activity at a time.
- The group will stand in a circle and straighten their right-hand parallel to the ground.
- All the students of the group will join the index finger of their right hand.
- Place a book on the fingers of the group.
- Now the group has to place the book slowly on the ground.
- Give students enough time to develop a strategy.
- Repeat this activity with another group.
- Allow students to try and improve again if they are at fault.

Suggested Questions for Discussion:

- Were you able to do activities properly? how?
- Whose support did you take to carry out the activity properly?
- Why did everyone need cooperation to get the activity done?
- Why is harmony and trust necessary for the cooperation of all?

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

Dos and Don'ts:

- Only one group to do the activity at a time and the rest of the students to increase the enthusiasm of the group.
- Give students enough time to do the activity.

Do and observe:

Try this activity with your friends and family members and share your experience in the next Happiness class.

Note: Teachers can discuss the activity next day also, so that the activity is recapitulated and experiences of the students can be shared.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings on the page.

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across its entire width, providing a template for handwriting practice or general note-taking. The margins are consistent on all sides.



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