

# TEACHER'S HANDBOOK FOR HAPPINESS CLASS



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



Grade II

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and  
Directorate of Education, Govt. of NCT of Delhi

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# Teacher's Handbook for Happiness

Class-II

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**Date : \_\_\_\_\_**

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

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

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

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

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

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

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

Thank you all

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# Brief Outline of Happiness Curriculum

## 1. Why Do We Need Happiness Curriculum?

### 1.1 Context & Background

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

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

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

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

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

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

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

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

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

## **Happiness – In School Setting**

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

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

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

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

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

on standardized tests.

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

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

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

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

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

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

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

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

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

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

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

## CONCEPT:

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

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

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

Happiness at the outset can be seen to come from the 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':

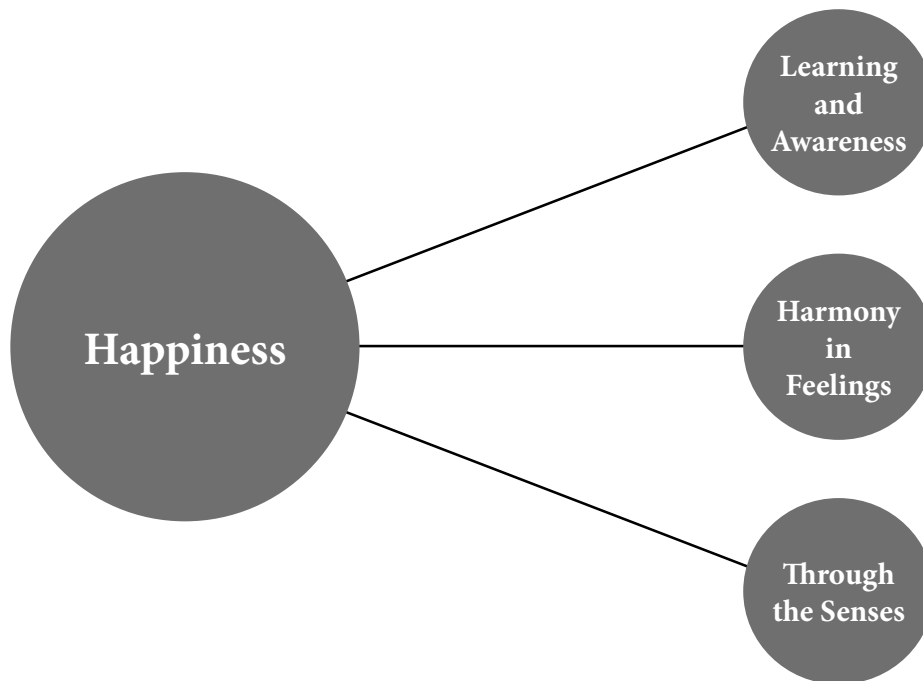
## The Triad for Happiness:

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 II

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

## 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. It is going to simplify their lifestyle.

## Weekly Schedule for the Happiness Class

Happiness Period	Class 2
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.

### Division 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 different things/objects against their body. (which could be 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/practice 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 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 that when you're in class you're just focusing on class, when you're playing, you're just 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 should 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 instruct students to do the same.

- Place one hand under your nose. Imagine that you have a flower in your hand. Now you may act like 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 moves 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 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? (With our nose)
- Where do we breathe from? (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 of Activity :

- Students can be told that in Mindful Breathing, we need to bring our attention to our breath and focus on every in breath and out breath. This is the basic practice of Mindfulness and we will do this every time.
- Ask students to sit in a comfortable position and gently close their eyes.
- Next, 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 the students to repeat the activity.

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

### Proposed points of discussion following the activity:

- Were you able to feel your stomach coming out/going in?
- 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?
- When you pay attention to the stomach along with focusing on your breathing, do you notice your breathing becoming/getting slow and deep ?

## **Don't:**

- 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**



**Aim /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 of 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. Let the students decide if they wish to close their eyes or keep them open while looking downwards softly.

## **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.

### Division of time:

1. a. Mindfulness Check-in: 3 - 5 minutes  
b. Introduction to Mindfulness and discussion on the same 5 to 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 Mindfulness – 5 minutes



**Objective:** To introduce students to the concept/practice 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:

Teacher should ask the students to follow the instructions given by Simon to follow. Just as when the teacher says “Simon says jump” they have to jump and not when their teacher says 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 aim 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 of 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 are 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 should 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.

### Division of time:

1. a) Mindful Check-in: 3 to 5 minutes  
b) Discussion on Mindfulness: 5 minutes
2. Mindful Breathing: Paying attention to breathing along with a focus on 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. Vocalization: 15 minutes



**Objective:** The objective of this activity is to help students become more aware and bring their focus to the instructions given in the class. Children will learn to pay attention to through this activity, children will learn to pay attention to their vision. 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 say “aa” depending upon the height 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.

- Ask the students to pay attention to you hand movement. 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”... and ↑/↓ their volume accordingly.
- 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 can help him/her by doing the activity in the correct way. Or you can ask the students 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 hand's 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 aim 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 of 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.

### Division 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 it's coordination with your hand.



### **Steps of 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 our heads and then bring them to a resting position. While instructing the 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 breathe in while moving the hands up and breathe 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 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**

- Speak to the 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 of 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.

### Division 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 are being 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 aim 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 to reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise

## Steps of 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 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.

### Division of time:

1. a. Mindful Check-in: 3 to 5 minutes  
b. Introduction to Mindfulness and discussion on the same: 5 minutes
2. Mindful Listening-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.

**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 Listening and discussion: 15 minutes



**Objective:** The objective of this activity is to get students to become aware and pay attention to the sounds coming from their environment

### Activity Phases / stages

- Tell the students - "In today's activity, we would be paying attention to the different sounds coming from around us."
- All of you may close your eyes and sit in a comfortable position and focus on listening to the various sounds coming in the classroom. These sounds may be of the fan, of traffic, someone talking outside, students laughing in the classroom, etc.
- If you feel that the attention of students has deviated from the sounds onto elsewhere, then



gently allow them to become aware of where their attention is directed and see if they can bring their attention back to hearing the sounds

**(For 30 seconds, allow them to hear those sounds. Henceforth, you may ask them to gently open their eyes and ask them some questions from among the points given for discussion.)**

- Next ask the students to close their eyes.
- At this point of time, for the students to notice and hear, sounds can be made by tapping the desk or crushing paper. Or else a light sound can be produced for the same. (like the sound of snapping fingers or page turning)
- Students can be said that if they find their mind wandering during the practice, to try to become aware of the same and see if they can bring their attention back to hearing the sounds.

(Allow students to focus on the sounds for up to 30 seconds. Henceforth, allow students to gently open their eyes ask some questions from the points given for discussion)

### **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 many of you were able to hear the sounds?
- What were the different sounds that you could hear?
- Were those sounds different from each other?
- Which direction were the sounds coming from?
- Were the sounds coming from faraway or close by?
- Were you able to hear the one sound at one time or more than one?
- What was the difference between the first and the second sound?
- Can you name the object from which this sound was created?

### **Note for teachers:**

As teachers, try to welcome and accept 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/ exercise is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/ exercise

### **Steps of 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 7: Mindful Listening – 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.

### Division of time:

1. a) Mindful Check-in: 3 to 5 minutes  
b) Discussion on Mindfulness: 5 minutes
2. Mindful Listening – 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 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 Listening – II and discussion: 5 minutes



**Objective-** Students become aware of the sounds coming from the surroundings.

## **Do's and Don'ts: What to do and not to do:**

The sounds that are created should be loud enough for students to hear them clearly and the different types of sounds can be identified from them

### **Stages/ Phases of the activity:**

- Teachers ask the students to sit silently at their desks.
- Teachers call 2-4 students in front of the class and say, “ You can speak or use your hands and legs to create a kind of a sound.” The students who have been called forward can make any sound that they like. All students will make their sounds together.

E.g.- One student can make a sound of a car

Second student can create a rhythm with tapping the desk with the help of your fingers.

Third student can clap their hands.

Fourth student can make a sound of the birds chirping, etc.

- During this the rest of the students are supposed to keep their eyes closed and focus on these sounds.

**(Wait for approximately 1 minute)**

- All the students can open their eyes and tell which all sounds they could hear.
- This activity can be done 3 to 4 times with different students creating sounds.

### **Proposed points for discussion on the activity:**

- How are you all feeling?
- Can you tell what all sounds did you hear?
- Were these sounds fast or slow?
- Were you able to identify the direction from which the sound was coming?
- Was the sound consistent from the beginning to the end?
- How many tones did you hear in this sound?
- Can you tell which all tones did you hear?
- Were these sounds same or different?
- Were you able to hear all sounds clearly?
- Did you hear any kind of new sound?
- How were your thoughts while listening to the sounds?
- Did your attention wander off at any point? Were you able to bring back your attention to the sounds?

### Note for teachers-

Teachers need to accept all answers given by students and not judge them as right or wrong.

### 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 of 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 8: Mindful Smelling

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.

### Division of time:

1. a. Mindful Check-in (3 to 5 minutes)  
b. Discussion on Mindfulness (5 minutes)
2. Mindful Smelling 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



**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 Smelling and discussion: 15 minutes



**Objective:** To introduce students to the different types of smells found in the environment and help them to pay attention to these smells



## Dos and Don'ts

- Teachers may be aware of the smells coming from the surrounding environment, so that they may help students bring their attention to these smells/ focus on them.
- To get this activity done, teachers may also take students to the field.

### Steps of Activity:

- Teachers to tell students that today we will practice the process of Mindful Smelling
- Teachers may ask students about different types of smell and if they get to smell something every day.
- Teachers can write the answers received/taken from students on the blackboard

Serial Number	Smells found in the environment
1.	The smell of rain
2.	The smell of trees and plants
3.	The smell of flowers
4.	The smell of wet soil
5.	The smell of food being cooked/made
6.	-----

- Teachers may tell students - “Now we all would be paying attention and practice the exercise of Mindful Smelling in which we will focus on the different smells/fragrances in the atmosphere/ environment.”
- Teachers may ask students to sit in a comfortable position and gently close their eyes. Now take 2-3 long, deep breaths in through the nose and breathe out through the mouth.
- Now, with the next deep breath, try to bring your attention to the fragrance/smells present around you.
- Keep focusing on this smell and try to notice how this smell makes you feel? How do you feel when you experience this smell?
- Are you able to notice any feelings arising within you by smelling this fragrance? Try to stay with this feeling for some time.

### (Teachers may stop for/ pause for 30 seconds)

- Teachers may tell the students - “If you find your attention is wandering, then try to bring your attention back to the smell again.”
- 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 of discussion following the activity:

- How are you feeling right now?
- Were you able to smell any odour/scent/fragrance? Which one?
- How did you feel when you brought your attention to this smell? Were you able to recognize/notice/identify any feeling/ emotion?
- Which new smell were you able to notice/identify/ recognize today by paying attention and smelling? You may share the same.
- How can paying attention to the smell / smells around you be helpful?

### 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

### 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 of 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 9: 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.

### Division 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 aim 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 students, refrain from using words like good or bad

### **Proposed points for discussion on the activity:**

- Have you ever seen an object with so much attention before? (Tell the students that when we pay attention to 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 of 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 10: 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.

### Division 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 needs 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, size, 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.

## Do's and Don'ts: What to do and not to do:

- 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 of 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: 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.

### Division 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 of 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 faster?
- 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 of 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 12: 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.

### Division 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 of 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 to our pencils.”
- “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 surface of the pencil? Rough/Smooth [suggestion]. 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 to 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 of 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 13: 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.

### Division 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 of 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 of 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 14: 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.

### Division 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 of 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 15: 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.

### Division 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:**

- The teacher will 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 breath?”
- 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 of 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 16: 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.

### Division 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 of 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 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 of 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 17: 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.

### Division 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 of Activity:

- Teachers may tell students that “Today we will talk about our feelings 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: “We feel now talk about another feeling, sadness and discuss about it”**

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

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 of 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 18: 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.

### Division 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 to feel happy. Tell them that they can be either alone in this place or with someone. Try to notice where can you 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 of 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.



## Section Note - Story

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. Let's Do Together

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



**Objective:** Students' will be able to understand that greater happiness in helping our loved ones than just having fun.

**Begin the class with Mindful Breathing of 2-3 minutes.**

## STORY

**Course of Discussion:** We often face a situation when someone is in trouble and we are not doing something important or we are only busy enjoying ourselves. This discussion should draw students' attention towards the fact that it is more important to help our loved ones than our own entertainment. As a member of a family, we should be able to prioritise our desires. This discussion does not aim at holding a deep discussion with small children, it only means to draw their attention towards their actions and behaviour. It is our duty to look after those whom we love. This understanding needs to be developed.

Geeta woke up her brother Ashish and both of them quickly took bath and got ready. They were going on a picnic. They were having their breakfast when Mumma got a call from their maid- Savita aunty who informed her that she would be late that day.

Mummy had an appointment with the doctor as she was not keeping well. Geeta told Mumma to go and see the doctor as there was still time for their bus to arrive. Savita aunt would also be here by then. So, Geeta's mother went to the doctor.

After she had left, Savita aunty called again to inform that she would not be able to come at all due to some reason. The brother-sister duo was in a dilemma. The household work like washing dishes and cleaning had yet not been done and their bus was also about to arrive. And their mother being unwell & away, who would do it all?

Finally, they decided to stay back at home and started doing all the work. By the time Mumma came back, all dishes had been washed and the house cleaned up. She was very happy to see this, but when she saw both her children still at home she was surprised and said, "Didn't you go to the picnic?"

Before they could respond, she observed their dirty uniforms and instantly realized the whole situation. She turned emotional and said, "I could have done the work myself after returning home. You need not have missed your picnic to do all this. Your uniform has also become so dirty."

“Mumma, we will wash our uniform ourselves, you please take rest. You are not well!”, Ashish said innocently.

“You care for me so much that you even missed your picnic!” Overwhelmed with emotions she said and hugged both her children.

**Suggested Questions for Discussion:**

- Were Geeta & Ashish sad at not being able to go on the picnic? Why/why not?
- Have you also ever helped your parents? If Yes, How?
- Have you ever left your own favourite work in order to help somebody else? Please share.

**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, think about/recall works that you did together with others and for others.

How did you feel doing those works? Did that help others?

## 2. Lunch Break

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



**Objective:** To make children understand that no one wants to commit mistakes, they happen unintentionally.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

**Course of Discussion:** If we look around in our society or family, we find that sometimes small things lead to big incidents or tragedies. And when we look deeper, we find that mistakes happen due to ignorance, but we assume that these have been intentionally committed. Like in this story, Raman committed a mistake, but did he really want to spoil Fiza's sevaiyan (vermicelli)?

With this understanding towards others, all our bitterness and biases begin to disappear. Additionally, there will be an effort to provide opportunities for others to develop their ability and understanding. It can be said that if we recognise the bond that binds all of us together, then we do not want to spoil that bond. This confidence gives us the ability to live in happiness with others.

Raman and Fiza studied in the same class and were good friends. They would play and have lunch together. One day when the lunch bell rang, Fiza said, "Raman, I am very hungry. What have you brought for lunch today?"

"I have brought Aloo Puri" Raman said. "And my mother made me sweet sevaiyan (vermicelli) today," Fiza said excitedly.

So, both of them sat together and started having their lunch. While eating, Fiza felt thirsty and she sought Raman's bottle to drink water. When Raman was handing it to her, it accidentally fell down and some water was spilled over the sevaiyan.

Raman cut a sad face. He was feeling very bad about having spoiled the sweet sevaiyan of his best friend. He was struggling to say something when Fiza looked at his guilty face and said, "Brother, you have not done it deliberately/intentionally. Just forget it and take out your aloo puri, I am really hungry.

Raman was relieved. He took out his own lunch and both friends savoured it together.

### **Suggested Questions for Discussion:**

- How might Fiza have felt when water got spilt?
- What would you have done if you were Fiza?
- Has it ever happened to you that somebody damaged/spoiled your things? (students who answer this question should also be asked if that person had done it intentionally. Also, how did he/she respond?)
- Have you ever spoiled something that belonged to others? (students who answer this question should also be asked if they did it intentionally? Also, what he/she did afterwards?)

**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, observe whether you committed any mistakes intentionally. If someone else made any mistake, did he/she do that intentionally? Ask him/her if he/she really wanted to do that. Share your experience tomorrow.

### 3. Aloo Paratha

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



**Objective:** To sensitise students towards the needs of others and to develop feelings of gratitude towards family members.

**Begin the class with Mindful Breathing of 2-3 minutes.**

#### STORY

##### **Course of Discussion:**

In order to cooperate with someone, you first have to be sensitive towards them. Discussions need to be conducted in such a manner so that students focus on cooperation and contribution being given by their family members, and a feeling of gratitude develops in them. Cooperation & gratitude are complimentary feelings and help unite the family and society together.

“Harman! wake up! Aren’t you going to meet your grandmother today? I am making your favourite aloo paratha for breakfast.” Mumma said while gently waking up her son. Wow! Aloo paratha! Harman jumped out of his bed. He really liked aloo paratha a lot.

He got ready to visit his grandmother’s house with his father. Papa and Harman boarded the bus and took their seat. Harman, who was sitting by the window, looked out and was amused to see trees racing backward.

After some time, the bus halted at a tea shop where Papa got himself a tea. Harman, who was now feeling hungry, felt like eating the delicious aloo parathas there only. He took out his box and started eating. Just then he noticed a small child sitting beside him who was intently looking at the parathas.

(What Harman would do now?)

Harman realised that the child was hungry. So, he walked up to him and gave him one paratha. The boy thanked Harman and gobbled up

the paratha in no time.

Just then Harman heard that his father was calling him as the bus was about to move ahead. He rushed into the bus, took his seat next to his father and started eating his remaining paratha. He inwardly thanked his mother for the parathas which had fed two hungry people today.



### **Suggested Questions for Discussion:**

- How do all your family members help one another?
- Which works do you do yourself?
- For which works do you need other's help?
- Let's close our eyes and sit for two minutes and think about our parents. Let's thank them inwardly for something that they have done for us.

**(After two minutes ask students this question)**

What is it that you thanked your parents for?

- Can there be any other way of thanking someone? How?
- Do you want to thank anyone in the class? (Teacher can begin the discussion by her/his own example like, "I said thank you to Manu for bringing chalk from another class, you can say 'thank you' by stating the reason.")

<b>At the end of the class, sit silently for 1-2 minutes and reflect on the conclusions of the discussion.</b>
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### **Observe, Ask and Explore at Home (For Students)**

Today, pay attention to the different things that your family members do for you.

## 4. Rohan's Socks

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



**Objective:** To draw attention towards organizing one's belongings in a good manner.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

#### **Course of Discussion:**

Things that are kept in an orderly manner saves a lot of time and trouble. This practice ensures maximum utility of things and helps in maintaining better coordination among people. This discussion should be conducted in a way that students notice the importance of being well organized.

The moment Rohan came back from school, he took off his shoes and socks and threw them away, changed clothes, took food and went to his neighbor Gurpreet to play. From there he came back in the evening, did his homework, chatted with his parents and after having his dinner went to sleep.

Next morning, when he was preparing for school, he could not find his socks. He was almost ready for school except his socks without which he couldn't put on his shoes. As he was getting late for school, what would he do now?

#### **(What should Rohan do in this situation?)**

Since there was no other option, he put on his shoes without socks and went to school. Even though he felt awkward, there was no alternative.

In the noon, his father went to the school to pick him up and since he had important work at his shop, he took Rohan also with him.

At the shop, Rohan observed that his father was working very carefully. He would cut the cloth and put the pair of scissors back into the drawer each time he used it. Similarly, he would use the needle for stitching and put it back in the cloth hanging on the wall beside him. He did not leave any of his tools on the table casually.

Rohan was amused. He asked his father the reason for it. His father said, "I keep things carefully so that I can find them easily when I need them.

Rohan was suddenly hit by the thought that he would also have found his socks easily if he had put them

carefully. When he came back home, he took off his shoes and put them under the bed. By then his mother had already found his socks. He took them and carefully kept them in his shoes.

### **Suggested Questions for Discussion:**

- What would happen if Rohan's father did not keep the scissors at the right place?
- Do you also keep your things at the designated place? Why?
- If we don't keep our things at the designated place, what will happen?

**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, think about the times when you kept your things at the designated place and when you dropped it casually. What had happened? Share your incidents and experiences tomorrow.

## 5. A New Tune

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



**Objective:** Students will be able to recognise that there is happiness in living together in harmony.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

#### **Course of Discussion:**

This discussion should lead our students to conclude that work can be performed effectively by rising above oneself and teaming up with others. Our students will have greater harmony with the society if they value cooperation above competition.

Disha, Prachi and Ravi studied together in the same class. They were fond of singing and music. All of them would sit separately at different places and practice to create a new tune. Even in recess time, Disha and Prachi would sit in two different corners of the classroom and beat desks and sing different songs while Ravi surrounded by his friends would be busy with his own toy piano.

They were actually trying to create a new tune for the school's annual function. And each of them wanted only his/her tune to be selected. But with the noise coming from three different corners of the room, it was all becoming very difficult for the other students of the class.

All students thought and went to meet the teacher to discuss the issue. They got a solution there.

#### **(What solution could it have been?)**

The teacher decided to keep all three of them in one programme only. The three started preparing together. Prachi started beating the drum, Ravi began to play the piano and Disha's melodious voice made the entire atmosphere musical.

Now there was no chaos in the class, but only melody. With this, their friendship also began to deepen. Now all of them were waiting excitedly for the annual function where this program of their class would also be presented.

### **Suggested Questions for Discussion:**

- Selecting any one from those students would have been better or having all of them participate together was more appropriate? Why?
- What type of work can we do alone?
- In your opinion, what type of works can be done together?
- How does it feel if a work is done in collaboration?
- Have you ever experienced that we become friends while working together?

**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, discuss at home with the family members, if they have also befriended someone while working together? When and how? Share your experiences tomorrow.

## 6. Burden on Mind

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



**Objective:** To draw attention towards mutual trust in relations and confiding in family members.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

#### **Course of Discussion:**

Many families have a common problem that their children don't share the situation they have been through. It may be owing to lack of time being given to children or because of lack of mutual trust among family members. It's important that a congenial atmosphere of sharing is created at home. Also, students can help in creating such an environment of trust by accepting their mistakes or that anyone else has committed. The discussion should encourage such a practice.

One day Soumya's (a boy) mother got hurt in the head. At the time, Papa was not at home. Soumya went to his neighbour and sought her help, who immediately came and applied ointment to the injury.

Some days later, Soumya asked his father if he knew how mumma was injured. "Yes, your Mumma told me that she had slipped and fallen down" said Papa. "No, Papa. Actually, I was swinging my bat that day which accidentally hit mumma in the head. Sorry, papa!" Soumya said gloomily.

After sharing this with his father, he felt greatly relieved. Papa also realized that Soumya had not played with his bat inside the house since that incident.

### **Suggested Questions for Discussion:**

- Mumma did not share with papa the actual cause of her head injury? Why may she have done so?
- Why did Soumya feel relieved?
- Have you also faced a situation where you committed a mistake and then felt sorry about it?
- How did you feel after accepting your mistake?
- Whom do you share your feelings with?

**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, when you go home, do share with your parents something that you have yet not told them.

## 7. The Shoe

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



**Objective:** To inspire students to be sensitive towards others and take decisions sensibly.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

**Course of Discussion:** It's good to be sensitive towards others' needs. But it's important to draw students' attention to the fact that our decisions should be based on the correct judgement of circumstances rather than getting carried away with emotions.

Ravi had come with his father to the railway station as they were going to their village. There, he saw a boy sitting barefooted at the platform. The train had arrived, and holding his father's hand, Ravi was gradually moving towards his compartment. As he was getting onboard, one of his shoes came off and fell down. Since the bogey was very crowded and the train had also started moving, Ravi could not get it back. Ravi saw through the window that the barefooted boy looked at the shoe for a while. Then he picked it up and started running alongside the train.

**(Why did the child pick up the shoe and run with the train?)**

Just then Ravi took off his other shoe and threw it out of the window towards that boy. The boy picked up the other shoe also and kept running towards Ravi to return his shoes. Ravi smiled and waved his hand to the boy, indicating him to stop. The boy stopped and looked at Ravi in surprise. A beautiful smile came on his face. He kept waving at Ravi until the train disappeared.

Ravi took out his slippers and wore them. Even after losing his shoes, he was very happy that day.



### **Suggested Questions for Discussion:**

- What might Ravi be thinking after seeing the barefooted boy?
- Did Ravi accidentally lose his first shoe on the platform or did he drop it intentionally?
- Why did Ravi throw his second shoe on the platform?
- Would Ravi still drop his shoes on the platform if he did not have his slippers with him? What do you think?
- If you were in place of Ravi, what had you done and why?
- Have you also done something to help someone in need? When and how?

**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, observe at home, while having lunch or dinner, who eats last? What is the reason behind it?

(Students' attention could be drawn towards the needs of family members in the same way as Ravi noticed the plight of the barefooted child?)

## 8. Two Friends

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



**Objective:** To draw students' attention towards controlling feelings generated by someone's acts so that hatred like feelings do not stay in mind.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

#### **Course of Discussion:**

As long as we do not have a feeling of acceptance towards someone, we remain troubled and are not able to have a good relationship with that person. This discussion should guide students to observe that remembering the good things and forgetting the bad things about others will give us happiness. It will also give that person an opportunity to make amendments in his/her actions and behaviours.

Suhail & Vedant were good friends. Both of them were going back from school together when Suhail felt thirsty. He had forgotten his water bottle at home. He said to his friend, "Vedant, give me your water bottle, please!" But Vedant refused to share his bottle with him. Though Suhail felt bad, he didn't say anything. He picked up a stick and made a big cross on the ground.

Then he started walking behind Vedant without talking to him. A little later, Vedant heard Suhail's scream. He turned back and found his friend Suhail stuck in a barbed wire. He ran to his friend to help him and after trying much he was able to remove the wire from Suhail's ankle.

Now Suhail took out a copy and pen from his bag and started writing something. Vedant leaned over to see and found that Suhail had made a tick mark and had written, "Today, Vedant freed me from the wire that had accidentally stuck around my foot."

A curious Vedant said, "You drew a cross in the ground when I refused you to use my water bottle. And now after I rescued you out of the barbed wire, you have put a tick mark in your notebook. Why?"

Suhail replied, "Dear friend, I wanted to forget the incident when you refused to help me, so I drew a cross on the ground. But I wanted to remember the second incident, so I wrote it in my notebook." Both of them reached home with a blissful smile on their faces.

### **Suggested Questions for Discussion:**

- Has someone ever done something nice to you? What was your response?
- Has someone ever done something bad to you? What did you do then?
- For what actions of your friends would you like to cross on the ground and for what you wish to write in your notebooks?
- How do you like to share your feelings? (by speaking or in writing; on the spot or afterwards)

**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, ask your family members and friends what they would like to remember about you? Why?

## 9. Whose Pencil is Better

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



**Objective:** To draw students' attention towards the fact that the utility of an object is more important than its appearance.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

#### **Course of Discussion:**

Everything that looks good is not necessarily good. In addition, if we want something only because it looks good and does not have any actual utility, then this habit leads to a pressure of creating a wasteful collection of things. Because of this, many times we miss the happiness of the present moment in spite of having all the necessary things with us. Through the discussion based on this story, students should be assisted to the conclusion that the utility of something is more important than its appearance.

On Monday, as soon as students assembled in school, all of them were excited to know how their classmates had spent their weekend.

Mohini said, "I went to the market with my parents yesterday and bought a unique and beautiful thing." As soon as she opened her bag, all of her classmates surrounded her wondering what she had bought this time. And what Mohini took out of her bag was actually a pencil.

"Look, what a beautiful pencil!" Shreya gasped. "And how long it is!" said Raza. Kuldeep was astonished to see that it could also be bent.

By then the teacher had already entered the class. She gave children a writing task which students quickly completed and lined up before the teacher to show it. After checking everyone's work, the teacher concluded that Shreya & Kuldeep had the most beautiful handwriting of all. After listening to this Mohini walked up to Shreya's desk and saw that her writing was really beautiful even though Shreya had used an ordinary pencil.

Mohini realized that though her pencil was beautiful, she would have to work harder herself if she wanted a good handwriting like Shreya.

On the other hand, Shreya was also wondering if she needed a beautiful pencil like Mohini's at all or her ordinary pencil was good enough.

### **Suggested Questions for Discussion:**

- Do you also want a pencil like Mohini had? Why or why not?
- What do you feel a pencil should be like? (The one which looks good or the one which helps you write well)
- How can we improve our handwriting? Will a pencil that looks good be helpful in it?
- When you buy something, do you buy it for the way it looks or for its utility?

**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, think about something that you purchased or took from someone. Did you really need it or wanted it just because it was attractive?

## 10. A Letter to Grandfather

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



**Objective:** To draw students' attention towards happiness in familial relations and strengthening their relationship with the elderly people.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

**Course of Discussion:** In many families, the elderly people are feeling lonely. This discussion should encourage our students to feel/realise this problem and spend some time with their elders and give them company.

One day, when Amresh went on to the terrace, he saw that his grandmother was watering the plants while grandfather was sitting on his chair lost in his own thoughts. Amresh lovingly said, "Grandpa!"

Grandfather smiled at Amresh feebly; interacted with him briefly and slipped back into silence. Suddenly he said, "So many days have passed but there hasn't been any letter from your father!"

A surprised Amresh said to his grandmother, "Grandma, we all stay together in the same house, why does Grandpa wait for a letter then?"

Grandmother shared with Amresh that Grandpa has some memory problem and that he still believes that Amresh's father is staying in a hostel and he would still be sending letters to his father.

Amresh went downstairs and after a while came back shouting, "Letter has come for Grandpa, letter has come for Grandpa!" and he gave that letter to his grandfather who put on his glasses and started reading with great excitement. The letter was written in big letters and broken language but it deeply touched grandfather's heart and his face lit up.

That day, Amresh had found a new and interesting game. He would often write a letter to his grandfather on behalf of his father and would give it to him or read it aloud himself.

Both of them were very happy with this sweet game.

### **Suggested Questions for Discussion:**

- Do you spend time with your grandparents? How?
- Which things or actions comfort them or make them happy?
- Share some moments of happiness that you have spent with them.
- What things/actions make your grandparents sad? How do/can you help it?

**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, after reaching home, sit with your grandparents or any other elderly person and ask them to share their childhood experiences. If they live far away, try to talk to them on the phone or write a letter.

Share your experiences in the next class.

## 11. Chandu's Wisdom

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



**Objective:** To help students realise the importance of elderly people in family and looking after them.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

#### **Course of Discussion:**

Through questions, students should be encouraged to think about their behaviour towards the elderly in their families. If there is interaction between the two, it will not only be mutually fulfilling but will also help students learn a lot from their grandparents.

Grandma used to experience great pain in her knees. Once she sat in one place, she would not be able to get up and walk on her own. Six-year-old Chandu used to wish that there would be something that could help her.

One day, it was getting dark and Chandu's parents had not yet returned from work. Chandu and his eight-year-old sister were at home. Just then they heard their grandmother calling them for help as she was unable to move.

Both of them rushed in the direction of the voice and saw that she was trying to get up by holding the door but was not able to do so owing to excessive pain.

Chandu quickly found a spider web cleaning stick and stood on one side of grandma while Sonam stood on the other side. Both of them now helped her get up on her feet.

"May you both live long." Grandma said and with their support she limped away into her room. Once there, Chandu brought the massage oil and started massaging her knees gently. She felt some relief from pain. Meanwhile, Sonam also recalled that Mumma would give her turmeric milk at such times. So, she went to the kitchen and brought hot turmeric milk for her Grandma.



### **Suggested Questions for Discussion:**

- How do you feel when you have elderly people in your family? Why?
- Do they do something for you? What?
- When did you do something for your elders? Share?
- Do share if you have seen somebody doing something for their elders.

**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, do something for elderly people at home. Share how you all felt after doing it.
- Also enquire about the needs of the elderly people at home and try to know what can be done for them.

## 12. A Little Fun

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



**Objective:** To draw student's attention to the fact that they should not hurt others for their own fun. Also, they should be willing to assist others in their needs.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

**Course of Discussion:** It is observed that in order to have a little fun, children as well as adults sometimes end up hurting someone or causing some loss, even though it was never their intention. Students should be encouraged to think that they should never do any such thing which harms others. Also, they should help others rather than make fun of them in their misery.

Some children were playing in groups in the park. Shweta's eyes were blindfolded and she was moving around at random trying to catch others. The other children were shouting to get her to chase them. Just then Rohit became mischievous and started calling Shweta towards a pit, and she suddenly fell into it. She screamed in pain. Other children started laughing, but Rohit became sad to see her crying. He felt guilty for her pain and injury.

Arjun had come to the park with his grandfather for a walk. The moment he heard her screams, he left his Grandpa's hand and ran towards the spot. Grandpa also ran after him calling out his name. Arjun tried his best to help Shweta come out of the pit, but being small himself he could not do much.

But Grandpa also reached there and both of them brought her out and helped her. She had suffered a sprain. Rohit apologized to her and assisted her in walking up to her house.

### **Suggested Questions for Discussion:**

- According to you, whose behaviour was not appropriate in this story?
- Whose behaviour was appropriate in the story?
- Was Rohit really wishing to hurt Shweta? Why did he do so then?
- What do you think about a child who makes fun of you?
- Has it ever happened to you that you ended up hurting someone when you only wanted to have some fun?
- Have you ever helped someone in trouble?

**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, try to recall, if you have made fun of others when they committed mistakes or you tried to help them?

## 13. Flower Vase or Flower Pot

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



**Objective:** To inspire students to contribute in maintaining order/system. Also encourage them to try to find a common basis of mutual happiness.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

#### **Course of Discussion:**

Two aspects are emphasised in this story: the first one is to respect someone's hard work and care for his/her happiness. And the second one is to find one's own happiness while living in harmony with nature. Students need to be guided into noticing the precious work done by sanitation workers, gardeners, maids and others. They also need to be sensitised towards nature.

Raju used to go to the park daily with his Grandpa. One evening, he observed the gardener, watering plants. The park had a lot of flowers. Raju said to his Grandpa, "Grandpa, the flowers are so beautiful! May I pluck a few of them to place them in our flower vase at home?"

#### **Ask students:**

1. Have you ever been to a park?
2. If someone plucks flowers from your park, how would you feel?

Grandpa replied, "By doing this you may be happy, but what about others who will visit the park afterwards? And will the hard-working gardener be happy to see his flowers being plucked?"

Grandpa further said, "Can we do something that will make you as well as all others happy?"

#### **Ask students: What is it that Raju can do for everyone's happiness?**

Raju said, "Yes, Grandpa! If I help the gardener in planting flowers, he would be very happy and I will also learn how to do it." Next day Raju reached the park with some plants and his enthusiasm pleased the gardener. He gave Raju a flower pot and said, "Take care of it and it will bear many more flowers."

### **Suggested Questions for Discussion:**

- Where do flowers look good- in flower vases or on plants? Why do you feel so?
- If you have noticed someone's hard work at home or outside, please share.
- Is there anyone in school who works for your convenience? Who are they?
- Do you or can you help them in any way. If yes, how?

**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, reflect if anyone has ever suffered because of you. If yes, then how was that rectified?

Share your experiences tomorrow.

## 14. A Friendly Race

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



**Objective:** To draw students' attention towards essentiality of cooperation rather than competition for harmonious leaving.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

#### **Course of Discussion:**

Discussion should facilitate students to determine the basis of setting their priorities, to deliberate upon what type of things will give them long-lasting happiness. What should be their achievements: acquiring things or winning friends?

Today, there was a running competition in school. Fardeen & Akshay along with other students were participating in the same. All students assembled in the ground. Fardeen & Akshay shook hands and wished each other good luck. The teacher blew the whistle to start the race and all the participants began to run fast.

Akshay was running ahead initially, but was overtaken by Fardeen after some time. All other children were left far behind. The race was nearing conclusion and Fardeen was still ahead.

Suddenly, his foot got twisted and he fell down and Akshay raced ahead of him.

“Ahhhss...!” Akshay heard Fardeen’s groaning. He turned and saw Fardeen lying in pain. He stopped and went back to help Fardeen. Akshay extended his hand to Fardeen and helped him stand on his feet and said, “Run, Fardeen!”

Once again, both of them started to run fast with Fardeen also motivating Akshay and shouting, “Run, Akshay, run!”

### **Suggested Questions for Discussion:**

- While running, if any of your friends had fallen down like this, what would you have done?
- Who do you think may have won the race?
- What is more important: winning a race or helping a friend in need?
- Have you also helped your friend in any way? Why did you do that?

**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, talk to all family members to find out if they have also helped someone at the cost of their own interests.

## 15. I Will Also Help

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



**Objective:** To draw students' attention towards the contribution of parents. Additionally, they can recognise living in relations as a bigger source of happiness.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

#### **Course of Discussion:**

Major amounts of work done at home are for the entire family and not for any single person's benefit. Like, cleaning the house, or preparing food etc. But many times, children simply take these things for granted. This discussion should guide students to pay attention to the role of parents and should also inspire them to assist their parents to the extent possible. At the same time, they should be able to balance individual happiness with that of the family.

George's father had a vegetable shop and he was a hard-working man. Sometimes, George would also go to the shop and would help his father with the work. He had many friends with whom he used to play a lot in his free time.

His mother was also a hard-working lady who would be busy with the domestic chores, the whole day. She would prepare the food, wash everyone's clothes and also help her husband in the shop. Whenever George's friends came home, she would also prepare nice dishes for them.

George observed that his mother worked so hard and she would get so tired. He also used to try to help his mother with the work. When she prepared food, he would wash the vegetables. When she would wash clothes, he would put them out for drying. Even in cleaning the house he would assist her.

One evening, his friends came to his home and said, "George, let's go to play cricket." George was helping his mother at that time so he said, "I am helping my mother right now, so you people may go and play. I will join you later."

His friends said, "She is not only your mother but also our aunt, so we will also help her with the work!" And they all started helping her. The work finished soon and all the friends went out to play cricket.



### **Suggested Questions for Discussion:**

- Why did George help his mother with her work?
- What may have prompted George's friends to help his mother with the work?
- Do you also help your parents in domestic chores? Share any such last incident?
- How did you feel after helping your parents? How did your parents feel after that?
- Whose responsibility is it to do the household work? Why do you feel so?

**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)**

Recall the incident when you also gave up watching TV or playing in order to help someone. Share your experiences in the next class.

## 16. The Money

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



**Objective:** To draw students' attention towards weighing the impact of his/her actions on others before taking a decision.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

**Course of Discussion:**

While taking any decision, we should keep in mind if our profit is coming at the cost of someone else's loss? The discussion should be steered in this direction. It would make us sensitive to others and would save us from the lure of others' things. Not only this, being caring for others will become a reason for our own happiness.

Kamlesh along with his friends was walking back home from school. He saw a woman buying bananas. When she opened her purse to pay, some money fell down on the road which she did not notice. She took the bananas and moved ahead.

"Kamlesh, let's pick up that money!" one of his friends said. He went ahead and picked it.

"Yes, we will buy chocolates with this money. It will fetch us a lot of chocolates!" said the other friend.

In the meanwhile, the lady had already reached the vegetable shop and was very disturbed to see the money in her purse missing.

Kamlesh, who had been listening to his friends attentively, said, "Friends, it does not seem good to me to keep her money. Once I had lost my money like this and was unable to buy school shoes. It was a really bad experience." "Yes, you are right. Once we also had to remain

hungry when my father lost his wallet on an outing," said one friend. "Let's go," said the other friend.

**(Where may they have gone?)**

All of them went to the lady and said, "Aunt, your money had fallen down there at the fruit shop." And they returned her money. Her face lit up. She lovingly caressed their hair and said, "Thank you, kids!"

### **Suggested Questions for Discussion:**

- Why did Kamlesh and his friends not use the money lying on the road to buy chocolates?
- If you were in place of Kamlesh, what would you have done with that money?
- Have you ever lost your belongings or money? How did you feel at that time? How did you feel after getting it back or what was your feeling if you could not get it back?
- What do you do when you find something that belongs to others?

**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, discuss with your family members what they did when they found anything which belonged to others. How did they feel after that?

## 17. My Friend's Boat

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



### Objectives:

- To bring readiness for accepting someone's mistakes and giving them a chance to make amendments
- Giving more importance to relations over material things

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

#### Course of Discussion:

Human beings basically do not want to commit mistakes intentionally, but it happens because of their ignorance or lack of understanding. When we have confidence in our actions and understandings, then we do not react with anger to the mistakes made by others. Also, we provide opportunities/chances to them so they may develop their own understanding and ability. This saves from unnecessary bitterness and keeps the environment within us and around peaceful.

Today, the school was off. Arjun was playing with his friend Sonu, at the latter's house. They kept playing the whole day and didn't realize the time until it was evening. While preparing to leave for his house, Arjun said, "Can I carry your beautiful yellow toy boat to my home as I want to play some more with it?" Sonu gave the boat to Arjun and lovingly said, "You can keep it at your home as long as you want to play with it. Return it to me later.." Arjun was very happy as he took the boat home.

The next day, when Arjun was sitting quietly at the dinner table, his grandfather asked, "Arjun, why are you so sad?"

Arjun said to his grandfather, "Dada ji (Grandpa), I had brought my friend's boat yesterday, but I lost it. What should I tell my friend Sonu now?"

Grandpa and Arjun searched for the boat again but could not find it.

Grandpa said, "What would we do now?" Just then an idea struck Arjun and he said to his Grandpa, "Why don't we go to the market and buy a new boat for my friend so that he does not feel bad?" Grandpa liked the idea and said to Arjun, "Let's go to the market."

Arjun ran in and came out with his piggy bank. When they reached the market, they met Sonu there. Though Arjun wanted to hide this from Sonu, the shopkeeper asked him at that very time what he wanted to buy. Arjun hesitantly hinted towards a yellow boat.

"I gave you a similar boat yesterday. Why are you purchasing another one then?" , Sonu asked with surprise.

When Arjun told him the reason, he said, “Don’t worry, Arjun! I have another boat at home. We will play with that. You need not to purchase a new boat.”

### **Suggested Questions for Discussion:**

- Do you also share your toys with your friends? If yes, why? And if no, why not?
- How do you feel if you have lost something that belonged to others? What do you do then?
- Has it ever happened to you that somebody lost or broke something that was yours? What did you do then?

**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, reflect on a situation in which somebody has lost something. What do we say to them in that case or what do we do then? Share your reflections tomorrow.

## 18. The Middle Page

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



**Objective:** To draw students' attention towards not misusing anything.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

**Course of Discussion:**

Discussion should lead students to understand that decisions about anything should be made on the basis of its utility. They should be able to decide how to utilise the available resources in the best way.

When Rajesh returned from school today, he was very happy. Upon arrival, he opened his bag, took out a notebook and tore off a page and began to make something. "Son, wash your hands & feet. I am serving you a meal." Mumma called from the kitchen.

Just then, a paper airplane hit her. A surprised mother asked, "Eh, what's this, an airplane." "Who made this?"

"I made this." Said Rajesh, "Today, we learnt how to make paper planes and boats at school."

"My son is learning new things." His mother said, patting his back.

His younger sister, Kavita, who had been observing everything said, "But brother, it's bad to tear pages like this. The whole notebook will be loosened up." Rajesh ran to his bag and took out the notebooks saying, "Tell me how the notebook has been damaged? There isn't a trace of tearing a page."

"Even though there is no trace, this page has been taken from the notebook only", Kavita wondered.

Rajesh solved her confusion and said, "Dear sister, you will never find out. I tore out a middle page and so there is no trace of any tearing."

But at the same time, Rajesh realised what Kavita was emphasising, was right. So, he assured her and told his mother, "Mumma, may I take some old newspapers to make aeroplanes?"

"Yes, of course, my son! But first take your lunch." Said a visibly jubilant mother.

### **Suggested Questions for Discussion:**

- Is it always wrong to tear blank pages from your notebook? Why or why not?
- Why did Rajesh think of using the newspaper? Could there have been any other way?
- Which paper do you use for making a paper plane or boat?
- What are other different ways of utilising old newspapers?

**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)**

At home, reflect upon/introspect/make a list of, how any kind of wastage can be reduced at home. Share your experiences tomorrow.

## 19. The Magic Straw

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



**Objective:** To motivate students to accept and rectify their mistakes

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

#### Course of Discussion:

Sometimes, certain things or situations tempt us. And any decision based on those temptations may lead to loss of others. In this discussion, students should be sensitised about such pressures of temptations and their desires. (And if someone has already done it then they should be able to realise it and make amendments.) In this story, we will see that a person does not want to make mistakes or harm anyone, but they end up doing it for their own happiness. And if opportunities are available, they would like to correct the mistakes that they have made.

Rahul visited a shop with his father. There he saw that everything was kept in a very nice & organized manner. In a glass fridge, there were many items like milk, juice and soft drinks. Rahul took his father's permission and picked up a juice packet. When father was paying the bill, Rahul said that he wanted milk in place of juice. He went in, placed the juice packet back and instead picked up a milk packet.

After coming out of the shop, Rahul said, "Dad, look at this magic straw! It can be bent at several places. Isn't it amazing?"

Father looked at Rahul with a surprise and said, "Yes, it's indeed beautiful. Did you get it with the milk packet?"

"No, this was..." Rahul became anxious and did not complete the sentence. Then he said, "Dad, can you buy me that juice too?"

"You have just taken the milk. If you liked the juice why didn't you take it instead?" said father.

At this, Rahul said, "Dad, actually, I took the straw of that juice packet because I really liked it. But now I am feeling bad about it. When anyone would buy that juice packet, he would not be able to get the straw." The father quickly went back to the shop, bought that juice and gave it to his son. Rahul smiled and gave the juice as well as the straw back to his father to drink.



### **Suggested Questions for Discussion:**

- Why did Rahul thank his father? (Through this question the attention of students is to be drawn to the space created for release of the burden on mind along with fulfilling the physical needs.)
- How else could Rahul have corrected his mistake?
- Have you also ever taken anything that belonged to others without asking them? Why did you do that? (Did you actually need it or it simply looked nice)

\*(Please note, words like stealing or theft should not come up during the discussion.)

- Did you return that item to its actual owner? Why/why not?
- What would you do now if you like something? Why?

<b>At the end of the class, sit silently for 1-2 minutes and reflect on the conclusions of the discussion.</b>
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### **Observe, Ask and Explore at Home (For Students)**

Reflect if you are unconsciously doing something that is actually harming others. Share your experiences tomorrow.

## 20. Mobile Game

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



**Objective:** To draw attention to the fact that relations give us greater joy than objects. Additionally, students would be able to make better decisions within the available options.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

#### **Course of Discussion:**

While mobile phones are useful in several ways, they are also adversely affecting the communication and physical well being of the family members. In this scenario, this story aims to provide other options/alternatives to our students which not only make them joyful but also support their physical, mental as well as social well being.

Dad bought a new mobile today. Manisha watched a video and also played a game in it and she liked it very much. The next day, Dad went to the office and took the mobile along. When Manisha came back from school, she became restless to play games on mobile and when Dad came back in the evening, she snatched the mobile from him and started playing games.

Dad didn't like the way she snatched it. He tried to make her understand that she should not behave like that. The mobile may fall down accidentally and get damaged.

She just grunted casually and continued playing games.

Next evening, she again felt like playing games, she picked Dad's mobile from the table. Just then she heard her friends' voices outside. They were playing badminton outside in the street and were calling her to join them.

She thought for a moment and then went out after informing her mother.

She enjoyed playing badminton very much, and all the friends decided that they would play badminton the next day also. When she came back, she saw the mobile phone kept on the table. But now she didn't want to play with it and left it on the table.

### **Suggested Questions for Discussion:**

- Why did not Manisha pick the mobile when she came back?
- When do you enjoy the most?
  - a) While playing games on mobile phone
  - b) While watching television
  - c) While playing with friends or talking to parents
- If your parents are busy and you do not have anything to do, how do you like to spend such time or what will you do in such a situation?

**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 after going back home and until tomorrow morning, observe what you did to have fun. In which activity you were engaged for the longest duration? Share your experiences tomorrow.

## 21. Lovely Moon

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



**Objective:** To draw attention to the fact that in nature & in society, there are many things which are freely and equally accessible to all.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

#### **Course of Discussion:**

Owing to many beliefs, we have divided ourselves as well as nature. Students' attention would be drawn to the availability of several things which are made available by nature to all living beings equally like, air, water, etc. Availability of nature for each one of us provides a basis to come together and unite.

Rahman & Sunil were good friends. On Eid, Rahman invited Sunil to his home. When Sunil reached his home in the evening, Rahman's mother had prepared delicious Sevaiyan (Vermicelli) for him. Sevaiyan (Vermicelli) were very tasty and both the friends enjoyed eating that.

Rahman said to Sunil, "Let's go to the terrace. I will show you the moon." Both of them went to the terrace. Rahman said, "Look! This is Eid's moon. How beautiful it is, isn't it?"

In the open sky, the moon was looking very beautiful. Both of them stayed there for some time and enjoyed the sight of the moon.

A few days later, the festival of Karwachauth arrived. Sunil's mother was fasting. At night, Mumma said to Sunil, "Son, come with me to the terrace. We will see the moon. Mumma, Dad & Sunil went on the terrace and saw the big moon looking very beautiful in the sky. Some dark clouds covered the moon. When the clouds scattered, Sunil saw Rahman who was standing on his own terrace in the neighbourhood.

"Look, Rahman! How beautiful the Karwachauth moon is!" Sunil shouted. Rahman looked at the moon and fell into deep thoughts.

Sunil said, "Come, Rahman. Mumma has prepared delicious food. We will eat together."

While eating, Rahman said, "Today also the moon was so beautiful. But I am wondering if the moon belongs to Eid or Karwachauth."

"I guess the moon belongs to all of us. It shines both on Eid as well as on Karwa Chauth and always remains up in the sky." Sunil said, "And it looks beautiful there only."

### **Suggested Questions for Discussion:**

- Whom do you feel the moon belongs to? (and what about the Earth, the Sun and water)
- What are the things that are available in your surroundings and do not belong to any one person but are available to all of us equally?
- Which of these things do you use together with others?

**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)**

While going back home today, observe the things that you have used or seen and that are freely available to all? Share your experiences tomorrow.

## 22. Rohit Bhaiya's Rocket

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



**Objective:** To draw students attention towards the fact that apart from studies, one can learn from other activities too.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

**Course of Discussion:** If we are aware, we continuously learn something new in life. Learning is not just confined to books. Discussions can be made among students emphasising upon the fact that they are always learning by engaging in different activities.

Every day at six, Ruhi would pick up her blue ball and run out of her house to play. When she would come back, her brother would say, "Study, Ruhi. Don't run out to play all the time. There is no use of playing." Listening to her brother, Ruhi would say, "Oh! Brother, come with me to play one day. Its really fun." But because of brother's pressure, she would have to stay back home and study on many occasions.

It went on for some time. One day, Rohit was making a rocket for his science project. His rocket was falling down again and again. Ruhi was observing all this. She went to her brother and helped him make his rocket.

Rohit was surprised and he asked Ruhi, "where did you learn how to stand the rocket straight?" "From Pitthu (a game)." Replied Ruhi. "In the park, my friends and I used to put bigger stones at the bottom followed by smaller ones at the top in such a way that the stones would not fall over."

Next evening, when Ruhi had just opened her book to study, Rohit came in with her blue ball and said, "Ruhi, can I also come to play with you in the park today?"

Ruhi jumped with joy.

### **Suggested Questions for Discussion:**

- What things can you do? (like reading, playing pitthu, writing etc.)
- What kind of things do you learn at school?
- How do you feel when you learn something?
- Did you learn something from anywhere else other than books? Share one such learning.

**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 or in the neighborhood, talk to elderly people and find out if they learnt something from anywhere other than books. Share your experiences tomorrow.

## 23. Why Is It So?

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



**Objective:** Students will be able to identify the reason behind any incident or event, learn about self and live with confidence.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

**Course of Discussion:** We should always try to identify our strength and capacities and try to refine them rather than comparing ourselves with others. Efforts to refine our recognised capacities, boost our confidence as well as we are able to do each task in a much better manner.

Republic day was around the corner and the whole school was preparing to celebrate it. Nisha, Karan and their friends were practicing a group dance. After practice, all of them sat together to have lunch, but Nisha turned, a little sad and went away to sit under a tree nearby.

Karan, who was Nisha's good friend, went to her and asked, "Why are you so sad, Nisha?" Nisha replied, "I have worked so hard for this dance and yet madam has given me space only in the last line. Don't I dance well?"

"It's not like that, Nisha. You really dance well." Karan said and fell into deep thought. Then he said, "Let's go, today we will go to madam and talk to her about it. But first tell me one thing, "Where were you today in the morning assembly? I didn't see you there!"

"Where? I was there only, at the back in the line." Said Nisha.

"In the back of the line! Why?" asked Karan.

"Because I am the tallest in my class!" Nisha replied and she instantly realized the reason for having been asked to stand at the back in the dance program too." She stopped Karan and said, "I don't feel the need to talk to madam about it anymore as I have understood the reason behind it."



### **Suggested Questions for Discussion:**

- Why did the teacher make Nisha stand in the last of the line of her dance group?
- Which works can you do very well with confidence?
- Were any of your actions/works ever appreciated? If yes, who appreciated them?
- Whom do you share with, when you do not like something?

**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)**

At home today, discuss if your parents ever felt that they were not given a proper opportunity to do something. What did they do in that situation? Share their responses tomorrow.

## 24. Picnic

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



**Objective:** To draw students' attention towards the importance of time and plan & live their lives accordingly.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

**Course of Discussion:**

Our life becomes well organized if we do all our works in time. Punctuality helps us develop better coordination with others. Also, if we do our work with punctuality, we are able to do more work having high quality standards.

Rahul used to get up late every morning. It had become his habit to reach school late everyday. His mother would wake him up in time but he would keep lying lazily.

One day madam said, "Children we will go on a picnic tomorrow and all of you must reach school at 8:00 a.m. in the morning otherwise you will miss the bus."

At night, Rahul thought of sleeping early as he wanted to enjoy a lot at the picnic, the next day. Thinking of a picnic, food and games, he slipped into deep sleep.

Just then he heard his mother say, "Rahul wake up quickly!"

"I want to sleep more." Rahul said lazily. He had almost forgotten that he had to go on a picnic today.

"Wake up, son. Aren't you going on the picnic?" Rohit jumped out of his bed, the moment he heard about the picnic and saw the clock. It was 7:30 am and he had yet to get ready for the school. By the time he reached school, he saw that the picnic bus had already left.

Just then Rahul's mother woke him up and told him to get ready for school. He suddenly realized that it was just a dream. He quickly got ready and reached school with mumma by taking fast steps. The bus was about to leave and it seemed that everyone was waiting for him only.

Rahul decided to be more careful about time, in future.

### **Suggested Questions for Discussion:**

- What do you think, why Rahul missed his bus in the dream?
- Why do you like to go for Picnics?
- Why was Rahul unable to wake up in the morning even though he wanted to?
- If you go on a picnic, in what ways will you enjoy it there?
- What will happen if we don't do work on time?
- Which work do you do on time?

**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)**

At home today, talk to your family members to find out if they ever failed to do some work in time and consequently faced problems. What did they do then? Share their responses tomorrow.

## 25. Dadi's Birthday

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



### Objectives:

- To draw students' attention towards what we can do to strengthen our relationships.
- To sensitise them about mutual expectations in relationships.

**Begin the class with Mindful Breathing of 2-3 minutes.**

### STORY

#### Course of Discussion:

Living in relations is the basis of our happiness. So, understanding the importance of these relations and then strengthening them should be central to this discussion. We try different things to sweeten our relations. And whenever we do something for our relations, we feel good and so does the other person.

Sonu used to live with his family. Today, it was his birthday. He was very excited and went out to play in the park in front of his house. He saw his grandmother, who was already there, doing something.

Sonu ran to his grandmother and saw that she was planting a sapling. Grandmother hugged Sonu as soon as she saw him and said, "Happy birthday, Sonu beta\*!" Sonu also hugged his grandmother and said, "Thank you, dadi\*." He asked his grandmother what she was doing there. Grandmother replied, "It's your birthday today, so I am planting a sapling. This plant will also grow with you." Sonu was very happy to hear this and he started going to the park every day to water this plant.

A few days later it was the grandmother's birthday. Sonu took her out to the park and said, "Look, dadi."

(What would Sonu have shown to his grandmother?)

"Dadi, it's your birthday today. I have also planted a sapling for you." An emotional grandmother hugged Sonu and began to smile.

(\*dadi - paternal grandmother, \*beta - son)

### **Suggested Questions for Discussion:**

- What do you think, why is grandmother's face lit up?
- Do you feel that grandmother's relation with Sonu was sweet? Why do you feel so?
- With whom do you have sweet relations in your family?
- With whom do you spend time in your family? How?
- Why do you spend time with them?
- Whom do you respect and obey in your family?
- Why do you obey them?

**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, talk to your family members to find out when their birthdays come, and how they want to celebrate it.

Share your experiences tomorrow.

## Section Note - Activities

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.



**Objectives of the Activity:** To increase collaboration among students and draw their attention to the good qualities of one another.

**Material Required:** Nothing

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

## Note for the Teacher:

It should be kept in mind that students should be able to focus on the good qualities of others. This will establish a better relationship among students. Often our attention turns to another when one commits a mistake. Seeing only the wrongdoings of others leads to gaps in the relationships. Good qualities are there in every person. When we see that, we are less or not affected by their wrongdoings or mistakes. At the same time, telling some good things to anyone increases one's self-confidence. This increased self-confidence helps us to maintain our relationships in a better way.

## Steps of the Activity:

- Ask students to stand in two concentric circles (inner and outer).
- Students in the inner circle will face outwards and students in the outer circle will face inwards, developing a pair facing each other.
- Ask students to wish hello or namaskar to their partners standing in front of them.
- Ask them to share one good quality of the other/partner in pairs.
- On getting appreciation, they should acknowledge with thanks.
- Ask students of the inner circle to move clockwise and that of the outer circle to move anticlockwise.
- When asked to stop, they should repeat the process with the new partner.
- It is to be done 4-5 times.



### **Alternative Method:**

If the number of students is high or it seems difficult to conduct the activity in the above way, it can be conducted in the below mentioned manner-

- Ask students to sit in pairs and tell one good quality of the other student. They should thank on being appreciated.
- Now move students sitting on one side forward so that the pairs get changed.
- Repeat the above two steps 4-5 times.

### **Suggested Questions for Discussion:**

Ask students to come forward one by one and express-

- What good qualities of your partner did you share with her/him?
- How did you feel when your quality was acknowledged?
- Should we tell someone about his/her good qualities? Why?

<b>At the end of the class, sit silently for 1-2 Minutes and reflect on the conclusions of the discussion.</b>
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### **Do's and Don'ts:**

- Keep an equal number of students in both the circles.
- The teacher needs to participate in the activity actively.

### **Try This:**

Meet 2-3 people at home today and tell them their good qualities. They may be our family members or neighbours. Share your experiences in the next Happiness Class.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 2. We all are Similar

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



**Objective of the Activity:** To help students notice physical, mental and emotional similarities among them.

**Material Required:** No special material is required.

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

### Note for the Teacher:

With focus on our similarities, we feel more connected. By only observing differences in each other, the gaps in our relationships increase.

How are we all similar?

Apart from the similarities of our body, living in our family is also a basis of similarity. Also our family lives in a locality, our locality is in a village/city, our village/town is in a state etc.

There are also differences in the body based on colour, form etc. These differences are due to our genetic and geographical conditions. This doesn't make one superior or inferior. These differences are only for identifying each other as two separate entities.

Apart from the body, at what other level are we equal?

We all think, we all make decisions - in many ways we all are equal as human beings.

Do we have something in common besides body design and our thinking?

We all want happiness. If we are sad, then we think how to get rid of this sadness. We all love hearing compliments. We all are happy to see children laughing. We all feel happiness, pride, satisfaction, etc. inside ourselves. That is, we all have feelings and these feelings give us happiness. We, human beings are equal at feeling level.

This activity is with the objective to help students as well as us to notice similarities in humans frequently.

### Steps of the Activity:

- Ask a pair of students to come forward and respond to the following questions-
  - a) What similarities do you observe in both of you?
  - b) Do you find differences as well? If yes, what are those?
- Now make pairs of all students and ask the same questions as mentioned above.

### **Suggested Questions for Discussion:**

- What are the similarities in all of us?
- Do we find these similarities with all students or only with students of this class?
- What other similarities do we all have? (Like- do we all live in a family? Does everyone like to laugh? Do we all love? etc.)
- When we are so similar, do we behave the same way? Why or why not?

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

### **Do's and Don'ts:**

- If there is a student in the class who is not physically similar (alternatively abled) to the rest of students, then this activity needs to be done with more sensitivity.
- The activity can vary according to the level of students.

### **Try This:**

Today, ask any 2-3 people at home what similarities do they find in the likes and dislikes of their family members. Share experiences in the next happiness class.

**Note:** Considering the need and interest of students, the activity can be continued to the following day as well.

### 3. If It's Not There

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



**Objective of the Activity:** To shift students' attention towards identification of their actual needs.

**Material Required:** Nothing

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

#### **Note for the Teacher:**

Often we find some of our things very lovely and much needed. We feel that without that object our life will not run smoothly. We are unable to fix our needs and are jealous of others seeing a better thing with them. Attempts may be made to shift students' attention towards knowing their own actual needs.

#### **Steps of the Activity:**

- Ask students to name some of the objects of their need.
- Whatever students say, write them on the board. Let the list be of 10-20 objects.
- Then strike off the name of any one item.
- Ask students what will happen if they don't have it. Can they live without it?
- Similarly, talk about other objects written on the board.

### **Suggested Questions for Discussion:**

- From the objects (written on the board) what are those that you really need?
- Which of these things you like, but it's fine even if you do not get it?
- If you have to take only four of these things, what would you like to have?
- Have you ever felt like getting something that your friend has? What did you do in such a situation?

**(Further discussion can be done about what our actual needs are and how much we need. If we don't have some things then how is it going to impact our lives? Are these our actual needs?)**

<b>At the end of the class, sit silently for 1-2 Minutes and reflect on the conclusions of the discussion.</b>
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### **Try This:**

Today, observe at home, whether there is anything in the house, which no one has used for the last 8-10 days. (Share what you noticed, in the next happiness class.)

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 4. Let's Listen and Do

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



**Objective of the Activity:** To recognise the importance of listening carefully.

**Material Required:** Old newspapers or any cloth that can serve as a curtain.

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

### Note for the Teacher:

‘Listening carefully’ is very important to understand a person or to do any task properly.

It is only by listening carefully that we can understand the feelings of others. Only when we understand the feelings, we are able to connect with others. For example, after understanding the student's expressions, the teacher can make a good connection with them.

Whenever someone listens to us attentively, we feel comfortable with him/her and share our views openly. Moreover, an action can be performed effectively only after listening carefully. One can not even think of understanding and performing any task without attentive listening.

### Steps of the Activity:

- Divide all students into groups of 3 each.
- Ask two students to hold the curtain in front of the wall/blackboard.
- Ask one of the groups of 3 students to come forward.
- One student each will stand on either side of the screen and the third student will stand in such a way that he can see both students.
- The third student will instruct students standing on either side of the screen to do some action and they should act according to the instructions.
- The instructing student can also give instructions for some expressions, such as crying, laughing, getting angry, blushing.
- Rest of students will attentively observe the activity.
- After one round, you should make them feel the achievement of listening attentively and being able to act accordingly. Encourage them to listen and see well.
- After this, repeat the same process with all the remaining groups.

### **Suggested Questions for Discussion:**

- Who (in class or at home) listens to you attentively?
- Do you listen to your friends attentively? If yes! then why? If no, then why not?
- Do you listen to your parents and siblings attentively? Why?
- How do you feel when no one listens to you attentively?
- What happens when you do not listen to someone attentively?

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

### **Do's and Don'ts:**

Efforts should be made to give all students a chance to do the activity by giving instructions and listening to the instructions.

### **Try This:**

At your home, try not to listen to anyone attentively today and share your experience in the next class. When you tried not to listen to anyone attentively, could you do anything properly?

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 5. I Am an Artist Too!

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



**Objective of the Activity:** To draw students' attention to the point that proper understanding of a message depends on the speaker's clarity and articulation skills, as well as the attention and the level of understanding of the listener.

**Materials Required:** Paper and pencil, a picture printed in his book or any other picture.

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

### Note for the Teacher:

Through this activity, students will try to listen properly and understand each other. Also, they will be able to observe how the other person accepts the spoken words. They will also be able to notice that if there is any difference between what is spoken and understood, and what are the reasons for it. This practice will develop an understanding for each other which will lead them to better coordination.

### Steps of the Activity:

- Make pairs of students.
- students of each pair should sit facing their back to each other .
- Give a paper and a pencil to one student from each pair.
- A picture be given to the other child in the pairs, which he will describe by speaking. (This picture can be from any of his/her books.)
- Listening to his/her description, the first student (partner in the pair) will draw.
- After 5 minutes, the pair is to see if the main things said are included in the picture or not. (Painting skills are not to be seen here. It is enough to put things in place.)
- Now do the activity with a different picture by swapping tasks among themselves.



### **Suggested Questions for Discussion:**

- Could you show in your picture all the things described by your friend? Discuss.
- What are the benefits of listening attentively to each other?
- Do we understand exactly as spoken? If not, why?
- What should we do to understand the matter exactly?

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

### **Try This:**

Do this activity with someone at home today and share experiences in the next class.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 6. Mistake

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



**Objective of the activity:** To develop a sense of acceptance in students about their mistakes so that they can overcome them.

**Material Required:** No specific material is required.

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

### Note for the Teacher:

No one wants to commit a mistake intentionally. For example, if a glass or cup falls from someone, is it intentionally done by him/her? In case if a mistake is made, it is better to try to improve it by sharing it with someone rather than hiding it or lying.

### Steps of the Activity:

- Share with students about any of your mistakes and also share what you have done in that case.
- Ask students to think about any mistake done by them and share the same with their partner.
- Ask students what they did after committing that mistake.

### **Suggested Questions for Discussion:**

- Do you want to commit a mistake intentionally?
- When someone commits a mistake, do you think that he/she would have done it intentionally? Justify your answer.
- Should we share our mistakes with anyone? Justify.
- What do you do when you commit a mistake?

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

### **Try This:**

Note at home, whether people around us intentionally make a mistake. Share your experience next day.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 7. Anger - Good or Bad?

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



**Objective of the Activity:** To increase students' ability to recognise their emotion.

**Material Required:** No specific material is required.

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

### Note for the Teacher:

Through this activity, students' attention is to be drawn to the cause and effect of anger - How do we feel when we get angry? How do we feel when someone else gets angry on us? During the anger, attention should also be drawn to the changes in facial expressions and gestures.

### Steps of the Activity:

- By making gestures of anger, ask students whether they liked it. (Keep in mind that students should not be scared as a result of an act of anger.)
- After getting responses from some students, ask them to enact anger in front of each other in pairs.
- Then ask them to express their feelings of kinship/intimacy towards each other.

### **Suggested Questions for Discussion:**

- Do all people show anger in different ways? How? (In family, in class etc.)
- What are the ways to show kinship?
- How do you feel when someone is angry at you?
- What causes you to get angry?
- What do you do when you are angry?
- When was the last time you felt angry?
- How would the person have felt when you were angry with her/him?
- Do you like anger or love?
- What would others like - anger or love?

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

### **Try This:**

Today, try for the whole day that even if you dislike something about someone, you will not get angry.  
Share your experiences tomorrow.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 8. My Notebook

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



**Objective of the Activity:** To convey students that there is happiness in living in an organised manner in the system.

**Material Required:** No specific material is required.

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

### Note for the Teacher:

Through this activity, there is an effort to draw students' attention towards keeping their things in an organized manner. They should realise how unorganised things affect us and in the same way, lack of order in our way of living in family, society and nature is one of the reasons for trouble and sorrow. They should be able to conclude that there is happiness in organised living as a system. For a system to work smoothly, it is necessary to have rules, every unit should have understanding of it and they live accordingly and harmoniously with each other. Therein lies the happiness of others as well.

### Steps of the Activity:

- Ask students to take out a notebook and stack it in one place and go back to their seats.
- Now ask them to forward and find/search their notebooks from the stack.
- Again, ask them to keep one notebook each at a place, but this time in a row/sequence.
- Now ask them to find their notebooks.

**Alternative Method:** The same activity can be done by using bags/pencils/shoes. Questions can be modified according to the context. It should be kept in mind that students' hands are washed with soap after completion of the activity with shoes.

### **Suggested Questions for Discussion:**

- In which case could everyone find his/her notebooks quickly? (when stacked or when put in a sequence) Why?
- Has it ever happened to you that you did not find your things on time? Describe the incident that happened with you. Why did that happen?
- How often has it happened that you found your things easily? Why did this happen?
- Are there any rules for walking on the road? State one or two rules.
- Are those rules necessary? Why or why not?
- Are there some rules in our school also? Are they necessary? Why?

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

### **Try This:**

Keep your bags, shoes, brushes, combs etc. at fixed/certain places in your home today. How did it feel like, share your experiences tomorrow.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 9. Right and Wrong

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



**Objective of the Activity:** To develop the ability of understanding others perspectives and co relate that with their own.

**Material Required:** A card that is white on one side and black on the other side.

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

### Note for the Teacher:

It often happens with us that we consider our perspective to be right and we devote our energy to prove it. We do not even try to understand the other's views. The right decision can be taken only if there is a correct understanding of both the perspectives.

### Steps of the Activity:

- Pair up all students. (This activity can also be conducted by forming two groups of students.)
- Ask students to discuss any topic, such as whether or not to play in school, eat together or not, any other similar issue related to students' lives. Allow them enough time to discuss.
- Take out a card which is black on one side and white on the other. Ask the colour of the card by showing them one side of it.
- Now, ask the same question by showing the other side.

(Any other object can also be used in place of a card that has one colour on one side and another colour on the other side. But while asking questions, care should be taken as to what colour the object is, and not what colour is on that side.)



### **Suggested Questions for Discussion:**

- Did you make a mistake in revealing the colour of the card? Why? (Seeing the colour on one side, did you assume the colour on both sides?)
- Has it ever happened that what you thought early, revealed out to be a different thing later? Share any such event.
- Do you always consider your point as true? Why?
- Do we need to understand the others' views as well? Why?

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

### **Try This:**

Today, listen to everyone without giving any reaction/feedback and share your experiences in the class if it helps you in understanding other's views better.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 10. Our Lovely Home!

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



**Objective of the Activity:** To draw students' attention to the happiness they get from working together.

**Material Required:** chart paper, drawing paper and colour

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

### Note for the Teacher:

In this activity, students will draw the picture of a joint family. It is expected that in doing so, students' attention should be drawn towards the importance of family. Hopefully, they could also feel and recognise the happiness they get in living together with the feeling of relationships in the family.

### Steps of the Activity:

- Ask students what things/objects/articles/people they find at home. (Such as the people living at home, our lovely things, trees, plants etc.)
- Now tell them that they are going to make a beautiful picture together. For that, everyone will draw a picture of any person or thing related to their home.
- (Let them know that a beautiful home will be made by adding their pictures. Explain clearly to students that they are expected to draw a picture of a person or an object related to their house and not the whole house, like grandmother, sister, brother, chair, fan etc.)
- Cut out various pictures made by students and paste them on a chart paper/newspaper. You can also make the chart in the shape of the home and paste the pictures made by students inside the shape of this home.
- Decorate the class by giving this chart paper the title 'Our lovely home'.

### **Suggested Questions for Discussion:**

- How did you feel after working together?
- Which member or object of your home you drew?
- How did you like the house built by adding the pictures you made?
- What works do you do together in school or at home?

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

### **Note:**

The importance of 'home' can be discussed with students. Is it better to have a big house or to have good relationships?

Allow students to draw pictures according to their imagination, creativity and ability. Emphasis should be given to thoughts and feelings, not the drawing ability of a child.

### **Try This:**

Today, ask all the family members at home what kind of home they want and make a picture by using all those things and decorate that picture in the home.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 11. Let's Fly Aeroplanes!

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



**Objective of the Activity:** To draw the attention of students to the contribution made by their parents for them.

**Material Required:** One paper for every student

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

### Note for the Teacher:

A person's behaviour depends a lot on how much he has accepted someone's contribution. It is expected from this activity that a feeling of gratitude develops in the student in complementary to the parents' affection and care.

### Steps of the Activity:

- Discuss with students what parents do for us.
- Divide the blackboard/green board in two halves.
- List down the responses of students in the first half portion of blackboard/green board.
- In the second half of the board, make a list of our responses towards the actions of our parents.
- Ask students to sit in a circle.
- Give one sheet to each student, and tell them to write something on the paper in a word/sentence what their parents do for them. They can take help of sentences written on the blackboard.
- After that, ask them to make an aeroplane from that sheet.
- While sitting, ask them to close their eyes and fly their aeroplanes.
- Now they will pick up one aeroplane fallen close to them, open the aeroplane and see what is written in it.
- Based on the points written, students will share with everyone about how they respond when parents do that work for them.
- In this way, all students will be given an opportunity to share.

**Suggested Questions for Discussion:**

- How did you like making the aeroplane?
- Were you able to write your thoughts on the aeroplane?
- What do you think why mother/father does something for you?
- How do you feel doing something good for them?

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

**Note:**

- While making a list on the blackboard use simple words according to students' level.
- Before asking them to make an aeroplane, you should show them how to make it.

**Try This:**

Today, do any work for any member of your family at home or help them in any work.

Share your experiences in the next class.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 12. Unique Sheet (Chaadar)

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



### Objectives of the Activity:

- To give students an opportunity to express their feelings.
- To draw attention to each other's similarities and special qualities.

**Material Required:** • Drawing papers, pencils, color pencils/crayons for every student • Cello-tape

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

### Note for the Teacher:

We all want to be happy all the time. In the same way, students also want happiness all the time. Through this activity, their attention can be drawn towards the feeling of happiness. Also, they will remember the people with whom they feel happy and develop a feeling of gratitude for them.

Through this activity, students' attention will also be drawn towards their classmates. They will come to know something about each other and their friendship will grow. This will make the classroom environment conducive to understanding and learning.

We feel happy in identifying and expressing our emotions. Through this activity students will be able to express their thoughts constructively.

### Steps of the Activity:

- Give a drawing sheet to each student.
- Ask students to draw a picture of an event or incident, when they felt very good.
- If a student is unable to draw a picture of an event, ask them to draw a picture of a person/thing that they like very much.
- After drawing, ask students to tell what they made or whose picture they drew.
- If possible, the teacher should write on the picture of each student what she/he has made.
- Staple all these pictures together and give them the shape of a large sheet.
- Paste this sheet on the wall of the classroom.
- Ask students to walk around the classroom to see all the pictures on the 'unique sheet' and talk about them.

### **Suggested Questions for Discussion:**

- What events are similar in the pictures drawn?
- What are the differences between the events of the pictures?
- Does the “unique sheet” made by collecting everyone’s pictures look colourful and beautiful? Why or why not?

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

### **Do’s and Don’ts:**

- Encourage all students to participate.
- Along with students, the teacher can also create a picture of his/her favourite event or person and make it a part of the unique sheet of happiness.
- Give students enough time to draw and speak.

### **Try This:**

Today, talk to your family members at home and try to know about one good incident of their life. Share your experiences in the next class.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 13. Secret Message

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



**Objective of the Activity:** To develop the ability and practice of listening carefully to the matter and explaining it to the other by understanding.

**Material Required:** No material is required.

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

### Note for the Teacher:

If we have misunderstood something, our behaviour will be affected by it and we will pass on the misconception. Often we fail to concentrate. If we realize that by listening properly, we understand the matter correctly and do not make mistakes. We feel motivated and excited to pay attention or listen carefully.

When we share the right understanding, we, as well as the listener, feel happy.

### Steps of the Activity:

- In the class, arrange 10-12 students in a straight line.
- Make sure that no students face each other.
- Whisper in the ear of the last student standing in the line a simple message, like - “I am eating food” or “I am studying.”
- The last student will pat on the shoulder of the student next to him and then he will turn to his side and the last student will share the message through gestures / acting.
- Now the student next to him will give that message to the next one. This process will proceed further down the line.
- When the message reaches the first student of the line, then he will tell that message to everyone.
- After this, the student standing at the end (who first sent the message forward) will tell the teacher’s stated message.



### **Suggested Questions for Discussion:**

- Ask students to reflect on what was the difference between the message of the first and the last student. Why did that happen?
- Did they make a deliberate mistake?
- If the message had to be given by speaking instead of gestures, would it have reached the end right?

(This time the message in a row can be carried forward like a whisper, and then the previous question can be taken up for discussion.)

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

### **Pay Attention:**

- Ask students to listen to the rules attentively.
- In the first situation, while giving a secret message to students, ask them not to talk among themselves and forward the message only through gestures.
- Repeat the activity with the remaining students.

### **Try This:**

Today at home, you will see what work you have done by paying attention.

Share your experience tomorrow.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 14. Let's Talk About Them

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



**Objective of the Activity:** To make students understand their close relationships and express their usefulness in their lives.

**Material Required:** 10 paper slips

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

### Note for the Teacher:

Through this activity, students will be able to identify their relationships. They will have an opportunity to think and express their relationships. They will understand the importance of relationships in their lives.

### Steps of the Activity:

- Make 10 paper slips.
- Write the names of some relatives on each slip, such as mother, sister, grandfather, maternal uncle, aunt, grandmother, brother, friend, father etc.
- Place the slips in a box.
- Call a student in front and ask him/her to pick up a slip.
- Tell the student the word written in the slip.
- Students should share a good memory of the relationship written in their slip (in one or two sentences).
- Give all students an opportunity to participate.

(Teacher can start the activity by sharing his/her own experiences.)

### **Suggested Questions for Discussion:**

- What do we know about our relatives?
- Why are our relationships important to us?
- Can we live alone? Why or why not?
- Why do we like our relatives?
- What do our relatives do for us?

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

### **Do's and Don'ts:**

First of all, the teacher should express his/her feelings in front of students by picking up a slip. This will encourage them and give direction to the activity.

### **Try This:**

When you go home, observe if all the things that we shared in the class today can be seen in our relationships? Share your experiences in the next Happiness class.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 15. Our Needs

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



**Objective of the Activity:** Students will be able to recognise, understand and learn to express their physical needs.

**Material Required:** A bowl or box and 6 slips.

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

### Note for the Teacher:

We keep fulfilling many of our needs in daily life. Do we recognise them? Do we understand them? If we feel hungry then we eat food because it gives the pleasure of filling the stomach. In the same way, when we feel sleepy, we sleep because it gives us comfort, eliminates fatigue and gives happiness. Through this activity, students' attention should go in this direction.

### Steps of the Activity:

- The teacher should go to class with 6 slips, on which different situations are written. (Hunger, thirst, sleep, heat, chills, fatigue etc.)
- Put those slips in a bowl or box in front of all students.
- Ask students to come forward one by one and take out a slip.
- He/She will act without saying anything about the situation written on the slip.

### **Suggested Questions for Discussion:**

These questions may be asked in case of **hunger** -

- What do we do when we are hungry?
- What happens when we eat food?
- How does it feel when you have satisfied your hunger to eat?
- Would you like to eat more after filling your stomach? Why or why not?

Similarly, questions related to other situations to be asked, so that attention can be drawn towards certainty of physical needs.

(If a student gets stuck somewhere, the teacher himself/herself can act in his place, and in this way the enthusiasm of students can be increased.)

<b>At the end of the class, sit silently for 1-2 Minutes and reflect on the conclusions of the discussion.</b>
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### **Try This:**

Today, observe at home what you do to fulfill your physical needs and share your experiences tomorrow.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 16. Imaginary Ball

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



**Objective of the Activity:** To strengthen relationships and spirit of cooperation among students .

**Material Required:** No specific material is required

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

### Note for the Teacher:

This activity is designed to create synergy among students. Their friendship in the class will make the classroom environment more congenial. The teacher's involvement in the activity will make the environment more effective and conducive. With a favourable environment, students will feel interested to come to school and engage in the classroom activities.

### Steps of the Activity:

- Instruct students to stand in a circle .
- Tell them that they have an invisible imaginary ball .
- Also determine the shape and weight of this ball and then move it in the circle.
- Ensure that each student passes the ball with a loud announcement of its size and weight.
- Tell students that they can change the size and weight of the ball while passing it onward. For example, students can make such comments while passing the ball, “Take this ball, it’s heavy.” “Ball is too hot, catch it carefully.” “Oh! This ball has a very nice fragrance.”
- Continue this sequence. If possible, you can rotate the second ball and the third ball in the second circle and in the third circle respectively.
- Each student should give the imaginary ball to his partner with different expressions.
- This activity can be repeated .

### **Suggested Questions for Discussion:**

- Which imaginary ball did you enjoy the most?
- Whose imaginary ball was most difficult to hold?
- What other types of ball can be? Imagine and tell.
- What are the other objects which you can use to do this activity?
- How did you feel when the ball came to you, and when you passed it to the next student?
- Do you share your objects with anyone? Why or why not?

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

### **Do's and Don'ts**

- Every student will move the ball with different expressions. You can give suggestions to students in this regard.
- Encourage students to use their imagination .

### **Try This:**

Do this activity with your family and friends at home, and share your experiences in the next Happiness class.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 17. Friend's Portrait

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



**Objective of the activity:** Students will be able to know each other very well.

**Material required:** Paper and pencil/sketch pens

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

### Note for the Teacher:

The objective of this activity is to draw students' attention towards their classmates in the class. They get to know each other and become friends. This will make the classroom environment conducive to understanding and learning. Also, students' attention will get inclined to each other's good things and deeds. This will establish good relations between students. Often our attention turns to another when one makes a mistake. Only seeing the faults of the other leads to gaps in the relationships. Good qualities are always there in every person. On seeing that, we are not influenced by one's mistakes. Also, acknowledging one's good qualities helps in confidence building of the one. With the increase in confidence, we are also able to maintain our relationships in a better manner.

### Steps of the Activity:

- Give paper to each student.
- Ask students to draw pictures of their friends by sitting next to them. Also ask them to keep one of the good qualities/deeds of friends in mind. If they want to write the qualities they can. (Proceed only after all students have done the drawing.)
- Ask students to submit the pictures they have made. They should also share their partner's name and one good quality of him/her.



### **Suggested Questions for Discussion:**

- Did you take time to think about the other's good qualities? Why?
- How did you feel on hearing good things about yourself?
- Did you know whether your friend used to think about you in that way?
- Could you think of any good thing about your friend that you haven't thought about earlier?

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

### **Do's and Don'ts:**

- Every student should have the freedom to make drawings according to his own will.
- Ensure that no student is made fun of in this process.

### **Try This:**

- Observe a good quality of your family members and friends. Share your observation with them. Share your experiences in the Happiness class tomorrow.
- At home, try to listen to everyone without showing any reaction. Share your experiences in the next Happiness class, if this helps you in understanding the good deeds and qualities of any person well.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 18. Let's Keep Adding!

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



### Objectives of the Activity:

- To create synergy among students.
- To perform their own role while keeping in mind the role of others.

**Material Required:** No specific material required.

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

### Note for the Teacher:

Through this activity, students will be able to decide their own actions on the basis of observations of their peers' activities. It will also help them improve their memorization ability. As well as they will be able to decide their next action. This activity will also help students to build rapport. Having a friendly bond among students will create a good and inspiring learning environment in the classroom. The involvement of the teacher in the activity will facilitate ease in the classroom. With a favourable environment, students will feel inclined to come to school, engage in the classroom and do their studies.

### Steps of the Activity:

- Ask students to stand in a circle in such a way that they can see each other.
- The first student will perform an action with his/her hands and feet, for example, the first student will jump twice .
- The second student will copy the first student's action and then add one of their own actions to it , like clapping once after jumping twice .
- The third student will copy the first two students sequentially and add his/her own action to it.
- This sequence will be continued until one of them forgets the order of the actions . (It should be kept in mind that if a student makes a mistake he/she needs to be treated politely and don't let him/her get demotivated.)
- At this point, students should restart the activity to create a new sequence.
- This activity can be repeated 2-3 times.

### **Suggested Questions for Discussion:**

- How did you feel while remembering and doing all the actions?
- What was easier to do - copy others or add your own actions?
- Which part of the activity was the most difficult and why?
- What did you like the most in this activity?

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

### **Do's and Don'ts:**

- If they forget, help them to recall the action.
- Encourage students. Don't declare any answer as correct or incorrect in the discussion.
- Give enough time to students.

### **Try This:**

Do this activity with your family and friends at home today and share your experiences tomorrow.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 19. Caterpillar

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



**Objective of the activity:** To draw students' attention to the sense of trust and cooperation.

**Material Required:** No specific material required.

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

### Note for the Teacher:

Trust is a foundational value for maintaining relationships. When we believe in each other, then only we are able to develop mutual respect and affection. If we live with trust, we feel content (fulfilled) and happy in relationships, otherwise there is pain. It is absolutely essential to have trust value in all relationships. This is the basic need to maintain a healthy relationship. If we recognise a relationship with someone, we trust him/her. For ex- the young students are afraid of coming to school in the early days. But after a few days when he/she is able to recognise her/his relationship with the teacher, she/he believes in the teacher and develops a faith that the teacher will take care of them.

### Steps of the Activity:

- Make groups of 8-10 students and ask every group to sit in different rows.
- Now ask one row to stand up and make the first student head of the caterpillar and other students will hold the waist of their front ones to make the caterpillar's body.
- The student who has been made head of the caterpillar will move with his/her eyes open.
- students performing as the body of the caterpillar will keep their eyes closed.
- Now the caterpillar will move slowly in the classroom. All students will hold back slowly and walk together. The student who is the head of the caterpillar will take care that the rest of students performing as a body don't bump into each other. (Give other students also an opportunity to become the head of the caterpillar.)
- This activity will be done one by one by each group.

### **Suggested Questions for Discussion:**

- When your eyes were closed, were you afraid or confident that you would be able to do the activity properly?
- Did you open your eyes in the middle of the activity? If yes, then why?
- How did the student, who was made head of the caterpillar, feel? Was she/he enjoying or feeling scared?
- If she/he was scared then why was it so? (So that nobody gets hurt?)
- Do you want to be the head of the caterpillar or the body? Why?
- Do you trust your partner for some work? Why or why not?

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

### **Do's and Don'ts:**

- The student who would become the head of the caterpillar should take a slightly difficult route so that all can enjoy the activity but he/she must keep in mind that the path is not dangerous.
- If required, the teacher may help the student acting as the head of the caterpillar in selecting her/his path.
- The teacher should walk with students so that no student gets hurt.

### **Try This:**

Do this activity with your family and friends at home today and share your experiences tomorrow in the classroom.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 20. Identify feelings!

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



**Objective of the Activity:** To make students aware about their feelings.

**Material Required:** No specific material required.

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

### Note for the Teacher:

There are many types of feelings in us. In order to identify them we have to pause a moment and think or pay attention to that. When we pay attention, we are able to recognise our feelings. Feelings also have an impact on the environment around us. When we are happy, we present ourselves with happiness. When we present ourselves happily, the people around also feel happy. If we are troubled, then we share the trouble only.

### Steps of the Activity:

- Share with students about yourself, how you are feeling today, like – I am very happy today or I am feeling dull today.
- Talk briefly to students about feelings like happiness, hunger and shyness.
- Now tell students that whoever is feeling happy, clap while speaking.
- Are you feeling sleepy or lethargic? Now you act to rub your eyes without touching them.
- If you are hungry then put both of your hands on your stomach.
- Similarly, express different expressions in forms of actions.
- Now repeat again all the expressions with the help of actions.

**tDo's and Don't:**

- Teachers should explain the expressions to students with the help of different examples.

**Try This:**

- Go home today and ask all your family members how they are feeling and why?
- In the next happiness class, share your experiences whether this activity was helpful for you to understand the feelings of others better.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 21. Who Am I?

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



**Objective of the Activity:** Students will be able to get an opportunity to understand about themselves and their friends.

**Materials Required:** No special material required.

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

### Note for the Teacher:

We have certain assumptions about our friends. Through this activity, students will be able to know more about their friends. They will also get an opportunity to know about themselves through the perspective of their peers. We are not aware of our own strengths and weaknesses or we do not pay attention to them even after knowing them. Knowing good things about oneself from peers on one hand increases self-confidence, and on the other hand knowing about weaknesses through friends gives an opportunity to improve ourselves.

### Steps of Activity:

- Ask one student to come in front of the class.
- The student standing in front of the class would tell three things about himself/herself, out of which two would be correct and one thing would be incorrect.

**(Students may be given one or two examples to understand this activity.)**

- Other students of the class would tell the incorrect thing told by the student.
- Call all students one by one to conduct this activity.

**(Students may be given the opportunity to be creative.)**



**Suggested questions for discussion:**

- What were the new things that you came to know about yourself?
- What were the new things that you came to know about your peers?
- Did you like to know something new about your peers? Why or why not?
- Do you feel good that your peers know you well? Why or why not?
- Do you feel that you know everything about your peers? Why or why not?.
- Do you find it important to know the strengths and weaknesses of your peers? Why or why not?

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

**Try this:**

- Talk to your family members and try to find how much you know about them. Also, ask them to tell you about themselves.
- Share your experiences in the next happiness class.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 22. My Awesome Nanny!

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



**Objective of the Activity:** To draw students' attention towards the feeling of gratitude.

**Materials Required:** A paper for every student, crayons/sketch pens.

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

### Note for the Teacher:

We identify our relationships better if we have feelings of gratitude for them. This feeling of gratitude makes us understand their importance in our lives, otherwise we become indifferent to them. We become sensitive to those whom we give importance in our life. Often our attention remains on ourselves only, but we pay attention to others when we become grateful to them.

### Steps of the Activity:

- Introduce students to the nanny in the school.
  - Discuss with them what aunt does for all of us.
- (Students may use the name of the nanny to refer to her.)
- Ask students to tell one by one what the aunt does for them.
  - Discuss with students that if they feel that aunt does many things for them then how they can express their gratitude towards her.
  - Now ask all students to give flower or thank you card collectively to the nanny.

This activity may be conducted for other school staff members also, such as sweepers, guards, principal, teachers etc.

### **Suggested Questions for Discussion:**

- 1. Have you ever thanked the aunt?
- 2. What can we do for our school nanny?
- 3. Who are the people who do different types of work for us?
- 4. Who helps you during lunchtime?
- 5. Who takes you to the bathroom or toilet?
- 6. Who else would you like to thank at school? Why?
- 7. Who would you like to thank at home? Why?
- 8. Apart from this, tell me one incident when someone helped you .What did you do in return?

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

### **Do's and Don'ts:**

- Ensure every student's participation in the discussion.
- Help students to express their feelings.
- Start the activity yourself by saying thank you to the school nanny.
- Only positive things to be shared.

### **Try This:**

- Today at home, express your gratitude towards your family members for the tasks they do for you and share your experiences tomorrow.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 23. We are the Best

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



**Objective of the Activity:** Students will be able to recognise their strengths/qualities and express them.

**Material Required:** No special material required.

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

### Note for the Teacher:

We feel satisfied knowing our strengths. Whenever we help others or do good work in our life, our confidence increases. We also feel good when we share such incidents with someone and the work is appreciated. It motivates us and boosts our self-confidence. We are encouraged to do good deeds. It leads to a good life.

Everyone has some qualities. In this activity, students' attention would be drawn to their own qualities. When they will start observing the qualities imbibed in them, other's mistakes won't bother them much. It will help in establishing good relationships among students. They will also be motivated to do better.

### Steps of the Activity:

- Ask students to move outside the class and form a circle. (if required, this activity can be conducted in the groups of 10 students each)
- Teacher would also stand in that circle.
- Ask one student to come in the middle of the circle with an interesting movement and tell one quality/good thing about himself/ herself. (anything that students like about themselves, for example, I take bath in the morning myself or I do not disturb my mother at home, I play with all students in the school etc.)
- Teacher would herself do the activity first.
- Now encourage all students to move forward one by one and share one good thing about them.

(This activity can be extended in the following manner as per availability of time - this time the student who comes in the middle of the circle would share one good quality about his or her friend. Now the person whose quality has been shared, would come in the middle and share one good quality about any other friend and so on. This activity would be carried out in a similar manner until all students participate.)

### **Suggested Questions for Discussion:**

- How did you feel talking about yourself?
- How did you feel knowing good things about your friends?
- Did you hesitate in coming forward in the middle of the circle? Why or why not?
- What were the qualities of your friends which you want to have?

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

### **Do's and Don'ts:**

- Teachers' participation in the activity would not only enable students to understand this activity but also help in building connection with them.
- It is necessary to help and motivate students frequently.
- Encourage all students to participate in this activity.

### **Try This:**

- Do this activity with your friends and family members and share your experiences tomorrow.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 24. Come, Let's Share Our Fear

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



### Objectives of the Activity:

- To aware students about their own feelings/emotions and of their peers as well, and also be able to talk about that.
- To bring awareness amongst students that their peers also have the one or the other type of fear, as they have.

**Material Required:** No special material is required.

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

### Note for the Teacher :

When we are aware of our feelings/emotions we behave in a balanced manner. We are able to understand and respect others' feelings. Listening to others and expressing ourselves in a proper way becomes a part of our practice.

Our confidence increases when we recognise our feelings and succeed in expressing ourselves to others in such a way that they understand us.

### Steps of the Activity:

- Ask students to sit in a circle and be a part of that.
- Talk about your fear first. It will motivate students to share their fear. (For example, today I will tell you what I am afraid of. I am afraid to go out alone at night, I'm afraid of lizards etc.)
- Now ask every student to express her/his fear.
- When some students have shared their fear, they should be asked further questions to deduce the reason of fear
- Draw students' attention to the idea that we actually are not afraid of those whom we understand. For example, many people are afraid of dogs because they bark and may bite. But they will not be afraid of dogs once they understand that most of the dogs do it when dogs are scared or when they feel like they are in danger. Trust comes with understanding.

### **Suggested Questions for Discussion:**

- How did you feel when you spoke?
- Do you think that now you will be able to talk to a friend more openly?
- Why do we get scared sometimes?
- Who is scared of dogs? Why are you afraid of them?
- Who is not afraid of dogs? Why are you not afraid of them?
- Do you fear any known person? Why or why not?

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

### **Do's and Don'ts:**

- Give students such an environment that they can share their points openly.
- Ensure every student's participation.

### **Try This:**

- Go home today and talk to your family about today's activity and tell them what you and your peers discussed in class.
- Share your experiences in the next happiness class.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 25. We Should Thank Everyone

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



**Objective of the Activity:** To draw students' attention towards the contribution of different people in their life and develop the feeling of gratitude towards them.

**Material Required:** No special material required.

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

### Note for the Teacher:

Gratitude is a feeling whose recognition supports our relationship with others and further strengthens them in our life. As soon as people become a part of our lives, they are important to us, otherwise we may become indifferent to them. Often our attention revolves around ourselves only, but with gratitude, we become attentive towards others also.

### Steps of the Activity:

- In the beginning, the teacher may share any incident or story related to the objective of the activity. For example, today while preparing breakfast, I gave a thought for all who helped flour to reach my kitchen. Going backward in the sequence, someone dropped the flour at my house, unloaded the sac of flour from the vehicle, loaded the sac on the vehicle, kept it safe in the flour mill, filled the sac with the flour, converted the crop into flour, and prior to that someone grew the crop.  
**(Write the names on board in a sequential manner.)**
- Now, discuss with students that there are various people who help us, for example, in case of uniform, someone has stitched it, someone has made the design and someone has grown the fabric like cotton.
- How many people contributed to the journey from crops in the field to mid-day meal served on the plate? For example, the person who served the mid-day meal, the person who delivered mid-day meal at school, the persons who prepared mid-day meal, the shop keeper of the shop from which rice or any other material was bought, the other persons involved in delivering the food items from the field to shop, the persons who grew wheat, vegetables and other food items in their fields.  
**(Write the names on board in a sequential manner.)**
- In this discussion, initially, students would be able to identify the persons who have contributed in the delivery of goods to them, how much time and labour would have been spent and how many



people would have been involved in this process. The feeling of gratitude would come when they pay attention to this sequence, for instance, around more than one thousand people are involved in making mid-day meals available to them. When they understand this process, they would feel connected and grateful to the people involved in this process.

- In the similar manner, allow students to express the sequence of the people involved in production or processing of various articles/goods/objects available in the classroom.

### **Suggested Questions for Discussion:**

- Can there be any work that can be done without any help or which has no role of others. (if such a thing can be shared, then draw students' attention towards the people associated with the task.)
- Towards whom do you feel grateful for any work/thing at your home? Why?
- Do you have a feeling of gratitude towards any of your friends? If yes, then to whom and why?

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

### **Do's and Don'ts:**

Use blackboard in this activity. It would sustain the interest of students and result in better understanding.

### **Try This:**

Discuss at home about the people who contribute in our life and how we can express our gratitude towards them. Share your experiences in the class tomorrow.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 26. Lost Card

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



**Objective of the Activity:** To enable students to do all assigned tasks with concentration and increase their ability to memorise.

**Material Required:** Some slips of papers or cards

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

### Note for the Teacher:

Objective of this activity is to enable students to do any task with concentration. They will be able to retain more of the things seen and listened to, by them. We can do any task with perfection if we do it attentively. As a result our confidence increases.

### Steps of the Activity:

- Make 10 paper slips. (By the teacher)
- Write one statement on every slip.eg
  - » Mother does a lot of work.
  - » My father cares for me.
  - » I help my friends.
  - » My grandfather brings vegetables.
  - » I come to school daily.
- Call any student in front and show any five slips to him/her.
- Read the statement written on the slip.
- Teacher will ask the student to turn his/her face to the other side.
- Now remove one slip from those five slips.
- Now show and read all the remaining four statements again.
- Now ask students' regarding the missing one.
- The student who is standing in front is supposed to tell or enact something on the statement written on the missing slip.
- Now call every student turn by turn and keep on adding more slips.

### **Suggested Questions for Discussion:**

- Students who could identify the missing slips fast, what could be the possible reasons for that?
- How do you feel when you do any task attentively?
- What happens when we do any task without being attentive?

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

### **Try This:**

Do this activity with your family members and share your experiences the next day in the class.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 27. Identify

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



**Objective of the Activity:** To strengthen the practice of being attentive and develop the process of minute observation.

**Material Required:** No special material is required.

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

### Note for the Teacher:

Sometimes there is something unique in similar objects/actions. By minute observation, we can identify the uniqueness. We know each other in a better way when we work in collaboration. Collaborative tasks increase coordination and friendship amongst us.

### Steps of the Activity:

- Ask students to stand in a circle.
- Ask three students to enact as detectives and ask them to go out of the classroom.
- Make one captain amongst students present in a circle.
- Captain will do some actions like- touching his/her own ear, scratching his/her own head and raising his/her own hand etc.
- Rest of the students will imitate the actions of the captain.
- Captain will keep on changing the actions from time to time.
- Detectives will go in the circle and try to find out who is the captain.
- If they succeed then the next round could be started with a new captain and new detectives.

Repeat this activity 3-5 times.

### **Suggested Questions for Discussion:**

- students who got chance to be detective will be asked:
  - » How did you identify the captain?
  - » Do you find any need to work in collaboration with your friends in this activity? Justify.
- Now the question is to be asked to students who were standing in the circle.
  - » What did you do to hide the identity of the captain?

### **Questions for all:**

- What are the benefits of mindful watching?
- List the tasks that you do with full concentration.
- Share any such incident when you lost something for not being mindful.

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

### **Do's and Don'ts:**

- Explain well, all the rules of activity.
- Demonstrate activity once prior starting with the whole class.
- Do participate in the activity.

### **Try This:**

Observe minutely the behaviour of every member of your family. Note any one thing that you have not observed before. Share your experience next day in the class.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 28. Safe Island

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



### Objectives of the Activity:

- To act by taking decisions based on the changes happening around.
- To realise responsibility towards all the members while working in a group.

### Material Required:

Chalk to make a circle on the floor.

(For this activity, space can be created in the classroom or it can be conducted in the ground.)

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

### Note for the Teacher:

Any group is like a family. Everyone has roles in it. They face adverse circumstances together. In such a situation, it is important to maintain trust and take care of one another. We find ourselves in a much stronger position with such understanding. We get strength and we are able to achieve our goal with better synergy.

Such activities will help students to get a sense of responsibility towards each other in the relationship and will also create an environment of greater cooperation, trust and happiness in the classroom.

### Steps of the Activity:

- On the ground, make a few large circles a little farther, so that about 5 students can stand in each circle.
- Let each circle be treated as an island and give them some funny names. Here at present, we have named the islands A, B, C, D and E.
- Ask students to stand on different islands.
- Describe the weather on different islands, such as- “There is hot summer on island A. It’s raining on island B. Weather is cold on island C. It’s snowing on island D. The weather is stormy on island E.
- Make these announcements one by one and students should act according to the weather.
- “Island B is sinking. Save yourself!” Announcing this, erase the circle B slowly.
- Students of island B should go to another island to save themselves. It is also to be observed how students of other islands welcome and accommodate them.
- The islands will be destroyed one by one and in the end only two islands will be left.
- Everyone has to protect oneself and help others as well.

### **Suggested Questions for Discussion:**

- What changes occurred in all the islands? (for example, scorching heat, rain etc.)
- What do you do when it rains? (In this way, discuss changes in nature like heat, cold etc.)
- Why did you feel that the island you chose was the safest of all the islands?
- When your island sank, did you jump to another island alone or took your friends with you?
- Have you ever helped your friends/colleagues in trouble? Why?
- Do you hesitate to ask for help in case of any problem? Why or why not?

(Teacher can narrate any incident related to the objective.)

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

### **Pay Attention:**

- Keep changing the difficulty level of the activity according to the level of students.
- Clarity of the instructions of the activity is necessary for making the game interesting. Modulate your voice to create excitement.
- Lead students to positive thoughts.

### **Try This:**

Go home today and do this activity with your friends too.

Share your experiences in the next happiness class.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 29. Recognise Me

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



**Objective of the Activity:** Through this activity, students will get an opportunity to know and understand their peers.

**Material Required:** A handkerchief.

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

### Note for the Teacher:

We feel good when we know and understand each other. Knowing each other also makes us humble in our behaviour and we get ready to cooperate.

### Steps of the Activity:

- Give students 5 minutes to talk among themselves.
- Call a student in front and tie a handkerchief on his eyes.
- Now call another student in front. Second student should tell something about himself to the first student.
- The first student should identify the second.
- Activity should be repeated by changing pairs.

(Give opportunities to use creativity to make the activity interesting.)

### Suggested Questions for Discussion:

- How did you feel when you could recognise your partner?
- Is it important to know your peers? Why?
- What do you know about your friends?
- In what ways do we recognise others?
- What would you like to know about your friend?
- (After writing their points on the board, give them an opportunity to learn more from each other by talking to their friends.)

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



**Try This:**

Discuss about this activity at home today and tell everyone what new things you learnt about your friends. Share your experiences in the next Happiness class.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## 30. Identify the Change in Me!

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



**Objective of the Activity:** To make students aware of their environment.

**Materials Required:** Nothing

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

### Note for the Teacher:

Something keeps changing around us. Students should pay attention to the changes around them and be aware of their environment. This will bring acceptance in them to the changes in the environment and the changes happening around them. Practicing awareness (watching and listening carefully) will help them perform their tasks in a better way.

### Steps of the Activity:

- 10 students will be asked to stand in a circle facing one another.
- They will observe every other student very well.
- Now students will be asked to turn outside.
- students standing in the circle have to change something in themselves, like - raise collar, spoil hair, fold shirt etc.
- Ask students to turn back.
- Now all students have to recognise the changes in one another.

(Students can use their creativity.)

### **Suggested Questions for Discussion:**

- What did you change in your dress/yourself?
- Why did you make that change?
- Are some changes good? If so, how?
- How did you like observing some changes in your friends/colleagues?
- Which habit do you want to change? Why?
- Do you want to change any habit of any of your friends? Why?
- Who is it easy to change-yourself or someone else? Why?

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

### **Do's and Don'ts:**

Maintain a comfortable environment in the classroom.

### **Try This:**

At home, discuss with your parents what habits you want to change and how they can help you in this. Share it the next day in class.

**Note:** Considering the need and interest of students, the activity can be continued the following day as well.

## Notes

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.





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and  
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