

# TEACHER'S HANDBOOK FOR HAPPINESS



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



Grade III

# TEACHER'S HANDBOOK FOR HAPPINESS CLASS



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

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Class-III

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**MESSAGE**

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

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

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

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

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



-2-

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

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

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

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

  
(MANISH SISODIA)



**H. RAJESH PRASAD  
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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

# Index

<b>Brief Outline of Happiness Curriculum</b>	<b>1</b>
<b>Note for Teachers</b>	<b>8</b>
<b>Mindfulness Section</b>	<b>11-95</b>
Session 1: Understanding Breathing	14
Session 2: Mindful Listening – I	19
Session 3: Mindful Listening – II	24
Session 4: Mindful Breathing	29
Session 5: Temperature of Breath	33
Session 6: Smiling Breath	37
Session 7: Mindful Touch	41
Session 8: Mindful Seeing I	45
Session 9: Mindful Seeing – II	49
Session 10: Mindful Smelling	53
Session 11: Mindful Scribbling	57
Session 12: Mindful Drawing/ Scribbling	61
Session 13: Heartbeat Activity	65
Session 14: Mindful Stretching – I	69
Session 15: Mindful Stretching – II	73
Session 16: Mindful Sitting	77
Session 17: Mindful Standing	81
Session 18: Mindful Walking	85
Session 19: Mindfulness of Feelings – I	89
Session 20: Mindfulness of Feelings II	93

<b>Story Section</b>	<b>96-137</b>
1. Towards a Better Future	98
2. A Hundred Rupee Note	100
3. Know the Reason	102
4. Newspaper	104
5. Reward	106
6. Care of the Mother	108
7. Weak Performance	110
8. Story by Rosie	112
9. Piggy Bank	114
10. My Lucky Pen	116
11. Granny's Laddus	118
12. Picnic at Manjeet's Home	120
13. Want to be the Fastest	122
14. Yummy Custard	124
15. Birthday Party	126
16. Effect of Companionship	128
17. A Burnt Parantha	130
18. A Small Effort	132
19. Tumtum and His Drum	134
20. Rohan's Garden	136
<b>Activities Section</b>	<b>138-184</b>
1. Let's Draw Shapes Together!	139
2. Let's Go on a Picnic	141
3. Look, We are Similar	143
4. Let's Thank Them	145
5. My Favourite Place	147



6.	Who is My Hero?	150
7.	My True Happiness	152
8.	My Helpmates	154
9.	Me and Nature	156
10.	Looking Good; Being Good	158
11.	Happiness Wall	160
12.	Happiness Line	163
13.	My Emotions, My Happiness	165
14.	A Walk in Nature	167
15.	Thank You	170
16.	Helpers	172
17.	Universally One Otherwise Different	175
18.	Black or White	177
19.	Role of All	179
20.	Needs and Choices	182
<b>Expression Section</b>		<b>185-213</b>
1.	<b>Care</b>	188
	Session 1.1	189
	Session 1.2	190
	Session 1.3	191
2.	<b>Affection</b>	192
	Session: 2.1	193
	Session: 2.2	194
	Session 2.3	195
	Session: 2.4	196
	Session 2,5	197
	Session 2.6	198

3.	<b>Gratitude</b>	199
	Session 3.1	200
	Session 3.2	201
	Session 3.3	202
	Session 3.4	203
	Session 3.5	204
	Session 3.6	205
	Session 3.7	206
	Session 3.8	207
	Session 3.9	208
	Session 3.10	209
4.	<b>Respect</b>	210
	Session 4.1	212

# 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:

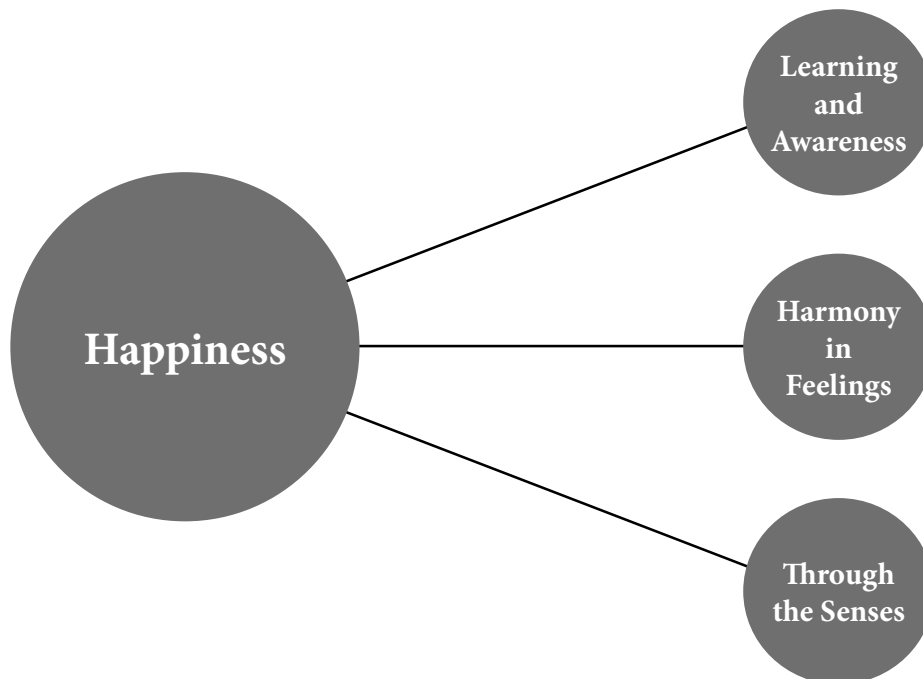
1. **Through our senses:** This is the pleasure we get via inputs through the 5 senses of sight, sound, touch, smell and taste. We can observe/experience that happiness through our senses like eating, watching a film, or listening to music are highly enjoyable but shorter in duration. Happiness from 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 III

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

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

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

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

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

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

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

This curriculum contains stories which are primarily deemed to bring desirable changes in the behaviour

of students. These stories have been created and collected in order to make students think deeply and Critically. The primary objective of the stories is to develop students into a better human being through self evaluation.

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

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

### Weekly Schedule

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

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

- Everyday the Happiness class will begin and 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.

### What is Mindfulness?

To understand this better please read the following line carefully:

Are you Mindful or are you Mind full?

Being Mindful means paying attention and becoming fully aware of the present moment.

Being Mind full means when we're not able to focus on the present moment and the attention is divided completely lost in a web/ chain of thoughts.

Hence, focusing on the present moment experiences and becoming aware of them only is Mindfulness.

Hence, the way to happiness is through Mindfulness

Mindfulness serves as the foundation on which Happiness can/may be built.

### Kindly understand the following important points for this class

The Mindfulness classes will be held on the first day of every week – Monday or the following day (in case Monday is a holiday). There will be three main phases / steps within a period of 30 to 35 minutes during this/ each class.

- 1a. In the beginning, there will be 3 to 5 minutes of Mindfulness Check in
- 1.b. A 5-8-minute discussion reflecting on the experience of the children to be 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.

### **There are many benefits of Practicing Mindfulness:**

- Attention and focus are maintained while studying in class
- It helps in listening carefully to what the teacher is saying in class
- It helps in maintaining focus while studying at home and school
- It helps in improving thinking, understanding and learning / remembering things
- It helps in focusing on different activities / tasks other than studying
- It helps in being careful if we're doing things or speaking properly while talking, eating or doing some other task/ work

### **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 for teachers (Do's)**

- As teachers, try to actively participate in the process as you help students with the practice of 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 behaviour 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.

**Points to remember (Don'ts)**

- 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.

## Section 1: Understanding Breathing

### 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)
- c. Understanding and Focusing on Breathing: 15 minutes
- d. Silent check out: 2 minutes

### 1.a. Mindful Check in (5 minutes)



**Aim:** 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)

## Do's 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



**Aim:** 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 also share their experience here like experiencing comfort, peace, happiness etc.”

Teachers to 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. This helps us to carry out the task at hand well and fully enjoy it too.

Now teachers may discuss with students that practicing Mindfulness may:

- Help students in paying attention while studying in class.
- Students find it helpful to maintain focus on studies at home or in school. It helps students to pay attention to what the teacher is saying in class.

- Mindfulness practice also helps us to feel better during times that we're feeling uncomfortable.

### **Do's 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

### **Understanding Breathing and Focusing on Breathing: 15 minutes**



The aim 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)

#### **Do the exercise yourself while giving instructions and tell students to do the same.**

- Place one hand under your nose
- Imagine that you have a flower in your hand. Now you may act 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 away from your hand, you're breathing out through your mouth.
- All of you must have noticed that as we inhale or breathe in, we take air in through the nose and as you exhale or breathe out, air comes out of the nose or mouth.
- This flower activity needs to be practiced for at least two weeks.
- When you feel that students have become aware of their in breath and out breath through this practice, it can be stopped.



## Points to be discussed following the activity

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

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

### b. Focus on breathing



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

### Do's and Don'ts

- Ensure that every child is aware of the process of breathing in and breathing out
- Keep in mind that students understand the connection of in breath and out breath with the in-out movement of the stomach.

### Activity stages/ phases :

- Students to 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, discuss the following points of discussion. After this, have the students do the activity again.

### Proposed points of discussion following the activity :

- Were you able to feel your stomach coming/going out or filling up?
- Were you able to feel your stomach going in?
- When did you feel your stomach going in? (While breathing out/ exhaling)
- Have you ever paid attention to your stomach going in and out while breathing?
- When we pay attention to the stomach along with focusing on our breathing, do you notice your breathing becoming/getting slow and deep ?
- Can we practice this type of activity anytime or anywhere ?
- Can everyone practice this type of activity?

#### Note for teachers:

As teachers, try to welcome and accept answers given by students and refrain from commenting them as good or bad.

### 3. Silent Check out: 2 Minutes



The aim 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

#### Activity stages/ phases:

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

#### Do's 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: Mindful Listening – I

### Division of time:

1.
  - a. Mindful Check-in (3 to 5 minutes)
  - b. Discussion on Mindfulness (5 to 8 minutes)
2. Mindful Listening: 15 minutes
  - a. Introduction
  - b. Activity
3. Silent check out: 2 minutes

### 1.a) Mindful Check in: 3 to 5 minutes



**Aim:** 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)

## Do's 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?

## Do's and Don'ts

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

### 2.a. Introduction to Mindful Listening



**Aim:** To introduce students to the practice of Mindful Listening

## Do's and Don'ts

- Before the class begins teachers to ensure and identify a sound in the classroom that remains from beginning to end
- Teachers to ensure that whatever sounds they get the students to focus on is heard in a clear way

## Activity Steps / Phases

Teachers to make a chart of different sounds on the blackboard and ask students:

Children/ Students, what kind of sounds do we hear every day?

- Sound of cars
- Sound of birds
- Sound of the bell at home
- Sound of each other's voice

Teachers may also ask students to take out these voices in front of everyone in the classroom

### Proposed points of discussion following the activity:

- Are we able to hear all kinds of sounds coming from around us every day?
- Are there some sounds that we are not able to focus on or notice?

## b. Mindful Listening



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

## Do's and Don'ts

Let all students hear the voices coming from the atmosphere clearly and different types of sounds can be identified from them

### Activity stages

- Teachers ask students to sit calmly on their respective desks
- Teachers may call some (2-4) students in front of the class and tell them-

“You may take out or produce any kind of sound by speaking, or with the help of your hands and feet.” For example - you can make/produce the sound of a moving car from your mouth.

You may tap your fingers on the desk in a lyrical / melodious way. You may clap with your hands. You may produce/ make/ take out the sound of a bird's tweet, etc.

- The rest of the students of the class may gently close their eyes during this time and bring their attention to these sounds
- After about a minute, students open their eyes and describe what all sounds they heard.

- Get this activity done 3-4 times in the classroom by giving a chance/ allowing different students to take out/ make the different sounds

**Note for teachers:**

As teachers, try to welcome and accept answers given by students and refrain from commenting them as good or bad.

**Proposed points of discussion following the activity:**

- How are you feeling after the practice?
- Can you describe what were the different kinds of sounds that you could hear?
- Were all these sounds the same or different?
- Were you able to hear all the different kinds of sounds in a clear way?
- Were you able to hear any new type/kind of sound?

**What kind of thoughts did you get while listening to this sound?**

At any point during the practice, did you find your mind/ thoughts getting distracted or going here and there?

Were you able to bring your attention back to the sound?

**3. Silent Check out: 2 Minutes**



The aim 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

**Activity stages/ phases:**

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

## Do's and Don'ts

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



## Session 3: Mindful Listening – II

### Division of time:

1.
  - a. Mindful Check-in (3 to 5 minutes)
  - b. Discussion on Mindfulness (5 to 8 minutes)
2. Mindful Breathing: Paying attention to breathing along with a focus on hands: 15 minutes
  - a. Doing the task/exercise/activity as directed
  - b. Activity/ exercise/ Practice
3. Silent check out: 2 minutes

### 1.a) Mindful Check in: 3 to 5 minutes



**Aim:** 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)



## Do's 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



**Aim:** 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?

## Do's 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

**Working as directed/ Doing the activity/ task as per directions/ instructions: 5 minutes**



**Objective:** The objective of this activity is to help students become more aware and bring their focus on the instructions given.

## Do's and Don'ts:

- Let the students have fun in this activity, let them play together, and do not interrupt them.
- Keep in mind that no student is made fun of and none of them gets mentally or physically hurt.

### Activity stages/ Phases

In this activity, the teacher will give some different instructions, and will do something different herself/himself, but make sure that the students only have to follow the spoken instructions by the teacher. For example:

- Teacher gives instructions and says 'Put your hands on your stomach', but put their own hands on the desk
- Teacher gives instructions and says 'Put your hands on your shoulders', but keep their own hands on the stomach.
- Teacher instructs the students by saying 'jump', but keep sitting themselves, etc.
- Keep moving the activity forward in this manner

## b. Mindful Listening



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

## Do's and Don'ts

Teachers may also practice becoming aware to the different sounds present in their environment so that students are encouraged to bring their attention towards the sounds as well

### 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 the 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 and bring their attention to the sounds coming from their environment. 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)

**Note for teachers:**

As teachers, try to welcome and accept answers given by students and refrain from commenting them as good or bad.

**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?
- Apart from these sounds, what were some other 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 same sound at one time or more than one?
- During the entire activity which sound remained constant from beginning to the end? (E.g. sound of the fan)
- Where all can listening be useful?
- Why are we doing this activity?

We can tell students that while staying calm, whenever we bring our attention to the sounds around us, we are able to hear more sounds than we usually hear.

### 3. Silent Check out: 2 Minutes



The aim 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

### **Activity stages/ phases:**

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

### **Do's 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

### Division of time:

1.
  - a. Mindful Check-in (3 to 5 minutes)
  - b. Discussion on Mindfulness (5 to 8 minutes)
2. Mindful Breathing : Awareness of breathing while paying attention to the hands: 15 minutes
  - a. Doing the task/exercise/activity as directed
  - b. Activity/ exercise/ Practice
3. Silent check out: 2 minutes

### 1.a) Mindful Check in: 3 to 5 minutes



**Aim:** 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)

## Do's 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?

## Do's and Don'ts

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

**Mindful Breathing: Focus on breathing along with paying attention to hands and discussion: 15 minutes**



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

### Activity Stages/ Phases:

Teachers to demonstrate to the students at first, while giving instructions: “We will keep our hands straight and slowly bring them down on top of the head and then bring them to a resting position

While instructing the teacher students, first do so and show: “We will keep our hands straight and slowly bring them over the head and then to a resting position”

- Now let the students do this process about five - six times
- Teachers need to tell the students: “Now breathing in while moving the hands up and breathing out as the hands roll down down.”

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

- Now the teacher would tell students to they need to bring their attention to the process of their breathing and try to notice that when we bring our hands up, do they notice the breath going in or coming out and when we bring our hands down, to notice if the breath is going in or coming out.
- Teachers to tell students to breathe in when they raise their hands and breathe out as they lower their hands
- 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?

#### **Do's 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



The aim 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

#### Activity stages/ phases:

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

#### Do's 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: Temperature of Breath

### Division of time:

1. a. Mindful Check-in (3 to 5 minutes)  
b. Introduction to Mindfulness and Discussion on it/the same (10 minutes)
2. Temperature of Breath and discussion: 15 minutes
3. Silent check out: 2 minutes

### 1.a) Mindful Check in: 3 to 5 minutes



**Aim:** 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)

## Do's 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.

## Discussion on Mindfulness



**Aim:** 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?

## Do's 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. Temperature of Breath and Discussion: 15 minutes



**Aim:** To help students bring their attention to the warmth and coolness of the in-breath as well as the out-breath

### Activity stages/ phases:

- Tell Students/ Students to be told - Today we would be taking our attention to the in breath and out breath and try to notice which of them feels cold or hot.
- To experience this, move our index finger and place it under your nose in a horizontal position. (Show students how to do it / Demonstrate to students)
- Now, the teacher may ask students to put their finger under their nose and try to notice which one among the in breath or out breath feels warm or cool / which breath feels warm and which one feels cool – the in breath or the out breath?
- Teachers may tell students that the air is cold while breathing in and warm while breathing out.
- Practice this process for the next one 1 minute.
- Repeat this activity again after discussion.

### Proposed points of discussion following the activity:

- How did the air going in/the in breath feel / How did it feel while breathing in / taking the air in? (Cold or hot/ Cool or Warm)
- How did the air feel while coming out/the out breath feel / How did it feel while breathing out / taking the air out? (Cold or hot/ Cool or Warm)
- How did it feel to go out? (Cold or hot)
- What did you learn about your breath/ Did you learn anything new about your breath? / What new thing did you learn about your breath?
- How did you feel about your breath? / How does it feel knowing about your breath? / How did you feel after knowing about your breath?

### Do's and Don'ts

If any student is unable to feel the coolness / warmth of the breath, do not put any pressure on him/her. Students may be told that with continuous practice for brief periods, we can learn to pay attention to our breath.

### 3. Silent Check out: 2 Minutes



The aim 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

#### Activity stages/ phases:

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

#### Do's 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: Smiling Breath

### Division of time:

1. a. Mindful Check-in (3 to 5 minutes)  
b. Introduction to Mindfulness and Discussion on it/the same (10 minutes)
2. Smiling Breath and discussion: 15 minutes
3. Silent check out: 2 minutes

### 1.a) Mindful Check in: 3 to 5 minutes



**Aim:** 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)

## Do's 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.

## Discussion on Mindfulness



**Aim:** 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?

## Do's 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. Smiling Breath and discussion: 15 minutes



**Aim:** To bring the attention of the students to their breath while smiling

### **Activity stages/ phases:**

- Tell students/ Students to be told - Today we would be bringing our attention to our breath.
- Teachers may ask all the students to sit in a comfortable position and gently close their eyes.
- Now the teacher may ask all the students to bring their attention and focus on their breath. Focusing on the breath, the teacher says: Breathing in ... I'm smile, Breathing out... I smile
- Repeat the same sentence for some time.
- By doing this activity for 2 minutes, some discussion points may be asked. Then repeat this activity / the activity to be repeated thereafter.

### **Note for teachers:**

As teachers, try to welcome and accept answers given by students and refrain from commenting them as good or bad.

### **Proposed points of discussion following the activity:**

- How are you feeling right now?
- Were you able to pay more attention to your breath this time?
- Were you able to feel your breath while smiling?
- How do you feel when you smile?
- Were you able to learn anything about your breath? If yes, What?

### **Silent Check out: 2 Minutes**



The aim 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

### **Activity stages/ phases:**

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

## Do's 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 Touch

### Division of time:

1. a. Mindful Check-in (3 to 5 minutes)  
b. Introduction to Mindfulness and Discussion on it/the same (10 minutes)
2. Smiling Breath and discussion: 15 minutes
3. Silent check out: 2 minutes

### 1.a) Mindful Check in: 3 to 5 minutes



**Aim:** 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)

## Do's 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.

## Discussion on Mindfulness



**Aim:** 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?

## Do's 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 Touch and Discussion



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

### **Activity stages/ phases:**

Teachers may ask students to open their pencil box, remove all the things from it and put it on the table. (If a student does not have a pencil box, the teacher can give them different items from the classroom.)

- Students may be asked - Hold these items in your hand and see how you feel when you hold an object in your hand?
- Teachers tell the students “Now we will focus on the practice of Mindful touch in which we will all bring our attention on our pencil.”
- “All students may sit in a comfortable position. Now you may bring your attention to the pencil placed in front of you.

Notice: How is the color of this pencil?

How is the shape of this pencil? Now all the student may take a long, deep breath and hold this pencil in their hand.

- All students to try and take their attention to the weight of this pencil.

Notice: How is the texture of this pencil? Does this pencil feel cold or hot? How do you feel the touch of this pencil in your hands?

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

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

### **Proposed point of discussion in activity:**

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

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

## Silent Check out: 2 Minutes



The aim 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

### Activity stages/ phases:

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

### Do's 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 Seeing I

### Division of time:

1. a. Mindful Check-in (3 to 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 to 5 minutes



**Aim:** 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)

## Do's 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.

## Discussion on Mindfulness



**Aim:** 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?

## Do's 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 Seeing and discussion: 15 minutes

- Teachers may tell students that “Today we will focus our attention on the various things/ objects present in our class”
- Teachers may ask students - “What can you see around you at this time?”(Table, chair, blackboard, duster, door, window etc.)

- Teachers may draw the attention of students towards the size, shape, color, position in the room etc. by showing them any item available/present in the class.
- Students may be asked as they look at the table

Are you able to see the four legs of this table?

Are these four legs similar to each other?

Is there a scratch on this?

Is the color of the entire table same throughout?

Is this table small or big?

Is this table hard or soft?

Is this table rough or soft?

Did anything else on the table catch your attention?

Teachers may bring the attention of students to the various sides of different objects in class with the help of such questions.

### **Proposed point of discussion in activity:**

- How did you feel by seeing with attention?
- Have you ever seen an object with so much attention before? (Here students may be told that when we pay attention to whatever is happening around us, we are able to see it more clearly)
- What additional information can we notice about the object by paying attention?

### **Silent Check out: 2 Minutes**



The aim 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

### **Activity stages/ phases:**

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

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

### **Do's 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 – II

### Division of time:

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



**Aim:** 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)

## Do's 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.

## Discussion on Mindfulness



**Aim:** 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?

## Do's 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 Seeing and discussion: 15 minutes



**Aim:** To make / (get students to) practice Mindful Seeing

## Do's and Don'ts

Teachers may bring some leaves from the ground to show the students in the classroom. (In case the leaves cannot be brought, then these leaves may be drawn on blackboard)

### Activity stages/ phases:

- Teachers may create small groups with students and distribute some leaves to each group
- Let the students be told - “Today we will do an activity, in which we will bring our attention on some leaves.”
- The teacher may tell students- “Now I am going to show you some leaves. All of you may look at these leaves carefully.
- At first, focus on the color of this leaf. Is the entire leaf of the same color or are there different colors at different places? If you notice having any good or bad thoughts towards the leaf, then try to become aware of them. Try to see this leaf as it is, without judging it as good or bad.
- Now as you try to focus, notice whether there are any marks on this leaf?
- Keep all your attention on this one leaf.

### Proposed point of discussion in activity:

- Are you able to see the different shapes of leaves?
- Were the leaves of the same shape?
- How were the colors of these leaves? (Light or deep)
- What all colors of leaves were you able to see?
- Can you feel the texture of these leaves?
- Are these leaves rough or soft?
- Did you find your attention wandering while focusing on the leaves? Were you able to bring it back?

## Silent Check out: 2 Minutes



The aim 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

### **Activity stages/ phases:**

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

### **Do's 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 Smelling

### 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



**Aim:** 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)

## Do's 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.

## Discussion on Mindfulness



**Aim:** 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?

## Do's 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



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

## Do's 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.

### Activity stages/ phases:

- Teachers to tell students that today we will practice the process of Mindful Smelling
- Teachers may ask students that what are the different types of smells that they are able to smell/experience every day?
- Teachers can write the answers received/taken from students on the blackboard

Serial Number	Sounds 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.	-----

- The teacher to 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.

### (The teacher may stop for/ pause for 30 seconds)

- The teacher may tell the students that “if you find your attention is wandering, then try to bring your attention back to the smell again.”
- The teacher 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?

### Do's 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

### Silent Check out: 2 Minutes



The aim 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

### Activity stages/ phases:

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

### Do's and Don'ts

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





## Session 11: Mindful Scribbling

### 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



**Aim:** 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)

## Do's 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.

## Discussion on Mindfulness



**Aim:** 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?

## Do's 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 Scribbling and discussion: 15 minutes



**Aim 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

### **Activity stages/ phases:**

- 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 point of discussion in activity:**

- 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?

### **Silent Check out: 2 Minutes**



The aim 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

### **Activity stages/ phases:**

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

### **Do's 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 Drawing/ Scribbling

### 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



**Aim:** 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)

## Do's 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



**Aim:** 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?

## Do's 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 Scribbling and discussion: 15 minutes



**Aim 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.

## Do's and Don'ts

- Remember this is not a painting (drawing) class
- Do not judge any picture as good or bad.
- Allow students /Give students the enough time to speak about their picture. Refrain from commenting on his work/task.
- Do not ask students too many questions about their picture.
- Do not ask students to draw quickly.

### **Materials required:** Paper, crayon

- Tell 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, without worrying whether it is good or bad. Let them scribble for the next 5 minutes without any further directions/ instructions (Scribbling).
- Now for the next 5 minutes, instruct them to pay attention to the movements of their hands while making/drawing a picture – Notice if their hands are moving quickly or slowly? Do they/Are they able to feel any kind of stretch/tightness in their shoulders and hands while drawing?
- When their picture is complete, one by one give them an opportunity to speak in front of everyone about their picture. Encourage each student. Refrain from commenting on any kind of lack in one's picture or presentation or comparing it with another.

### **Proposed point of discussion in activity:**

- How did you feel while drawing?
- Did you notice any discomfort while drawing?
- Were you able to become aware of your body – the speed/pace of your hands/ movements, tightness in your shoulder, etc.?

## Silent Check out: 2 Minutes



The aim 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

### Activity stages/ phases:

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

### Do's 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: Heartbeat Activity

### Division of time:

1. a. Mindful Check-in (3 to 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 to 5 minutes



**Aim:** 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)

## Do's 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.

## Discussion on Mindfulness



**Aim:** 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?

## Do's 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. Heartbeat Activity: 15 minutes



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

### **Activity stages/ phases:**

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

### **Proposed points of discussion following the activity:**

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

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

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

### **Silent Check out: 2 Minutes**



The aim 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

### **Activity stages/ phases:**

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

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

### **Do's 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

### 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



**Aim:** 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)

## Do's 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.

## Discussion on Mindfulness



**Aim:** 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?

## Do's 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 Stretching – I: 15 minutes



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

## Do's and Don'ts

- If a child is feeling uncomfortable then, do not put pressure on/ force him/her to do the activity

### Activity stages:

- Ask the students to bring their hands to the front while keeping them straight. (Hold for 10 seconds.) Now ask them - "Are you able to feel any stretch/tension/tightness in your shoulders"?
- Now ask them to put their hands down. (Keep them down for 10 seconds.) Now ask them - "Are you able to feel some relaxation in your shoulders?"

**(Get this activity done at least thrice)**

Teachers may get students to bring their attention to the breath as well. Students may be told that now they would be breathing in while bringing their hands to the front, hold their breath (3 seconds) and then breathe out while bringing their hands down.

**(Let students do this activity/process at least 3 times.)**

### Proposed points of discussion following the activity:

- When did you feel the tightness/stretch/tension in your hands? When the hands were up or down?
- When did you feel relaxed - when the hands were up or down?
- Why was there a difference between the two situations/ conditions?
- Did you feel any kind of difference in your breath?

## Silent Check out: 2 Minutes



The aim 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

### Activity stages/ phases:

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

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

### **Do's 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

### Division of time:

1. a. Mindful Check-in (3 to 5 minutes)  
b. Discussion on Mindfulness (5 minutes)
2. Mindful Stretching - I and discussion: 15 minutes
3. Silent check out: 2 minutes

### 1.a) Mindful Check in: 3 to 5 minutes



**Aim:** 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)

## Do's 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.

## Discussion on Mindfulness



**Aim:** 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?

## Do's 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 Stretching - II and discussion: 15 minutes



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

## Do's and Don'ts

- If a child is feeling uncomfortable then, do not put pressure on/ force him/her to do the activity

### Activity stages:

Children may lift their left leg up and bring it straight in front as they continue sitting in their own place. Keep it lifted up for 5 seconds. Then slowly bring it down. Now do the same with the right foot.

**(Let students do this activity/process at least 3 times)**

Allow students to bring their attention to the breath as well. Students to be told that now they would be breathing in while bringing their feet in front, hold the breath (3 seconds) and then breathe out while bringing the feet down.

**(Let students do this activity/process at least 3 times)**

### Proposed points of discussion following the activity:

- When did you feel the tightness/stretch/tension in your legs?
- When did you feel the relaxation in your legs - when the hands were up or down?
- Why was there a difference between the two situations/ conditions?
- Did you feel any kind of difference in your breath?

## Silent Check out: 2 Minutes



The aim 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

### Activity stages/ phases:

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

## Do's 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 Sitting

### Division of time:

1. a. Mindful Check-in (3 to 5 minutes)  
b. Discussion on Mindfulness (5 minutes)
2. Mindful Sitting and discussion: 15 minutes
3. Silent check out: 2 minutes

### 1.a) Mindful Check in: 3 to 5 minutes



**Aim:** 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)

## Do's 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.

## Discussion on Mindfulness



**Aim:** 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?

## Do's 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 Sitting and discussion: 15 minutes



**Aim:** To get /make students (to) pay attention to their state of sitting

## Do's and Don'ts

- Teachers may ensure that students do not suffer any kind of injury during any activity
- Teachers can also take students out to the garden for this activity.

### Activity stages/ phases:

- All of you may sit in a comfortable position for this activity and gently close your eyes. You may bring your attention towards the rate/pace of your breath. Take 2-3 long, deep breaths in and exhale through the mouth
- With the next breath, bring your attention to your sitting position. Bring your attention to the place where your body is touching the chair. Try to notice how the touch of your legs on the chair feels. (Stop/ Pause for 30 seconds).
- If you feel that your attention is wandering, then you may try to bring your attention back to your sitting position
- Now with the next breath, bring your attention to the touch of the chair on your back. Keep focusing on this touch for some time. (Stop/Pause for 30 seconds)
- Now all of you may take a long, deep breath and whenever you feel comfortable, you may gently open your eyes.”

### Note for teachers:

As teachers, try to welcome and accept answers given by students and refrain from commenting them as good or bad.

### 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.)  
Were you able to bring your attention to your sitting position.

- How are all of you feeling?
- Were you able to feel/notice the touch of the chair against your body?
- Was this activity easy or difficult?

## Silent Check out: 2 Minutes



The aim 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

### **Activity stages/ phases:**

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

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

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





## Session 17: Mindful Standing

### Division of time:

1. a. Mindful Check-in (3 to 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



**Aim:** 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)

## Do's 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.

## Discussion on Mindfulness



**Aim:** 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?

## Do's 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 Sitting and discussion: 15 minutes



**Aim:** To get /make students (to) pay attention to their standing position

### Activity stages/ phases:

- Ask students to come out of their desk and stand in a comfortable position for this process/ activity. All children may leave their hands, feet and shoulders loose and bring their attention to the rate/speed/pace of their breath. Take 2-3 long, deep breaths in and breathe out through the mouth
- Bring your attention to your standing position next breath. Bring your attention to your feet and notice how they are touching the shoes. What are you able to feel/experience in your feet? Try to become aware of this (Wait for 30 seconds).
- “If you feel that your attention is wandering, then bring your attention back to your walking
- Now with the next breath, try to feel the weight of your body. Where do you feel this weight most prominently/clearly? Is it in your legs, in your feet or anywhere else.

**(Wait for 30 seconds)**

- Now all of you take a long, deep breath and whenever you feel comfortable, you may slowly sit back in your own place. “
- 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?
- Were you able to feel your feet?
- Are you able to feel the weight of your body?
- Was this practice easy or difficult?

### Silent Check out: 2 Minutes



The aim 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

### Activity stages/ phases:

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

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

### **Do's 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: Mindful Walking

### Division of time:

1. a. Mindful Check-in (3 to 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



**Aim:** 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)

## Do's 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.

## Discussion on Mindfulness



**Aim:** 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?

## Do's 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 Walking and discussion: 15 minutes



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

## Do's and Don'ts

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

### **Activity stages/ phases:**

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

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

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

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

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

### **Proposed points of discussion following the activity:**

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

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

### **Silent Check out: 2 Minutes**



The aim 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

### **Activity stages/ phases:**

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

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

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





## Session 19: Mindfulness of Feelings – I

### Division of time:

1. a. Mindful Check-in (3 to 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 to 5 minutes



**Aim:** 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)

## Do's 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



**Aim:** 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?

## Do's 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. Mindfulness of Feelings and discussion: 15 minutes



**Aim:**

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

## Do's 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.

### Activity stages/ phases:

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

### Proposed points of discussion following the activity:

- How does your face become, when you feel happy??
- When are the times that you feel happy?
- What do you do when you feel happy?
- What are you able to notice in your body when you feel happy?
- (While discussing the feeling of happiness in the body, draw a body shape on the board and continue the discussion)

## Silent Check out: 2 Minutes



The aim 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

### Activity stages/ phases:

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

## Do's 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 20: Mindfulness of Feelings II

### Division of time:

1. a. Mindful Check-in (3 to 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 to 5 minutes



**Aim:** 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)

## Do's 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



**Aim:** 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?

## Do's 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. Mindfulness of Feelings – II and discussion: 15 minutes

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

they can be either alone in this place or with someone. Try to notice where are you able to feel the happiness in your body. “

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

### **Proposed points of discussion following the activity:**

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

### **Silent Check out: 2 Minutes**



The aim 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

### **Activity stages/ phases:**

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

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

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



## Story Section

From the day man has learned speaking since then storytelling methods have been his favourite tool for teaching. We used to share our learnings with others through stories. The Story Method had been also used extensively in school teaching. Children can easily focus their attention on the subject throughout the story. Children listen attentively to the story narrated by grandparents and then tell others the same. Children narrate and listen to stories with enthusiasm.

It has been a burning question in front of us that what type of stories should be included in the happiness curriculum. Since childhood we have been listening to stories full of fantasy, fictitious characters, involving animals and trees which can talk and walk. In this curriculum, stories or fantasies were not included because we want to bring their attention towards realities of life which is possible only through reality based stories. To develop values in students, this book includes inspirational stories based on real-life situations. Every story is related to the close environment of the students. Some stories have interaction between experienced people to provide the student with a better opportunity to think and understand.

Things to be kept in mind while narrating the story and during the discussion after the story.

- Stories should be narrated with proper gestures and expression so that students do not lose interest and can relate themselves with characters.
- Do not narrate the story with breaks.
- It's not a language class so don't use the pedagogies of language learning while narrating the story. Instead focus on the values described in the story.
- Discussion after happiness stories is more important to devote more time to questions for discussion.
- Questions for discussion will help to achieve the objective of the story. If students find it difficult to reach the objective, the teacher may ask some related questions by himself to help students to achieve the objective.
- Do not attempt to tell the objective as the motive of the story.
- Teachers should provide an opportunity for the students to draw their conclusion.
- Include questions such as When they felt like the characters of this story? If they were in a situation as described in this story then what would they have done? Or what would they like to do in future instead of asking what they learnt from the story?
- Stories are too short. Do not try to add or delete anything from it, this may change the essence of the story.
- It is important how the students relate themselves to the story in their daily lives.
- It's important that no written homework should be given to the students, instead some task is given at the end of the story to explore and understand at home. This kind of task aims to



provide an opportunity to explore and experience the learning of story in their daily lives.

- Some specific instructions are given at the end of the second day of the story to provide opportunities to students to think accordingly, discuss and reflect.

Minimum two days are proposed for the story.

On first day, narrate the story and held a general discussion with the whole class.

Ask students to narrate/share this story at home with their parents, siblings, neighbours and friends and also discuss the questions asked in the classroom.

Building a proper environment in the class:

- All students should be allowed to express themselves.
- There are no wrong or right answers so accept the sharing of each student wholeheartedly.
- All students may understand that everybody's expression is important.
- The class environment should be encouraging so that all students feel free to express their ideas and emotions in the class.

# 1. Towards a Better Future

**Duration:** Minimum two days but can be extended if required.



**Objective:** Bringing the attention of students towards the fact that by keeping the environment safe we can also remain healthy.

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

## STORY

### Direction of Discussion:

Draw the attention of the students towards the health problems caused by garbage, noise and smoke around us, by discussing questions. If we keep cleanliness around us and plant trees, then problems like asthma, cough, irritation in eyes, headache etc can be averted.

Nakul and Abbas were returning from school. Nakul said to Abbas, “Look! Another building is being constructed so a lot of dirt is going to spread all around”.

Abbas replied coughing, “Everyday, a new building is being constructed here. It becomes difficult for me to breathe in dust and dirt. At such a place I start coughing.”

Nakul asked Abbas, “Aren’t you feeling well?”

Abbas said, “I have a problem with dust and dirt. I get headaches in noisy places”.

Seeing his friend uneasy, Nakul got upset. The next day, Nakul shared this problem with his teacher.

The teacher suggested to keep their surroundings clean. She told them if they plant indoor and outdoor plants, the plants will slowly clean the air. Nakul requested the teacher to name some plants which can be planted in small areas. The teacher told him the names of Bougainvillea, Jasmine, Fern, Aloe Vera, Evergreen and Palm.

(Teacher to ask the students- “Can you share some names of plants that can be planted at home?”)

The teacher also shared that such plants can be planted in pots. The very next day Nakul invited all his friends to his home. He thought of planting the saplings on the terrace, balcony and wherever there was space. The next morning Nakul along with his friends planted the saplings on the terrace and balcony of their house.

(Ask the students- If someone does not have pots then what can they use for planting the saplings?)

Observing this, the people of the locality were motivated to help. They cleaned their surroundings, where people were throwing garbage. People planted saplings there.

Abbas took Nakul in his arms gladly Nakul smilingly said, “Our work has just begun”. We should ensure cleanliness in our surroundings and take care of plants. All the residents took an oath that they would take care of plants.

### **Questions for Discussion**

- Why did Nakul’s friends get involved in planting saplings?
- Have you ever planted saplings? Share.
- What are the benefits of planting more trees? Discuss among themselves.

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

- Tell this story to your family members and know their views and experience.
- Observe the trees in your school and neighbourhood and in which places more plants can be grown. Plant the saplings with the help of your parents, friends and teachers at such places.

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

### **Day 2:**

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

### **More Questions for Discussion**

- How can we keep our surroundings clean? What will we do for it?
- How will the health of everyone be affected due to lack of cleanliness around us?
- Who is responsible for keeping our school clean and beautiful?

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

## 2. Hundred Rupee Note

**Duration:** Minimum two days but can be extended if required.



**Objective:** Students will become aware and vigilant about their thoughts and will be able to make wise decisions.

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

### STORY

#### **Direction of Discussion:**

We feel bad when we find that we benefited at someone's cost. Through discussion and questions, the attention of the students will go towards this. We all are useful and complementary to each other. Supporting someone is not only necessary for their happiness, but also ours. There is a possibility of suffering if we help others with the desire to get something in return. To help someone, without expecting anything in return, will always give happiness.

When Saira reached school today, she saw a one hundred rupee note lying on the ground near the school gate. Saira picked up the note and put it in her bag. She thought that she would eat all her favourite things during half time break. Then she thought that today she would not take food from school but buy something from the market to eat. She was lost in these thoughts when the prayer bell rang. During the assembly, the Principal Ma'am announced that Krishna, a seventh class student, had lost her hundred rupee note somewhere near the school gate. Whoever finds the note, get it deposited in the Principal's office. Saira heard this and immediately went to the Principal's office, and said, "Ma'am, I found this hundred rupee note near the school gate, perhaps it belongs to Krishna". Saying this, she gave the hundred rupee note to Principal Ma'am.

Principal Ma'am called Krishna and after some conversation gave the note to her. On seeing the note, Krishna thanked Principal Ma'am. Principal Ma'am said pointing towards Saira, "Say thanks to Saira because she found your hundred rupee note". Krishna thanked Saira and she felt happy with pride.

## Questions for Discussion

- What would you do if you found something lying on the road?
- How do you feel when you lose something?
- How did you feel after finding your lost item?
- Did you ever find your lost item back? How?

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

- Go home and tell this story in your family and know the thoughts and experiences of your family members
- Why do you think something is lost? Try to find out the reasons of losing the items from your family members and the people in your neighborhood

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

## Day 2:

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

- Students will recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

## More Questions for Discussion

- How do you feel after returning someone's lost item to them? Share an incident that happened with you.
- How do you feel about using someone else's item without their permission?
- How do you feel when someone uses your item without your consent?
- How can you create a lost-and-found club in your school? Discuss in the group.

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

### 3. Know the Reason

**Duration:** Minimum two days but can be extended if required.



**Objective:** To bring the attention of the students towards the fact that many times, without knowing the problem of others, we often misunderstand them.

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

#### STORY

**Direction of Discussion:**

Often we misunderstand others without knowing their reason problem, but in the same situation when others think we are wrong, then we feel bad.

Even when someone else is in trouble, we look for our convenience but, when we get in trouble and someone looks for their own convenience, we feel bad.

Through discussion questions, teachers should draw the attention of the students to first understand the situation of the others and take care of their convenience along with the convenience of others.

One evening Saif was cycling in the park. He was in a rush to go home as he had to finish his school work. While passing through the footpath, a gentleman came across his way. He was walking very slowly. Saif also had to slow down his cycle at the same pace. Uncle could not even give him a way as the path was narrow. Due to this, Saif was getting very restless. He felt that Uncle was not bothered about the time of others. As soon as Saif came to Uncle, he angrily said, “Can’t you walk a little faster, because of you I am getting late”.

On hearing this, Uncle said slowly, “Son! After the accident, the plaster has been removed recently. So, I cannot walk fast”. On hearing this, Saif realized his mistake that he did not understand Uncle’s trouble/ problem and insulted him. He apologized to Uncle and determined that he would not be angry with anyone without knowing the reason.

### Questions for Discussion

- If you were in place of Saif, what would you have done?
- What would you have done if your grandfather or grandmother were walking instead of Uncle?
- If you were walking slowly due to injury and someone said something wrong/bitter to you, then how would you feel?

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

- Go home and tell this story in your family and know the thoughts and experiences of your family members.
- Today we will go home and see how we think about the people in our neighborhood whom we do not know. What is the reason for this?

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

### Day 2:

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

### More Questions for Discussion

- If someone makes a mistake, how will you talk to them lovingly or angrily?
- If you ever make a mistake, how would you want others to talk to you lovingly or angrily?
- Have you ever said something bad to someone without understanding their problem?

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

## 4. Newspaper

**Duration:** Minimum two days but can be extended if required.



**Objective of the story:** Draw the attention of the students towards the needs of their family members.

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

### STORY

**Direction of Discussion:**

The attention of the students often goes towards their needs, but they are unable to pay attention to the needs of other members in their family. Through discussion questions, draw students' attention towards the needs of other family members as well.

Whenever we support someone in fulfilling their needs and whenever they support us in fulfilling our needs, we feel happy.

Aditya returned from school and saw that the newspaper kept near Grandpa was not read even today. He requested his mother, "Would you take me to the market today?" Mother said, "Do you want to take any toy again? I do not have money".

"Not a toy, but something else with the money from my piggy bank". Having said that, he brought his piggy bank kept in the cupboard. He opened the piggy bank and found two hundred rupees. He gave them to his mother. In the evening, Aditya and his mother went to the market. Mother saw that he neither stopped at the sweets shop nor at the clothes shop. Mother said, "What do you want to buy?"

He was lost in dreams, "Grandpa has not been reading the newspaper for the last two weeks. Mother does not have spare money, and father has also gone out for work".

They stopped at the optical shop. He took out a slip from his pocket and gave it to the shopkeeper and said, "Uncle, please give me spectacles of this number". On his request, the shopkeeper gave him the desired pair of spectacles. Seeing this, his mother's eyes were filled with tears.

They returned home with spectacles. After reaching home, Aditya picked up the newspaper and said to Grandpa, "Grandpa, take this newspaper and here are your new spectacles!" and he gave the spectacles to Grandpa. Grandpa was smiling and Aditya had a feeling of joy and satisfaction.



### Questions for Discussion

- If you were in Aditya's place, what would you have done and how? Please discuss.
- Have you ever fulfilled the needs of your family members or your friends without them asking you? Share an incident that happened with you.
- From waking up in the morning to sleeping at night, make a list of your needs.
- How do you feel when you really need something, but you don't get it?

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

- Go home and tell this story in your family and know the thoughts and experiences of your family members.
- Are there some needs of your family members which have been around for a long time but due to some reasons they could not be fulfilled till now? How can you help fulfill them?

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

### Day 2:

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

### More Questions for Discussion

- What items do you feel are needed in your home? Please discuss.
- What are the needs of you and your family members that do not need any money to be fulfilled? (Like love, respect, etc.)
- How did you feel when you helped someone to meet their needs?
- What kind of work, in which you give help/receive help, makes you happier? Share your experience.

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

## 5. Reward

**Duration:** Minimum two days but can be extended if required.



**Objective:** Draw the attention of the students to the fact that every person doesn't need to get the same success, but by trying, the chances of becoming successful increases.

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

### STORY

#### **Direction of Discussion:**

Many students do not succeed even after tireless efforts in a task, but their peers succeed after putting equal efforts. Due to this many times there is a feeling of disappointment among the students. But it is also true that not every person alone can win every competition. Some competitions are done in groups in which collective efforts and cooperation of the whole group is necessary. Through questions of discussion, teachers should draw the attention of students towards the fact that striving for self, supporting others and being successful are all important.

Medhavi and Khyati were seven years old twins. They both used to wear similar frocks, have similar school bags and both used to study in the same class. One day, their school organised a race. Medhavi won that race and Khyati lagged behind by a small margin. As a reward for winning the race, Medhavi got a set of two pens. Seeing this, Khyati was a bit disappointed. Khyati asked her mother, "Amma, those who lag behind, don't they get rewarded"? Immediately Medhavi said, "Yes Amma, Khyati also worked hard to reach the finishing point." Saying this Medhavi gave one of her pens to Khyati. With this Amma became very happy and she took both her daughters in her arms. After sharing the reward with Khyati, the expressions of satisfaction were clearly visible on Medhavi's face.

### Questions for Discussion

- Has it ever happened that you did not get success (as you desired) even after trying hard? Share.
- If you were in place of Medhavi, how would you have treated your sister? Discuss and share with your partner.
- Can we win every competition?
- All the students in the class want to score good marks. How is this possible? By competing against each other or cooperating with each other?

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

- Go home and tell this story in your family and know the thoughts and experiences of your family members.
- In your family, see which all family members work hard and how?

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

### Day 2:

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

### More Questions for Discussion

- What would you have done if you were in place of Khyati?
- You and your friend worked very hard, your friend got success but you did not, how will you feel then?
- To whom do you attribute your success and why? Share an event.
- If you do not get success in any work then what can be the reasons behind it?

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

## 6. Mother's Care

**Duration:** Minimum two days but can be extended if required.



**Objective:** The attention of the students should go towards treating others the way they want to be treated.

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

### STORY

**Direction of Discussion:**

Nowadays, it is seen that the students either hesitate or get worried in taking care of their parents or other elder family members when they fall sick. Sometimes students feel that there is no need to take care of the elders. Through this story and discussion questions, draw the attention of the students to the fact that not only the students need to be cared for in times of illness or trouble, but they also need to take care of their family members when they fall sick. Taking care of each other strengthens the relationship. This makes both sides happy.

George gave a cup of tea to his sick mother and went out to the chemist's shop to buy medicines. When George returned, his mother said, "George, the tea is cold, could you please heat it again?" George nodded and again heated the tea and served it to his mother.

As the mother was going to put the pill in her mouth, it slipped out of her hand. Again she called George and said, "George, the pill fell down, please pick it up from under the bed". George frustratedly said, "Mom, sometimes the tea has gone cold, sometimes the medicine has slipped from hand. I have to study as well".

A few days later, George's Mom went to meet his Granny at her house and his dad also went to the office. George was alone at home. He wasn't feeling well due to the severe cold that he had caught. He wanted to have tea. He was not in a position to make tea for himself, but there was no one to help him. He stood up with difficulty and started making tea. While making tea, he remembered the plight of his ill Mom. He also remembered his bad behavior with her and was filled with a feeling of guilt. He was embarrassed to make a call to her. He slept while waiting for his Mom. When mom came home, she made his favorite ginger tea and woke him up and served him the tea. George hugged her mom and said, "Mom, You are so nice". Seeing a smile on his mother's face, George felt relaxed and smiled.

## Questions for Discussion

- If you were in place of George, what would you have done if you did not receive your mother's medicine?
- Who takes care of you when you fall sick in school? Share an incident.
- Have you ever taken care of any member of your family when they were not feeling well? How and whose?
- Have you ever done something without knowing someone's problem and that made them feel bad? Share an incident.

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

- Go home and tell this story in your family and know the thoughts and experiences of your family members.
- How many people have you seen helping others? Apart from your family members, who and who help your family members?

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

## Day 2:

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

## More Questions for Discussion

- Have you taken care of a child at school (falling or getting hurt) whom you did not know? How did you take care of them? Share.
- How can you take care of your peers in school?
- How will you feel if you are not taken care of when you are sick? Please discuss.
- Have you ever taken care of a person in your family? Share.

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

## 7. Weak Performance

**Duration:** Minimum two days but can be extended if required.



**Objective:** Draw the attention of the students towards the importance of taking care of their health. They should try to understand whether the food they find delicious is healthy for them or not.

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

### STORY

#### **Direction of Discussion:**

Students like to eat food of their choice. Their entire focus is on the taste of the food and not its qualities. That is why they prefer tasty food and not healthy food.

Through discussion questions, teachers should bring to the attention of students that the importance of eating is for the good health and protection of the body and not just for its taste.

There was going to be a football match at Shanu's school. He and his friends were preparing for this match for several days. For a few days, Shanu was feeling very weak and tired. One day his friend Salim said to him, "Shanu! Are you gaining weight?" He too noticed that his clothes were not fitting well. He could not even run in the ground for a while. At today's practice, he was upset at his poor performance and he felt that his friends were also unhappy with him.

He reached out to his friends to talk. He made an offer to his friends, "Come on guys, let's have a pizza party". His friend Salim replied, "No friend, we all rarely eat pizza". Nikhil said, "Come have lunch with us." Shanu saw that some of his friends had brought healthy food items like salad and custard in their tiffin and some brought sprouted pulses and buttermilk and some chapati and green vegetables. He opened his lunch box and saw that his lunch had pizza and burger. He remembered seeing that for the last few days he had been insisting his mother on making pizza, sometimes burgers and maggi. He rarely ate healthy food and when he did, he ate it reluctantly. While pondering

over this, he wondered whether his eating habits were the reason for his poor performance?

### Questions for Discussion

- What are the things you like to eat? Why do you like these things? Share.
- Do you like to eat junk food? Is junk food good for the body? Share.
- While eating food, where does your attention go- to tasty food or healthy food? Why? Share.
- Mention the food items that give you the strength and energy to play? Discuss.

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

- Go home and tell this story in your family and know the thoughts and experiences of your family members.
- Find out in your family and neighborhood that what kind of food do people prefer?

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

### Day 2:

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

### More Questions for Discussion

- For how many days can you continually eat what you like to eat?
- Make a list of such food items which make you fall sick after you eat them? Even after knowing this, do you still eat such food items? Share.
- What kind of food can keep you healthy? Discuss with your partner.

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

## 8. Rosie's story

**Duration:** Minimum two days but can be extended if required.



**Objective:** To bring to the attention of students that their parents also need their love and affection.

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

### STORY

**Direction of Discussion:**

Parents take good care of students, especially when they fall ill. Through discussion, teachers should make the students realize that they should also take care of their parents. Students can take care of their small needs. Our parents also need our support and care, this will make them feel good.

Rosie, a 6 year old, loved to hear stories from her father at night. Her father narrated her a story every night till 8.30 pm. One day she went to dad, who was lying on the sofa with his eyes closed. Rosie thought that her father was asleep, but due to high fever, dad couldn't sleep. Rosie was silently returning when hearing her little footsteps, Papa opened his eyes and said in a low voice regretting, "Daughter, tonight I won't be able to tell you a story". The mother, who was sitting there, touched her head affectionately and said, "Let's go to your room. Let father rest here. Today I will tell you a story". Mom told her a story, the story was interesting but due to dad's illness, Rosie did not enjoy it.

After hearing the story from her Mom, Rosie went to her dad and said, "Dad today I want to tell you a story". Rosie, caressingly put her soft little hands on her father's head and told him a funny story about a home and the people living in it. His father liked the story very much.

He smiled after listening to the story. Rosie said lovingly to her dad, "Dad, get well soon". The next morning dad came to Rosie and said, "I had a sound sleep yesterday after listening to your story. Today I am feeling better". Both Rosie and her father were smiling.



### Questions for Discussion

- Do you think your parents also need your love and affection?
- When and how do you take care of your parents? Please discuss.
- What are the things that you do for your parents that make them happy? Share.

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

- Go home and tell this story in your family and know the thoughts and experiences of your family members.
- Ask your friends to whom do they take care of in their homes. How often do they do this?

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

### Day 2:

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

### More Questions for Discussion

- When someone in your family falls sick, how do other family members take care of them?
- Who takes care of you when you fall sick? How do you feel after getting their care? Share.
- How will you feel if you are not taken care of when you fall sick?
- Have you ever served anyone other than your parents? How?

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

## 9. Piggy Bank

**Duration:** Minimum two days but can be extended if required.



**Objective:** The students' attention should go towards the troubles faced by others and they should decide according to the situations to support them.

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

### STORY

**Direction of Discussion:**

Through discussion questions, draw the attention of students towards the needs of their family members which can be more important than the wants of the students like toys, clothes etc. Before buying their favorite thing, it must be seen whether buying the thing they like is more important or fulfilling the needs of others is more important. Whenever we help someone, along with their happiness we also feel happy.

For a long time, Mayank wanted to buy new shoes, so whatever money his Dad or any relative would give him, he would put it in his piggy bank. Gradually, the piggy bank filled up. Mayank started thinking, "Now I will buy a new pair of shoes for myself". Coming from school, he saw different types of shoes from the windows of many shops. He kept thinking which shoes should I buy? The next day he planned to go with his parents to buy the shoes.

But when Mayank returned home from school, he saw that mother was sewing her old dress, which was torn from many places. Several stitches were visible in the dress. Mayank went to the room and had a look at his shoes. He thought "My shoes are not in as bad a condition as mother's saree is. If the shoes are sewn slightly and polished well, then I need not buy shoes for one more year". As soon as this thought struck his mind, Mayank gave all his saved money to his mother and said, "Mom, you buy a saree for yourself tomorrow". Feeling his love and care, his mother gave him a big hug and her eyes got moist with tears.

## Questions for Discussion

- Which people in your own family do you know whose needs are to be met immediately?
- Have your parents ever given up on their urgent need to make you buy what you want? Share an incident that happened to you?
- Will you value the needs of all people or only those who are dear to you?
- On what basis do we consider someone as our own? The answers of the following questions are different or same for the whole class?
- When someone respects us, or when someone insults us?
- When someone loves us or when no one loves us?

(Give examples from your daily life and discuss)

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

- Go home and tell this story in your family and know the thoughts and experiences of your family members.
- See in your family, whose needs are more important than your needs?

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

## Day 2:

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

## More Questions for Discussion

- How do you feel when your needs are not fulfilled?
- Do you know any such family needs that can be fulfilled without spending money?
- In what activities do you spend your piggy bank money?
- If you get a chance, whose needs would you like to fulfill?
- What would you have done if you were in place of Mayank? Share

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

## 10. My Lucky Pen

**Duration:** Minimum two days but can be extended if required.



**Objective:** Draw the attention of the students to the point that it is not appropriate to do something by forming assumptions. Only when we do something by understanding it and knowing the reasons, it becomes appropriate for us to that work

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

### STORY

#### **Direction of Discussion:**

Through discussion questions, draw the attention of students to the long standing beliefs in the society. If the child is doing something, then he must try to know the reason behind it.

Like 1. Cutting nails at night - In the olden days there was no electricity nor any safe tool for cutting nails. Due to this reason, there was a fear of fingers getting cut along with the nails. That is why nails were not cut at night, but now it is not so. We can see other similar examples in society where some beliefs have been relevant in the old times but in the present they are no longer relevant. Through this story, the attention of the students is being taken towards not considering anything as lucky and unlucky before actually knowing and understanding it properly.

Suman was getting ready for school in the morning and today was the first day of her annual examinations. She was happy with her preparations however, was feeling a little restless as he couldn't find her lucky pen. She would repeatedly check the clothes in her wardrobe, sometimes looking for it on her study table. But she could not remember where she had put her lucky pen. She got scared without her lucky pen, thinking she would not do well in the exam. Dad was calling her as it was getting late for school but she was very anxious. After waiting for long, her father came to her room and asked her what had happened and what she had been doing for so long. She replied, "Dad, I can't find my lucky pen. If this happens, I will not be able to do well in the exam." Hearing the whole matter, her father smiled a little and said, "You will not be able to take the exam if you are late. Go to school now and take the exam. We shall talk in the evening". Suman went to school with a heavy heart and waited for the question paper. Shortly, after all the children got the question paper, Suman looked at the paper frighteningly. Reading the whole paper, she relaxed and started solving the question paper.

On returning home, she eagerly waited for her father's arrival. In the evening, when her father came, she ran and hugged him and said, "Papa, you were right. I had learnt and understood all the lessons of Science. So I was able to solve the paper very

easily”. Dad appreciated patting her back. Suman said, “Papa, I also understood that the work of a pen is to write, it can write only what I have learnt and understood”. As she said this, her face started glowing with confidence.

### **Questions for Discussion**

- What would you have done if you were in Suman’s place? And why?
- Why do you get low or high marks in your exam? Please discuss.
- Have you ever considered anything as lucky?
- What all things do you consider as important (useful) for you?

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

- Go home and tell this story in your family and know the thoughts and experiences of your family members.
- See in your house, who all in your family consider things as lucky? Also know why they consider that thing as lucky.

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

### **Day 2:**

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

### **More Questions for Discussion**

- Have you got so attached to something that you find it difficult to work without it?
- Are things necessary and unnecessary or lucky and unlucky?
- Has it ever happened to you that you did not have your lucky item, yet your work was done very well?

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

## 11. Granny's laddus (Indian Sweets)

**Duration:** Minimum two days or till the Teacher's Satisfaction.



**Objective:** The students should pay attention to the fact that in case of any misunderstanding, it is necessary to check the facts before accepting it as true or false.

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

### STORY

**Direction of Discussion:**

It has often been seen that sometimes we doubt others due to misunderstanding whereas, it is not what we are thinking. Through the questions of discussion, the teacher should draw the attention of the students that before accepting anything as true, it is necessary to check the facts and know the matter first and then believe it.

Prakash, was a grade 4 student, celebrated his birthday the previous day. He was very happy to have got many gifts. His best gift was a box of ladoos prepared by his granny. It was a holiday that day, so he sat on a bench in the park with the box of sweets. As he watched other children playing, he too wanted to join them. He took off his sweater and went away to play.

When he returned to the bench, he saw a boy eating sweets from the box. Prakash sat next to him in surprise. The boy even offered him sweets, smilingly. Prakash thought, "What a mean boy, he's eating my sweets without asking, and offering me my own sweets". Prakash also ate a piece here. In the meantime, the boy finished the rest of the sweets and went away. As Prakash also prepared to leave and took his jacket, he was shocked. His box of sweets was kept as it was under the jacket. Prakash felt guilty of judging the boy. He realised that the boy ate his own sweets and happily shared the pieces with him and other children.

### Questions for Discussion

- How will you feel when your friend forms some misconception about you and why? Share.
- Do you make new students in school as your friends? How do you do that? Share.
- Have you ever misunderstood anyone? When?
- Do you feel happy by sharing things with someone?
- With whom do you share your things?

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

- Go home and tell this story in your family and know the thoughts and experiences of your family members.
- Observe what people around you do to clear misconceptions.
- Observe how many people in your surroundings share their happiness with neighbors?

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

### Day 2:

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

### More Questions for Discussion

- Which people do you trust- whom you know or whom you do not know? Why is this so? Share.
- What is the difference in your behavior with people you know and with the ones you don't know?
- Due to a misunderstanding, you kept a distance from a friend, but the same friend helped you in times of trouble, how did you feel then? Share.
- Have you made any effort to clear up the misconceptions which someone formed towards you? If yes, how? Share.

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

## 12. Picnic at Manjeet's Home

**Duration:** Minimum two days but can be extended if required.



**Objective:** Draw the attention of the students to the point that the real happiness is in living together with family members and friends.

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

### STORY

**Direction of Discussion:**

Whenever we go for picnics or somewhere to hang out, we feel happy only when our family members or our friends are with us. It doesn't give us any pleasure to go out somewhere or on a picnic alone. Through questions of discussion, teachers should draw the attention of students that going on a picnic alone, playing alone or eating alone does not make us happy. True happiness can be experienced in living together in relationships with friends and family.

Today, Manjeet and his friends had planned a picnic. However, due to heavy rain, they had to cancel their plan. So, disappointed, he sat next to the window in his room. Suddenly, there was a knock at the door. He opened the door and saw his friends Manoj, Pradeep, Amita and Neeru standing there. Manoj said excitedly, "We must organise the picnic". Pradeep asked, "How is it possible". Manjeet replied, "I am also sad because of this".

Amita came up with an idea, "Why don't we organise our picnic inside the house?" Everyone asked how they could plan a picnic indoors. Neeru hurriedly made a make-shift tent using bed sheets and chairs. Manjeet prepared the bedding on the floor. They played many games including Snakes & Ladders, Ludo and Carrom. After a while, Manjeet's mom brought Rice & Curry and sweets. Everyone enjoyed the meal and each other's company as they would have done on a Picnic Day. Manjeet and his friends realised that it was the best picnic they ever had.



### Questions for Discussion

- Do you like going on a picnic?
- What kind of place do you like to go for a picnic?
- Why do you go on a picnic?
- Whom do you like to go on a picnic with?
- What do you do when you are on a picnic?
- How do you feel after coming back from a picnic?

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

- Go home and tell this story in your family and know the thoughts and experiences of your family members.
- Ask your family members that if they want to go out somewhere, would they like to go there alone or with other family members.

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

### Day 2:

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Questions for Discussion of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

### More Questions for Discussion

- If you are given many food items of your choice, would you like to eat them alone or would you like to eat them with your parents and friends?
- Would you like to go somewhere with friends or alone?
- Do you remember any picnic/event/moment that you enjoyed a lot?
- Have you gone on a picnic with your parents? What did you do there? Share.

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

## 13. I want to run the fastest

**Duration:** Minimum two days but can be extended if required.



**Objective:** Draw the attention of students that with confidence and constant practice any task can be done and your destination can be reached

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

### STORY

#### **Direction of Discussion:**

Through discussion questions, student's attention should be taken to the fact that if their power of mind is strong, their body's strength will not become an obstruction. Any task can be accomplished with confidence, power of the mind and constant practice. Many times we are told that we cannot do a particular task due to lack of physical strength or for any other reason. But, with our strong will, confidence and constant practice, we succeed in doing that work.

Wilma Rudolph was born in a poor family in Tennessee. When she was just four, she suffered from double pneumonia and high fever. This led to her being affected by Polio. She had to wear a foot brace to walk. Her mother always encouraged her by saying that she could achieve anything with her strong will and capabilities. Wilma was influenced by this thought and decided to run faster than everyone else. To have a desire like that while barely managing to walk without support, showed her strong will.

Doctors suggested that she would never be able to walk without braces, but she decided to do otherwise. At the age of 13, Wilma decided to take part in her first race but finished last. Later, she participated in many races, but never succeeded. Despite this, she never lost hope. At the age of 15, she participated in Paralympics( Olympics for persons with disabilities), under the guidance of Coach Mr Temple. She competed against the world champion Yuta Hin who had never lost before. Wilma created history by defeating Yuta Hin in the 100m, 200m & Relay race and won Gold Medals. With a strong will, self confidence and constant practice, a polio affected woman became the World's fastest runner.

### Questions for Discussion

- Who encourages you to do something new?
- Have you ever lost faith in yourself after someone said something to you?
- Has your faith in yourself increased after someone said something to you?
- Do you do things according to your own wish/will or because someone said it ?
- From Whom do you seek help when you get upset?
- How do you feel when someone gives you the courage to fight through problems?

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

- Go home and tell this story in your family and know the thoughts and experiences of your family members.
- Are there people around you who have achieved any achievement because of their ability and determination, even after physical deficiency? Share.

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

### Day 2:

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in the class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

### More Questions for Discussion

- Do you know someone who does normal work despite any physical deficiency? Share.
- Have you ever felt that you will not be able to do some work? Share
- Who encouraged you then and how?
- Have you ever completed any work even after getting sick? Share
- If you wish to participate in a school race but you get hurt then what will you do?
- Do you help to cheer up your peers who are physically deficient?

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

## 14. Yummy Custard

**Duration:** Minimum two days but can be extended if required.



**Objective:** Draw the attention of the students to the conclusion that working together results in beneficial results.

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

### STORY

#### **Direction of Discussion:**

Students should be asked to make choices in two types of situations: (i) You have to eat alone (ii) You have to eat with other peers or family members. What will be your decision? We often like having meals with our peers or family members. Teachers should bring to the attention of students through discussion questions that we are happy only by living together in nature, family and society. When we give or seek support, we complement each other.

We experience happiness by working together.

Raman asked Fiza, “What have you brought for the Class Party?”. Fiza replied, “It is a surprise and I will show only during the lunch break”. All the kids were excited about the class party. As soon as the lunch break bell rang, all of them sat together in a circle. They opened their lunch box. Raman said that his mother had sent Chocolate Pancakes. Fiza shared that her father had made Custard for her and Kabir told everyone that he had brought Rice Pancakes with curry.

Julie was hesitating to open her box. Fiza noticed her expressions and asked her about it. Julie replied with teary eyes that her mother was unwell so didn’t cook and her father too was away. She opened her lunch box with grapes in it. Fiza said, “Oh Great! My dad forgot to add grapes to the custard, let’s do it now”. They added grapes and everyone relished the fruit custard and other dishes.

Julie said, “I always ate my lunch alone at my desk. I never shared it with anyone. I could never finish my lunch nor relished it the way I did today.” Everyone was so happy. They had enjoyed eating together as they had never relished food eating alone.

### Questions for Discussion

- How do you feel when you eat food together and why? Share
- Have your friends ever worked together to help you overcome your problem? How? Share
- Have you ever had your meal alone? How did you feel then? Share
- Have you ever been of any help to someone? If yes, then how?

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

- Go home and tell this story in your family and know the thoughts and experiences of your family members.
- In what tasks does your family and the people of the neighborhood help each other? How?

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

### Day 2:

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

### More Questions for Discussion

- Do you enjoy working alone or why with your friends? Why so? Share.
- How often do you work together with your family?
- Will you take help of someone when you are in trouble? Why so? Discuss with your partner.
- What will you do if someone needs your help, and why?

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

## 15. Birthday Party

**Duration:** Minimum two days but can be extended if required.



**Objective:** To develop an understanding of how to make proper use of food items during festivals and in daily routine.

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

### STORY

**Direction of Discussion:** Many people in our country eat food together on many occasions.

Often a lot of food is left on such occasions, and is thrown in dustbins.

Through discussion questions, take students attention to taking only as much food on their plate as much they can to eat. students should also follow this practice at their homes to prepare food as much it is needed in order to avoid wastage. If for any reason, food gets cooked in more quantity then it should be given to the needy. The attention of students should also be taken to the point that wasting food is equivalent to disrespecting the labor of many people because of whom the food reaches their plate, like shopkeepers, transporters, jobbers, farmers, people who make fertilizers etc

It was the birthday of Parul's elder brother, Uday. He called all the relatives along with all his friends. Uday asked his mother to make things he liked. However, mom wanted to make a proper amount of balanced food. Uday said that on his birthday, she should make things of his choice for his friends. He told his mother to make more food. His mother and Parul were surprised at how few people would be able to eat so much food.

The next day everyone came to the party and they were very excited. After listening to the songs and music, everyone started feeling hungry and gathered at the dining table. After eating a lot of food, everyone again wished Uday a very happy birthday.

After everyone left, Uday went to the kitchen to drink water and noticed that there was a lot of food left in the kitchen. Seeing this, he felt guilty. He felt that a lot of food was wasted due to his stubbornness.

He went to his mother in tears and said, "Mother, what shall we do regarding this leftover food!" Mother lovingly turned her head and said, "Come with me!" Mother put all the remaining food in different packets and Uday went to an orphanage and fed the children with great love. All the children were very happy to have delicious food. Uday also got mixed up with all of them. Uday felt satisfied to have fed the orphans and was happy to make new friends.

## Questions for Discussion

- What do you do on your birthday? Share.
- Has there ever been any food left in your house due to extra cooking? Share.
- So how did your family make good use of that food?
- Do you know which all people work hard to ensure that the food reaches you? Share with your partner.
- Have you ever seen people working in the field? How did you feel after seeing them? Share.

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

- Go home and tell this story in your family and know the thoughts and experiences of your family members.
- Do you know some organizations that pick leftover food and clothing for the needy people? Find out about these people from your neighborhood.

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

## Day 2:

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

## More Questions for Discussion

- How can you make good use of copy, pen, pencil etc.?
- What are the things in your home that are no longer useful?
- What do your family members do with such things?
- Have you ever faced shortage of something?
- Have you ever given something to the needy which you did not need?

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

## 16. Effect of Companionship

**Duration:** Minimum two days but can be extended if required.



**Objective:** To make the students notice that we inspire others by our behaviour and not merely by speaking.

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

### STORY

**Direction of Discussion:**

Any new work can be started by taking inspiration from each other. Humans have infinite ability to think and understand. Do you tell someone about their abilities and capabilities after recognizing them? In case of any problem, students can make use of their abilities to solve that problem.

Veer had turned 8 years old. He lacked interest in doing new things. His parents and teachers knew this well, but they were not able to figure out the reasons behind Veer's indifference.

When Veer was in second grade, he made a clay toy. All the students laughed at seeing the clay toy. Since then, Veer developed a fear which stopped him from trying new things.

After summer vacations, a student named Gattu took admission in the school. Gattu and Veer sat together from the very first day and became friends. After a day or two, Gattu came to know about Veer's habit of secretly doing new things without showing it to anyone else. Gattu was very fond of attempting new things himself and showing all his work to his peers. When he used to show his work to Veer, he would remain silent. Even after asking Veer to comment on his work, he still remained silent.

The next day, students got the task of making something useful out of waste material, for which Gattu decided to make a Dancing doll. He had made the body of the doll, but he faced difficulty in fixing the position of its hands and legs to make it dance. After seeing Gattu working on the doll for 3 days without much success, Veer went up to him and asked "Gattu, can I help you"? To which, Gattu smiled and replied "Of course, Why not"? Veer immediately got up and started making the hands and legs of the doll and in a short time, he fixed the hands and legs of the doll in a way that it could dance. The entire class saw the dancing doll in utmost surprise. Veer felt a different kind of happiness by supporting Gattu. Gattu and the entire class applauded Veer.



## Questions for Discussion

- Have you ever helped someone get their work done? Share.
- Have you told any of your friends about his/her talent? If yes, how?
- How do you feel when someone tells you about your talents? Share
- If you are unable to do something, whose help will you take? Discuss and share with your partner.

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

- Tell this story in your family and know about their views and experiences.
- Think about your classmates. Try to find those who don't wish to try new things for the fear of failing.
- Observe those students around you who keep doing/trying new things.

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

## Day 2:

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

## More Questions for Discussion

- Have you ever completed your unfinished work by getting help from someone? Share your experience.
- In what problems have your friends helped you? How?
- Did someone ever make fun of you while you were doing some task? What did you do?
- How do you feel when someone compliments you?
- When someone points out your shortcomings/weaknesses, does that affect your abilities? Please discuss.

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

## 17. A Burnt Parantha

**Duration:** Minimum two days but can be extended if required.



**Objective:** Students will be able to appreciate their father's role in fulfilling their needs.

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

### STORY

**Direction of Discussion:**

Students should be able to acknowledge and appreciate the importance of the work done for them by their family members. It is very important to understand the feeling behind why something has been done. When someone makes a mistake, our focus should be on the objective behind their work and not on the work done by them.

Ankur studied in Class 3. As usual, that day too, all the students opened their lunch boxes. They were sharing their lunch with one another. Suddenly, Sohan shouted, "Mom forgot to pack mint chutney with sandwiches".

Just then, he saw that Ankur had brought stuffed Parantha. He took a bite of it, when he realised that it was burnt a little. He was surprised to watch Ankur savouring them. Sohan asked Ankur, "Brother, this Parantha is burnt?".

Ankur replied with a smile, "Yes, it is. So what if the rolls got a little burnt? My mom was getting late for work today but she usually makes yummy Parantha".

Sohan started thinking about his mom. He realised that his mom also manages all the household chores. He neither thought about her efforts nor offered to help her. In fact, he was complaining about not having mint chutney packed that day. He thought, "My mom looks after the

needs of all the family members".

After school, Sohan went back home, had his lunch and started doing his home-work. Mom had yet not returned from work. He thought of helping his mother by kneading dough. As he tried kneading the dough, the mixture got too sticky to be set. He waited for his mom.

Sohan went up to her when she returned from work and said, "Sorry mother, I ruined flour".

Mother replied, "No son, you have helped me by trying to knead dough. The mixture can be set by adding more flour into it". Saying this,, mother gave a hug to Sohan.

### Questions for Discussion

- Even after getting the burnt Parantha, why was Ankur not complaining? Discuss
- Have you ever worked hard to make something for your family but they did not like it? How did you feel then? Share one such incident.
- What is the work that you cannot do on your own?
- Will you seek help from your family members or friends to complete that work?
- Who all help you at home in completing your work? Share.

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

- Tell this story to your family members and know their views and experiences.
- Identify people around you, who help you in your daily life. What do they do for you?

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

### Day 2:

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

### More Questions for Discussion

- Whom do you help in your home? Share.
- How do you feel when someone helps you? Share.
- How do you express gratitude to those who help you? Discuss and share.
- When working in a group, if someone makes a mistake, what do you do and why? Share.

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

## 18. A Small Effort

**Duration:** Minimum two days but can be extended if required.



**Objective:** Students will be able to appreciate the importance of small efforts in bringing changes. They will be inspired by the spirit of 'Let Live and Live'.

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

### STORY

#### **Direction of Discussion:**

There are and will continue to be many changes in our world. Some require big efforts while some require small efforts. Through discussion questions, teachers should bring the attention of students towards the feeling "live and let live". When we help others to live, we help ourselves in living happily. All the components (trees, plants, animals, humans etc.) are complementary to each other. We all are dependent on one another for our survival.

Through discussion questions, bring the students to the point that small and meaningful efforts can lead to big changes.

Like every Sunday morning, Pradeep and his father were jogging. They reached a lake. He attentively saw a little girl who seemed to be looking for something. Curiously, he went to the other side and questioned the girl, "Sister, what are you doing here"?

The girl replied, "I am removing leaves, polythene, plastic and glass bottles floating on this lake". I want to let these fish live, so by removing these things from the lake, I will be able to help these fish a little. Glass and plastic bottles, polythene, leaves and garbage floating on the water are very harmful. This garbage does not allow sunlight to enter water. Fish do not get enough light and air. Pradeep hesitantly asked, "Can this lake be cleaned by you alone? Will your efforts make a big difference"? The girl replied by saying "Through my small efforts, I will be able to bring about a difference in the lives of fish living in the area that I am cleaning". All the changes in the world begin with such 'small efforts'. Listening to the girl's reply, Pradeep also sat there and started removing leaves floating on the water.

The next Sunday Pradeep and his friends came with posters with them which read, "Let live and live by keeping the lake clean. Please do not throw garbage and plastic wrappers in the lake!"

### Questions for Discussion

- If you were Pradeep, how could you have supported that girl?
- What efforts would you make to bring changes around? Share.
- Was it right for a person to take the initiative to clear the lake?
- How can you help keep your home or school clean? Discuss with your partner and share.

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

- Tell this story to your family members and know their views and experiences on it.
- Do you see people around you who are making small efforts to bring about a big change? (Eg - helping to educate someone).
- With the help of your parents, make a list of tasks you can do which will help in bringing changes in and around your home.

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

### Day 2:

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

### More Questions for Discussion

- Can you bring any changes by changing some of your habits? Such as switching off the power of your classrooms while leaving for home.
- Have you seen anything new happening around you or in your surroundings? Share and discuss with your partner.
- What changes do you see happening in your school? Share.
- What changes do you want to bring around you and why? Discuss and share.

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

## 19. Tumtum and His drum

**Duration:** Minimum two days but can be extended if required.



**Objective:** To make the students understand that respecting others and understanding their feelings are essential for working in a group.

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

### STORY

**Direction of Discussion:**

Sometimes it happens that the work I enjoy doing might be troublesome for others. When the situation reverses, I might feel the same. Understating the feelings of others brings harmony in relations. Through this story, the attention of students is brought towards improving their relationships by understanding and respecting the feelings of others.

Tumtum had a drum. Tumtum would play that drum whenever he wanted, “tum-tomatum tum”. He would play drums in the house and in the park near his house. Due to the sound of his drum, his neighbors and family got upset with him.

When Tumtum went to school, he would start knocking on the table in class. The children in his class were upset with the sound of constant knocking on the table within the classroom.

Chamcham decided to do something about it. She, along with some of her classmates, made ear plugs from cotton and cloth strips. These would stop the noise of constant knocking in reaching their ears. These ear-plugs were distributed among all students. The next day, despite his loud drums, nothing was happening. Then Tumtum caught sight of his classmates’ ears. He noticed that everyone had ear plugs in their ears. He abused Chamcham.

One day while sleeping, suddenly Tumtum heard a voice, “Ton Ton”. Whenever he would move towards bed to sleep, the sound of “ton-ton” would come from the clock tower which would disturb him. He found out why the sound of “Ton Ton” was coming due to a fault in the clock tower. Tumtum remembered the ear-plugs of his classmates. Even after his requests, no classmate gave him their ear plug.

He went to Chamcham and said apologetically, “Chamcham! Will you make an ear plug for me too? The clock tower in my neighborhood makes a noise of ton-ton, which does not let me sleep”.

Chamcham smilingly said, “Yes yes! Why not?” Chamcham made ear plugs for Tumtum with cotton and

from strips of cloth. Now tum-tum was not disturbed by the sound of “Ton Ton”. Post this incident, Tumtum neither played the table in the class nor played drums in front of his family members.

After this, the drum of Tumtum was heard at the school’s annual festival. For the first time, those who heard the “Tumtum” sound from the drum of Tumtum were happy. Chamcham and his classmates sang a group song along with the drum played by Tumtum.

### **Questions for Discussion**

- What was Tumtum enjoying doing?
- What did you find one good thing and one bad thing from this story?
- Has anyone ever got upset by your behavior? Give an example.
- Have you ever been troubled by someone’s behavior? When and how?

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

- Tell this story to your family members and know their views and experiences on it.
- What are some noises in your neighborhood which make it difficult for you to work? (Example - the honking of vehicles or the loud sound of songs at weddings).
- Do you see people around you making efforts in reducing noise pollution? Share.

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

### **Day 2:**

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

### **More Questions for Discussion**

- What are the ways in which you can live happily with your friends in a group? Share among yourselves.
- What would you like to do so that all your peers respect you?
- What will you do if someone plays loud music?

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

## 20. Rohan's Garden

**Duration:** Minimum two days but can be extended if required.



**Objective:** Students will be motivated to adapt themselves in any circumstance.

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

### STORY

**Direction of Discussion:**

Whenever someone shifts her/his place of residence, they feel lonely. They also miss their friends. Through discussion questions, teachers should bring students' attention to the fact that meaningful engagement in a new place can make us happy. We can be happy by adapting ourselves in new places.

It's not even a week since Rohan came to the city. Since then, he felt lonely and depressed because he missed the green trees, the waving fields, the flying birds and the ponds. At the time of coming to the city, he was happy that he would study further but his feelings started to fade as he missed the greenery of the village. When he told this to his mother, she said while explaining to him, "Rohan! You can plant saplings in your terrace pots, I will ask your Daddy to get pots. You can also call your friends. They will also be able to enjoy gardening with you. We will also arrange water for birds."

Rohan did the same. One day, he noticed that a small squirrel was drinking water from his vessel. He was very happy. He ran and told this to his mother. His Mother also got happy to see Rohan happy.

One day, when he went to put some grains and water on the terrace, he saw many birds sitting there, as if they were waiting for him to come. Rohan's enthusiasm was increasing day by day. His saplings were also growing by then. He also observed the growth of plants by noticing their height and appearance of new leaves on branches. Fragrant flowers were blooming on the Jasmine plant. Now even butterflies started hovering there. He loved being on the terrace. He could see the fruits of his hard work. On that day, he thought that he would talk to his teachers and will contribute in keeping the school green.



### Questions for Discussion

- Have you ever moved to a new place?
- How did you feel after coming to a new place?
- What did you like and didn't like in the new place?
- Did you make friends after coming to the new place?

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

- Tell this story to your family members and know their views and experiences on it.
- In such a situation, you should be aware of your thoughts and feelings so that your experiences can be shared honestly.
- Observe the people around you. How aware they are about their environment? How do they protect the environment?

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

### Day 2:

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

- Students recall the story of the previous day. Various ways can be adopted for recalling the story, such as, role play by students and students telling the story to each other in pairs. The teacher can help the students to recapitulate the story whenever necessary.
- Students can share feedback received from home in small groups. Students willing to share their experiences with everyone in class can be asked to do so.
- Discussion questions of the first day can be taken again with those students who were absent in class on that day or were unable to express due to lack of time.

### More Questions for Discussion

- What work do you do together with your friends?
- How do you feel about working with friends?
- Have you ever planted saplings with someone?
- What did you like about planting saplings with your friends and planting saplings alone and why?

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

## Activity Section

It has been seen precisely that while performing activities children play an important role through their active participation throughout the process. An activity helps children to memorize and understand knowledge as this depends on their personal or day to day experiences. Considering the importance of activities, the happiness curriculum has been designed while keeping its virtue in mind. Similarly, incidents that take place in front of a child or an activity in which a child participates helps him/her in learning and understanding better.

While designing the content it has been kept in mind that the activities should be designed as per children's age group and their mental ability, which simultaneously will help them in thinking and understanding various unseen aspects. During the activity, children may have thoughts in their minds which later on they can discuss with each other.

The objective of this book having activity as its third category is to make students more rational and keep incidents the way it has been. Through this, they will be able to analyse things beyond traditional thinking. Apart from this, they will be able to think out of the box and be able to make balanced decisions.

These activities can be easily demonstrated in the classroom without special equipment.

### Things to be considered while doing activity session-

- **Objective and Note for the Teacher** for each activity are given for teachers' reference only. The teacher will not share this with students in the classroom.
- Before performing the activity, it has been said that the teacher must read and understand the 'objective' and 'Note for the Teacher' for better understanding.
- Kindly take reference from the handbook.
- Kindly ensure that there will be no prejudice and pre-assumptions while demonstrating activity in the class. Children should get equal opportunity to put forth their views and thoughts.
- The teacher will ensure that every student is participating in the session.
- The teacher will also participate in the activity session to encourage students.
- Do not conclude the activity rather encourage students to explore.
- To achieve the Learning Outcomes teacher can adopt better ways to execute the activity.

# 1. Let's Draw Shapes Together!

**Duration:** Minimum two days but can be extended if required.



**Objective:** Developing students' ability to think and make collective decisions and feeling a sense of contentment by developing team spirit while collaborating.

**Material required:** Pencil, Eraser, Sharpener.

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

## Note for the Teacher:

Every human has immense potential to think. With the help of this activity, students will be able to use their reasoning ability to create different types of figures/shapes with their pencil, eraser and sharpener. Students will experience the happiness of working alone as well as with other students through this activity. This activity will also help in developing their confidence and decision-making ability.

## Steps for Activity:

- Ask all the students in the class to take out their pencils, erasers and sharpeners.
- Ask them to sit separately.
- Ask each student to make different shapes by combining pencil, eraser and sharpener such as: square, triangle, flower, tree and other shapes.
- After this, all the students visit the class looking at the shapes made by each other and then return to their place. This will allow them to appreciate each other's collective efforts and see the creativity of others.

## Suggested Questions for Discussion

- Which shape did you make? Why did you make this shape?
- Could you have made any other shape? Share with others.
- What all challenges did you face in doing this activity?
- How did you overcome these challenges?

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

## Day 2:

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

### Steps for Activity:

- Teacher will make groups of 4 students each.
- All students will take out their pencils, eraser and sharpener.
- Allocate one table to each group.
- Get all the students to gather pencils, erasers and sharpeners together in groups.
- Ask each group to make different shapes by combining pencil, eraser and sharpener such as: square, triangle, house, bus and other shapes.
- After this, all the groups will visit the class looking at the shapes made by other groups and then return to their place. (This will allow them to appreciate each other's collective efforts and see the creativity of others).

### Suggested Questions for Discussion

- How did you feel after seeing the shapes made by other groups?
- Which all shapes did the other groups make? Discuss.
- What would you have done if your group mates would not have supported you?
- When did you feel more happy? In making the shapes alone or making them in groups?

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

### Points to be kept in mind during the Activity:

- Let the students make the shapes by themselves on the first day and in groups on Day 2.
- Avoid giving your suggestions to the students.
- Give students enough time to complete the activity.
- Avoid judging the shapes made by the students as good or bad.

## 2. Let's Go on a Picnic

**Duration:** Minimum two days but can be extended if required.



**Objective:** Students will be able to understand that the purpose of a picnic is to spend quality time with their loved ones, while having refreshments. Bring the attention of the students towards choosing the food items that are nutritious.

**Material required:** Paper, pencil, eraser etc.

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

**Note for the Teacher:** Through discussion questions, the teacher should draw the attention of the students towards the type of food that should be eaten when they go on a picnic. With the help of each other, students should choose food items that are good in taste and are also good for health. Despite knowing the difference between the food which is healthy for our body and the ones which only taste good, we are unable to include more of the healthy food in our diet. Through this activity, the students' attention will go to the food items they choose, as well as the choice of their peers.

### Steps for Activity:

- Make groups of 5 students each.
  - List the food items required for each group to have a picnic in the school park.
  - In each group, students will choose and write the names of food items of their choice (In doing so, the choice of all the members of the group should be taken care of).
  - Now from this list, the students of the group together will remove the names of the food items which are harmful for health. Teachers can support the students in this task.
  - Now see the list to ensure that the choice of each student of the group has been included in the list. If someone has been left, include their choice in the list while making sure that is good for our health.
  - Now, all the groups should present a food plate in front of the class by drawing pictures of food items as per their wish.
  - Those groups who are unable to draw pictures of food items on the plate, can present their plates by writing the names of the food items.
- At the end of the activity, the teacher will take all the students on a picnic inside the school with the plates presented in the classroom. (If the time is short, then take the students to the picnic the next day).

### **Suggested Questions for Discussion**

- Why do we go on a picnic?
- Why do we enjoy a picnic?
- What things did you keep in mind while preparing the list of food items to be taken for picnic?
- Towards the end of the activity, we added some more items to the list. Why did we do so?
- Was there anything in the preparation for the picnic that you liked but your peers didn't? What did you do in such a situation? Share.
- How did you feel after going on a picnic in the school?
- What would have happened if had you not made a food list together with your group mates 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:**

- Teacher should talk to the students keeping in mind the objective.
- Keep in mind that the whole activity leads the students towards the utility of food.
- Give the students full opportunity to present their work.
- Give students enough time to discuss.

### 3. Look, We are Similar

**Duration:** Minimum two days but can be extended if required.



**Objective:** The attention of the students will be drawn towards the similarity in everyone's body.

**Material required:** Paper and Pen /Pencil.

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

**Note for the Teacher:** We all see with our eyes, smell through our nose and hear from our ears. We all are born in a family. Our family lives in a locality, our neighborhood is in a village/city, our village/city is in a region etc. All humans living in family, locality, society and village or city are the same. After understanding the similarity in the functioning of our senses, the relationship with the other person can be built. Recognizing relationships on the basis of similarity leads to happiness.

Do we all have the same qualities and interests? Why? (Our interests and qualities make us unique. We all are good in our respective areas of interests and capabilities. In this way we can together form a good team!)

#### Steps for the Activity:

- Teachers will ask the students to sit in pairs.
- Ask each pair to draw the sketch (however they can make) of their partners. Also, ask the students to think about two good things (qualities) of their partner.
- All the students should make their partner's face and make their facial parts like ear, mouth etc on it.
- Each pair will present the picture of their partner which they have drawn and will present their good qualities in front of the class.

### **Suggested Questions for Discussion**

- Did all the students draw similar pictures? If yes, how?
- What similarities did you see in the functioning of the organs drawn in the picture? (Example- Seeing with eyes, sniffing with nose, hearing with ears, chewing with teeth, etc).
- Are these similarities with everyone or only with the students of this class?
- How do you feel about recognizing similarities in everyone's body? How did you feel after knowing that everyone's body parts work the same?
- What would happen if everyone had the same face?
- What else do we all have in common? (Like we all live in a family, live in a locality, we all have a name by which we all call).
- What are the similarities between you and your neighbors?

**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:**

- By giving some questions as homework, you can extend this activity the next day.
- Encourage students to do this activity with their family members as well.
- Do the activity nicely and do not make fun of anyone's drawing.



## 4. Let's Thank Them

**Duration:** Minimum two days but can be extended if required.



**Objective:** Drawing the attention of students towards the people whose contribution and labor is involved in making things we use in our life. This will help the students to appreciate their hard work and express gratitude towards them.

**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 will be able to notice that in daily life we depend on a lot of people for our needs. We sometimes remember them and sometimes we don't. To always remember these people and acknowledging their contribution in our lives, is called Gratitude. Through this activity, we will try to develop a sense of gratitude in students. By doing so, students will naturally start feeling grateful.

### Steps for Activity:

- Teachers should tell the students any story or narrate an incident related to the objective of this activity. For example:- While having breakfast this morning, I was wondering whose labour and contribution is involved in ensuring that the dough (used for making chapati) reaches my kitchen. Someone kept the dough with care in his shop, someone brought the dough to his shop in a truck, before that someone put it in the warehouse and before that someone grew wheat in their fields/farms.
- Teacher will form 6 groups of all the students.
- Each group discusses one of the following situations.
  - » Milk reaching your home.
  - » Your book reaching you.
  - » A pen reaching you.
  - » Your shoes reaching you.
  - » Your school uniform reaching you.
  - » Furniture that reaches your school so you can make use of it.
- After the discussion, the students will demonstrate their situation through a role play.
- Students should be given 5 to 7 minutes to prepare for the role play.

- Give students 1-2 minutes to present the role play.
- Seeing the role play of each group, remaining students will try to identify which item is being transported to them in that play.
- Students will also be able to recognize who all have contributed to bring that item to them and how many people must have invested their time and labor.
- Call the students forward to repeat the following song to thank all those people.

### **Thank You Song**

Come, let us thank those people who have helped us  
 Because of them we got food to eat, roof to stay  
 We got books to study, pen/pencils to write  
 I wear clean clothes to school in order to achieve something  
 If there were no laborers, how would have the school been built  
 If shoes were not made by someone, how could we have walked safely  
 Come let us thank them because of whom we are blessed

### **Suggested Questions for Discussion**

- If someone does something for you in your house, do you feel a sense of gratitude (Sense of acknowledgement for the work done by someone) towards them? If yes, how do you express your gratitude towards them? Share.
- How do you express gratitude towards your friends?
- Has anyone ever thanked you? If yes, then how?
- Who all work and contribute to running your home? How do you thank them?
- Who all would you like to thank when you go to your class? Why and How?
- Are there some people outside the house who help you? Such as:- Milkman, Auto driver, sweeper, etc.

<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:**

- Teachers can make use of the board so that the students remain focused.
- In the end, everyone can repeat the 'Thank You' Song.

## 5. My Favourite Place

**Duration:** Minimum two days but can be extended if required.



**Objective:** The attention of the students should be drawn towards the fact that a clean environment is very important for healthy living.

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

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

**Note for the Teacher:** This activity will draw the attention of students towards making their environment clean and they will also be able to understand the need for a clean environment. How can the environment be kept clean? Why do people get sick? Why is it important to live in a clean environment?

### Steps for Activity:

- Ask all students to walk randomly inside the classroom. After 10 seconds, ask the students to stop and form a pair with the child nearest to them.
- Ask all students to close their eyes.
- Now ask them to think about their favorite place inside the school.
- Ask the students to think about everything present in that place. Teachers can ask students to think about the following questions.
  - » How does your favorite place look like?
  - » What all things are there in this place?
  - » Does it have walls or is that an open space?
  - » What color are its walls?
  - » Is it a big place or a small place?
- Teacher should make the students think about the objects, fragrances and colors of that place.
- All students should tell their partner about their favorite place.

### **Suggested Questions for Discussion**

- How did you feel when you thought of your favorite place?
- Which is your favorite place? (The teacher should ask some students to share their answers with the whole class).
- Why do you like that place? Share with your partner.
- What do you do to keep your favorite place clean/healthy? Tell your partner.
- What thoughts come to your mind as you hear the word 'favorite'?

**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 opportunity to all the students to express their thoughts.
- During the discussion, teachers should help in maintaining the direction of discussion among the students while ensuring that maximum number of students are able to express their views.
- Teachers should ask the students to think of some ways by which they can keep their surroundings clean.
- Teachers can lead the discussion by participating in the activity themselves.

### **Day 2**

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

### **Steps for Activity:**

- Students will draw a picture of their favorite place (which they thought on the first day of the activity).
- Students will complete the picture of their favorite place and give it to their partner.
- "Suppose the next day you come there and that place looks dirty". Now all the students will convert their partner's picture into a dirty place.
- Now, return that picture to your partner.
- Now, everyone will have their own picture.
- Now, everyone will look at their pictures and tell how they are feeling about their favorite place.
- Think of the possible reasons behind your favorite place turning dirty. Share your answer with your partner.

### **Suggested Questions for Discussion**

- How will you feel if someone dirties your favorite place?
- What can happen if someone goes to a dirty place? (Like -the place must be smelly, there can be mosquitoes). Discuss and share with your partners.
- Would you like to go to any dirty place?
- Who dirties the places you see around you?
- Have you ever made any place dirty?
- The place that used to be your favorite is no longer your favorite now, what could be the reasons for it?
- Why is it necessary to put the garbage in the dustbin? Please share.

**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 opportunity to all the students to express their views.
- During the discussion, teachers should help in maintaining the direction of discussion among the students while ensuring that maximum number of students are able to express their views.
- Teachers should ask the students to think of some ways by which they can keep their surroundings clean.
- Teachers can lead the discussion to the objective by participating in the activity themselves.

## 6. Who is My Hero?

**Duration:** Minimum two days but can be extended if required.



**Objective :** To draw the attention of students towards the contribution of their family members and become grateful towards them.

**Material Required:** Paper and pencil.

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

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

Sometimes we observe that some students behave as if their family members don't do enough for them or they feel that whatever their family members do for them is their responsibility. Therefore, students ask them to do all kinds of tasks like buy me a new bag, bring my books, why didn't you get my shoes polished, why did you not make food yet and so on.

Because of this, many times they talk to their family members out of annoyance or resentment.

This activity will seek the attention of the students on the work being done by their family members. They should be sensitive towards relationships and be grateful towards the people who work for them.

### **Steps for Activity:**

- Ask the students to stand at their own place in the classroom.
- The students will form a group of as many students as many times the teacher claps. For example, if a teacher claps 2 times, the students will form a group of 2 students in each group. If the teacher claps 4 times, the students will form a group of 4 students in each group. Similarly, as many times the teacher claps, the same number of students will form a group together.
- In the end, the teacher will decide how many students she/he wants in a group and will clap accordingly.
- Teachers can form groups of students in any other way, but keep in mind that the students who sit together every day are not in the same group.
- Have the students sit in their groups and discuss what the family members (whom they have chosen) do for them? That is, from waking up in the morning till the time they go for sleep at night.
- Now give the option to the students to either make a verbal list of those tasks or to show them in the form of drawing/sketch.
- 5-7 minutes should be given for this task.

- When the students tell about their family members verbally, the teacher should write the names of the members selected by them and list the work done by them on the black board.
- One representative from each group comes one by one to share their group's discussion. Give 1-2 minutes for each group presentation.

### **Suggested Questions for Discussion**

- Who all in your family members help with household tasks?
- On the day when your mother is ill or is unable to do household chores for some other reason, who does all her work?
- Have you ever helped your family members in household chores? When and how?
- What is right- Household chores being done by one member or being done by everyone together?
- Do your family members expect something from you in return for the tasks they support you in? (Great if you start getting answers to this question. Otherwise, to guide the students thoughts, following questions can be asked).

Would they like:

- » If you help them with their work?
- » If you serve them?
- » If you talk to them politely/with love?
- » If you thank them?
- » Or they do not want anything like this?
- The students can be encouraged to go to their homes and discuss this with their family members. The next day in class, this discussion can be extended on the topic - What discussions they had with their family members and what all things they will keep in mind while dealing with their family members.

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

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

- Teachers should note that there is no specific comment on any parents' business or any work and every work should be viewed with respect.
- The teacher himself/herself should participate in the activity in order to achieve the objective.
- Give students enough time to prepare a list or drawing of the work done by their mothers.

## 7. My True Happiness

**Duration:** Minimum two days but can be extended if required.



**Objective:** Drawing students' attention towards the fact that happiness derived from relationships is more important than happiness received from material things.

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

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

**Note for the Teacher:** We often derive our happiness with things which are around us like eating tasty food items, listening to songs, playing with our friends etc. Bring students' attention to the fact that when relationships deteriorate, we become unhappy. We feel the void and realize the true value of that relationship. Students will be able to understand that true happiness is found in relationships. Students will also be able to understand that all our requirements cannot be fulfilled by items/things alone and we experience true happiness through relationships.

### Steps for Activity:

- Start the discussion by narrating a short story.

“A child was going to a fair with his parents. After seeing different varieties of clothes, toys, sweets, flowers etc, he insisted his parents buy him those items but his parents refused. He kept thinking about those things all the way. While running behind those things, he got separated from his parents. He ran everywhere, every corner in search of his parents, but was unable to find them. The boy cried a lot. Seeing him cry, a person offered to buy all the things he wanted so that he would stop crying, but the boy no more wanted those things then. He wanted to be united with his parents and didn't stop crying until he found his parents”.
- For this activity, tell the students to count from 1 to 5 one by one (Example- One student will speak 1, the next to him will speak 2 and so on till 5). When a student says 5, ask another student to start the cycle again from 1 (Example- when one student said 5, the student next to him will say 1 and so on).
- All the students who said 1 will be in the first group, the students who said 2 will be in the second group, the students who said 3 will be in the third group, the students who said 4 will be in fourth group and finally the students who said 5 will be in the fifth group.
- In each group, students will make a verbal list of their needs.



- Teachers can tell students the names of some objects for example. Such as: car, house, water, mother, father etc.
- Tell the students that their needs/list can be different from that of other students.
- Teachers, with the help of all groups, will write the items of their verbal list on the blackboard. Make sure that no item is repeated.

### **Suggested Questions for Discussion**

- From the list of items written on the blackboard, which all items are essential for our survival?
- From the list, which items are essential for living a comfortable life?
- If you get all of these, will you be happy?
- If you get all those things instead of companionship with your family members (Like parents, siblings, friends etc), would you be happy?
- What are the most important things you get from your family?
- When do you feel happy for a long time- After eating an ice cream or after playing with your siblings?

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

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

- Teacher should try to divert the attention of the students from material requirements and bring it towards the importance of relationships.
- Teacher should note that every student must participate in the activity.
- Give students enough time for discussion.

## 8. My Helpmates

**Duration:** Minimum two days but can be extended if required.



**Objective:** To bring the attention of the students towards the fact that many people support them in their day to day life.

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

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

**Note for the Teacher:** Through this activity, the attention of the students will be directed towards the fact that in everyday life they get the support of many people, but they hardly pay attention towards their cooperation. Due to this, they are unable to have a feeling of gratitude for the support they receive from these people. This causes the relationship in the family to deteriorate. Through this activity, students' attention will be shifted towards being grateful by acknowledging the support/ cooperation they receive from others. Teachers will try to develop an understanding among students that human life cannot go on without the support of other people. This act of being thankful is called 'Gratitude'.

### Steps for Activity:

- Ask the students to make a slip and write their names on it.
- Now make the students sit in groups of 4 and ask all the students in the group to put their slips together in the middle.
- Now one by one participants will pick a slip and announce the name written on it.
- The student whose name is announced will share about all those who helped him/her in the process from waking up in the morning till getting ready for school.
- Repeat the above step to enable all the students to express.
- The last student participating in the activity can be asked to share about the people who support them other than their family.
- Students will make the slips and share in groups.
- Then every student in the group will share their views.
- Teacher will write all the points on the blackboard.
- Now, the points written on the blackboard should be discussed with all the students.

### **Suggested Questions for Discussion**

- What would happen if the person who wakes you up in the morning doesn't wake you up?
- How would you express gratitude to the person who wakes you up in the morning?
- What if the things required to prepare food in your house are not there? How can you support the person who cooks?
- Where does food come from? Who brings it and who prepares the food? How do you thank them?
- How do your siblings support one other at home?

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

### **Day 2:**

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

### **Steps for Activity:**

- In your respective list, include the name of people other than your family who help you. Such as rickshaw puller, bus driver, school guard, milkman etc.

### **Suggested Questions for Discussion**

- Would you want to thank all those who have ever helped you? If yes, how?
- If someone supported you at the time of need but you did not cooperate with them, how would they have felt?
- How do you feel, if someone does not support you when you need help?
- When you are grateful to someone, how do you express your gratitude towards them?

**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:**

- During group discussion, the teacher should go in each group and ensure that the discussion is moving in the right direction.
- The teacher also needs to share her experiences regarding the feeling of Gratitude.

## 9. Me and Nature

**Duration:** Minimum two days but can be extended if required.



**Objective:** To develop the feeling of being complementary with nature.

**Material Required:** A Handkerchief or a Ball.

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

**Note for the Teacher:** With the help of this activity, students will pay attention to the environment around them and will understand that our needs such as food, clothes and shelter are fulfilled by nature. Nature fulfills our needs but we pollute it with our activities.

Students will understand that all the elements of nature such as soil, water, air, small insects, plants and all living beings are complementary to each other. In order to save the Earth, we should not exploit it, rather nurture it.

### Steps for Activity:

- Teacher can start by announcing that, “Today we will play a game”.
- The teacher will give a handkerchief or any other item to one of the students and will ask him/her to pass the handkerchief to the next student till the teacher claps or the bell rings.
- When the clap or bell stops, the student who has the handkerchief in his/her hand will name any one thing from nature without which we cannot be alive. The student will also share how it helps us.
- After that the student will pass the ball or handkerchief to the next student.
- The teacher will start clapping again and repeat the process.

## **Suggested Questions for Discussion**

Form groups of 4 students each and ask the students to discuss about the things we get from nature in their groups. After discussion in the groups, each group will present to the class.

- Which things found in nature you like the most?
- What else do we get from nature that are useful for us? Like wood, river etc.
- What are the things we get from nature that are necessary for our survival? (Teacher should seek the attention of the students towards heat and light of sun, water, air etc.) Discuss and share.
- Can you tell us some of the damages being caused to nature?
- What can happen if we cause damage to nature? Share with your partner.
- What can you do to protect nature from the damage that is being caused?

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

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

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

- Make sure that all students take part in the activity.
- Make sure that no student comments on other students' responses.
- Explain the instructions properly to the students.

## 10. Looking Good; Being Good

**Duration:** Minimum two days but can be extended if required.



**Objective:** To develop an understanding of being good to others and feeling good.

**Material Required:** Chalk

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

**Note for the Teacher:** We like many things, but are they really beneficial? Through this activity, the students will be able to understand the importance of healthy and nutritious food. They will analyze the difference between nutritious food and delicious food. They can also reflect on various activities they perform in their daily routine.

### Steps for Activity:

- The teacher will draw a line with chalk on the floor of the classroom.
- Write 'yes' on one side of the line and 'no' on the other side.
- Five students will stand on one side of the line and five on the other side.
- Now when the teacher asks questions, the students will jump to either the 'yes' side or the 'no' side depending on their answer. Suggested questions:
  - » Do you like to go to school?
  - » Is it good to go to school?
  - » Do you like to get up early in the morning?
  - » Is it good to get up early in the morning?
  - » Do you like to eat street food?
  - » Is it good to have street food?
  - » Do you like to take a bath?
  - » Is it good to take a bath?
  - » Do you like to brush your teeth at night?
  - » Is it good to brush your teeth at night?
  - » Do you like to eat green vegetables?

- » Is it good to eat green vegetables?
- » Do you like to play on mobile?
- » Is it good to play on mobile?
- Teachers can also prepare similar questions.
- Make students carry out the activity in turns.
- If there is not enough space available for this activity in the classroom, students can be asked to stand and sit in their own place in response to yes or no.

### **Suggested Questions for Discussion**

- What are the household chores you do not like to do but that work must be done?
- What all things/work do you like to do? Are all these things/work needed? Discuss with your partner.
- Name the street food item you like to eat? Is street food good for health?
- Which vegetables cooked by your mother are not liked by you? Why?
- What are the things you like in school which are good for you?
- What are the good things in school that you do not like?

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

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

- The teacher should discuss with the students about the different things which we do not like but they are good for us.
- If there is not enough space available for this activity in the classroom, students can be asked to stand and sit in their own place in response to yes or no.

## 11. Happiness Wall

**Duration:** Minimum two days but can be extended if required.



**Objective:** To enable the learners to pay attention towards the things which make them happy.

**Material Required:** Colored paper and sketch pens.

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

**Note for the Teacher:** With the help of this activity, bring the attention of the students to the fact that a person is happy when he stays in harmony with his family members or when he does his favorite work like-eating his favorite food, drinking his favorite drink, listening/singing his favorite song etc. Students should also be able to understand that neither their favorite item can be available at all times nor they can do their favorite work at all times. If we do our work happily, no matter what that work may be, we will always feel happy.

### Steps for Activity:

- Teacher should start by sharing their own experiences with the students which make them happy such as playing with students or eating food.
- Teacher will ask the students to say one, two, one, two ..... After the last student has spoken the number, all the students who spoke number 'one' will form an inner circle and all the students who spoke number 'two' will form another circle surrounding the first circle, that is an outside circle.
- The students standing in the inner circle will have their faces towards the students standing in the outside circle. The students of the inner and outer circles will have discussion on 'What makes them happy'.
- After discussion, give the students colored paper and ask them to make a smiley and write their names on it.
- Have students draw pictures or write names of those activities which give them happiness when they do it, such as singing, dancing, playing games, drawing, coloring, etc. (The students who can write, can write by themselves but the ones who face difficulty in writing can take help from their teacher or other students).
- Now ask the students to put their smiley on the classroom wall.



- This wall will now be called ‘The wall of Happiness’.

### **Suggested Questions for Discussion**

- Would the activities that make you happy (the ones you wrote on the smiley today) give you the same happiness if done all the time? Please share.
- What can you do to be happy all the time? Share. (To be happy working or to work happily).
- How do you feel when everyone around you is happy? Share in your group.
- Could you still be happy when someone around you (like your brother or sister) gets hurt?
- What would you do if you are happy doing some work but others are unhappy with the same work? (Like if you are happy to sing in a loud voice but a sick person gets upset with that voice).

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

### **Day 2:**

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

### **Steps for Activity:**

- Teacher should start by sharing some activities with the students that do not make anyone happy. Like- You do not experience happiness in quarreling with someone or speaking ill of someone.
- Teacher should ask the students to discuss in pairs what they do not get pleasure from doing.
- Give paper to the students and ask them to make a list of things that do not make them happy when they do it.

### **Suggested Questions for Discussion**

- Does the work that makes you happy also give happiness to your partner? Discuss and share with your partner.
- Will you be happy by working happily or will you be happy when you work?
- Discuss with your partners that the tasks you are not happy doing, are they also not happy by doing those tasks?
- What are the things that do not make you happy?
- Who is responsible for your happiness? Discuss and share with your partner.

**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:**

- Instructions should be clear.
- Teacher should also make a smiley and put it on the wall.
- Do not force any student to do this activity.

## 12. Happiness Line

**Duration:** Minimum two days but can be extended if required.



**Objective:** To bring the attention of the students towards the kind of behaviour that makes them happy.

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

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

**Note for the Teacher:** Through this activity, different situations must be presented to the students. After presenting these situations, give some time to the students to think whether they would be happy or unhappy in that situation.

### Steps for Activity:

- The teacher should ask the students to imagine each of the situations given below one by one.
  - After giving all the situations, the teacher should give four to five minutes to the students to analyze these situations.
  - Now, students will put themselves in every situation and tell whether they are happy or unhappy in that situation.
  - After every situation, give the students time to think for 1-2 minutes.
- Students who feel “happy” will show thumbs up.
  - Students who feel “unhappy” will show thumbs down.
  - Now the teacher will give the following situations to the students. If the reflection to the situation is “happy”, students will show thumbs up.
  - If the reflection to the situation is “unhappy”, students will show thumbs down.

### Situations:

- When someone shares their meal with me, then I feel...
- When my friend does not talk to me, then I feel....
- When I can share what's in my heart/mind with my mother / father / brother / sister / friend, then I feel...
- When I get angry, then I feel....

- When I do a good deed and someone praises me for that, then I feel....
- When I help someone, then I feel....
- Teacher and students can create and analyze other situations on their own.

### **Suggested Questions for Discussion**

- Which activities make you happy? Share.
- What kind of behavior displayed by others makes you happy?
- Which activities do not make you happy? Share.
- Do you want to be happy but get unhappy with any of your behavior? How will you fix such behavior? Share.
- Which actions of yours makes other people happy? Share.

**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:**

Below points need to be noted before starting this activity.

- This is a personal activity.
- There is no wrong answer in this activity.
- Before giving the situation, the teacher will give a demo of one situation. Example- When someone loves me, then I feel happy. Teachers should demonstrate their situation by showing their thumbs up or thumbs down when they feel happy or unhappy.
- Now, when the students understand the instructions, the teacher will start giving the situations.

## 13. My Emotions, My Happiness

**Duration:** Minimum two days but can be extended if required.



**Objective:** To bring the attention of the students towards their inner feelings and make them aware of those feelings.

**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 will understand that feelings can be both positive and negative. Positive feelings can be like enthusiasm, affection, love, gratitude, support etc. Negative feelings can be like anger, grief, jealousy, competitiveness etc. Students will be able to identify which kind of feelings they would like to live with. Students will also experience that by accepting positive feelings or living with the feelings of their choice brings them happiness. Students will become aware of such feelings and will be able to recognize and express them.

### Steps for Activity:

- Teacher will write 6-7 types of feelings such as sadness, sorrow, anger, affection /love, happiness, cooperation on different slips. Call any 6 students and ask them to enact these feelings.
- Students cannot speak while acting. They should only try to explain the feelings through actions.
- Other students in the class have to guess the feelings being enacted. If students are able to guess the feeling but express it using other similar words then it should also be considered as right. Example- If love is spoken at the place of affection, then it should be considered as right.

### Suggested Questions for Discussion

- Which of your feelings disturb you?
- Which feelings do you want to live with for a long time?
- When you experience a certain feeling, with whom do you like to share that feeling with?
- Which feelings do you experience often (happiness or sadness)?
- Which feeling do you want to experience always - happiness or sadness?

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

## **Day 2:**

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

### **Steps for Activity:**

- The teacher should divide the students of the class into 6 groups.
- Each group should select one representative from their group.
- Teacher should write 6 feelings such as fear, respect, trust, sorrow, resentment and worry on the slips and call representatives from each group to pick one slip each.
- Ask the group to act out an event that represents the feeling which is written on their slip.
- Students cannot speak while acting and they will only try to explain by actions.
- Other students in the class have to guess the feelings being enacted. If students are able to guess the feeling but express it using another similar word then it should also be considered as right. Example- If love is spoken at the place of affection, then it should be considered as right.

### **Suggested Questions for Discussion**

- Out of the feelings given in the activity, which feelings did you like and which ones did you not like? Discuss and share in your group.
- Students will share their experiences of these feelings in their groups.
- Which feelings do you wish to experience for a long time? Discuss in your groups.
- With which feelings you want to live with? Discuss in groups.
- How can each task that you do be done happily? Please discuss.

**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:**

- Care should be taken not to make fun of one other while the students are enacting.
- Teacher should also give examples by showing some actions.
- Teacher must participate in the activity herself/himself.
- Teacher should facilitate group discussions and lead each group towards the objective.

## 14. A Walk in Nature

**Duration:** Minimum two days but can be extended if required.



**Objective:** To bring the attention of the students towards the importance of nature in our lives and why we need to protect it.

**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 will realize why nature is important for us and will understand the role of nature in our survival. To run our lives, we get almost everything from nature but what do we give to nature in return? Students will be able to understand how important nature is for us. Seeing the many uses of nature, students will be able to understand their responsibilities towards nature as well. These days, we are polluting our nature. If we don't protect nature, our existence will be in danger.

### Steps for Activity:

#### First cycle

- To appreciate the importance of nature, ask the students to take a short imaginary walk in nature.
- Ask the students to close their eyes and imagine the things in nature which they like to see. Ask the students to also think about their fragrance, their sound and their touch.
- Imagine the fields on the banks of the river, the crops growing in the fields, the mangoes hanging on tree branches and the cool shade of trees.
- Think about different types of trees, plants and flowers of different colors.
- Ask the students to share their experience in the group.

#### Second cycle

- Ask the students to imagine
  - » That someone has put plastic bottles and garbage in the flowing river.
  - » The water of the river is looking black and is smelling foul.
  - » The crops in the fields are withering, the trees are chopped, hence there is no shade to protect ourselves from the sun's heat.
  - » Foul smell is coming from everywhere.
- Ask the students to share their experience in the group.

### **Suggested Questions for Discussion**

- Have you ever been to a place you imagined earlier?
- How did you feel about going to such a place? Share.
- How did you feel when you first imagined nature's walk? Discuss and share among each other.
- What do you get from the fields? Discuss it with your partner.
- What are the uses of trees, plants, fruits, flowers, rivers and clouds? Discuss in your group.
- What all things did you not like when you went on nature's walk the second time? Discuss and share in your group.

**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 the students enough time for imagination.
- Use the examples given to make the students take imaginary walks.
- Do not judge a student's experiences as good or bad.
- Teacher should lead the discussion to the objective.

### **Day 2:**

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

### **Steps for Activity:**

- Let the students share their experiences of the imagination they did on the first day of the activity.

### **Third cycle**

- Now ask the students to imagine that
  - » the flowing river has dried up.
  - » Trees, flowers, fruits are also not seen anywhere. Butterflies hovering over them also cannot be seen.
  - » It is very hot, everyone is waiting for the cloud to come.
  - » The air is also foul, many people are wearing masks.



### **Suggested Questions for Discussion**

- How would you feel if what you imagined the second time becomes true? Discuss.
- Is it necessary to keep things around us clean? Why? Discuss with your partner.
- Can you do anything to protect nature and the environment? Discuss.
- Can there be any bad effect on your life or health if your surroundings are not clean?

**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 the students enough time to imagine.
- Use the examples given to make students take imaginary walks.
- Do not judge students' experiences as good or bad.
- Lead the discussion to the objective.

## 15. Thank You

**Duration:** Minimum two days but can be extended if required.



**Objective:** To bring the attention of students towards the people in the school who not only help in ensuring smooth functioning of the school but also help them in studying well.

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

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

**Note for the Teacher:** Many people contribute towards the functioning of our school. This activity will draw students' attention towards these people. Students will know that besides their Principal and teachers, there are many other people who contribute in their studies, such as watchmen, cleaning staff, people who bring and distribute food in school, people who print books and ensure that they reach the students, people who make and sell copies, pens, pencils, etc. Students will be able to recognize the cooperation of all these people and will try to express their gratitude towards them.

### Steps for Activity:

- Teacher will draw a picture of the school on the blackboard.
- The teacher will ask the students, who all in the school help you with your studies? After observing the picture on the board, who all from the school came to your mind?
- Any student who raises his/her hand to give the answer, will try to explain by his acting what that helper does.
- The rest of the class will guess the person.
- Now as stated by the students, write the names of the helpers and their roles around the school drawn on the black board. (Possible words - teacher, principal, student etc.)
- Apart from these people, who are the other people who help you in your studies? Example: shopkeepers because of whom copy, pencil, color etc. are easily available to you.

### **Suggested Questions for Discussion**

- Who helps us to study well in school? Discuss in your group.
- If the people who clean the school stop doing so, then how will it affect your studies? Discuss.
- There are a lot of people in the society who help in building and running your school. How will you feel towards these people and why? Discuss and share in your group.
- What would you like to do for those people because of whom, you are able to study well?
- Who helps you with your studies at home and how?
- How do your friends help you with your studies? Discuss.
- Have you expressed your gratitude towards the people who help you with your studies? If yes, then how? If not, then 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:**

- Teacher should also participate in the activity.
- Take the discussion to the objective.
- If a student is hesitant to act, do not force him/her to do so.

## 16. Helpers

**Duration:** Minimum two days but can be extended if required.



**Objective:** To draw students' attention towards the happiness that one experiences by helping others and to enable them to experience such happiness.

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

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

**Note for the Teacher:** This activity is about understanding the importance of helping others and experiencing the happiness that comes from it. In this activity, students will be able to share their experiences when they supported someone in need or extended support to them. Teachers must share with the students that the feeling of extending support can be towards themselves, towards others or towards the environment. The teacher should make students pay attention towards the activities happening around them and take an example from them. These activities will be presented by the students in three still pictures. First picture will show their feelings during the starting stage, the second during the middle stage and third at the final stage.

Definition of still pictures: Here a role play would be done which means students will stand still like a statue. That is, by silent acting (without moving themselves) the students will express their feelings in all the 3 stages through face expressions.

### Steps for Activity:

- First, the teacher will create 5 groups of students.
- The students will be asked to share how they feel when they support others and also how they feel when they receive support from others.
- The teacher shall give an example of each stage to the students.
- Students will express their thoughts in three stages.
- Students will first enact the first stage of receiving support either physically, emotionally or financially, such as: - Do not push anyone in the line, give a seat to a needy in the bus or in the metro, if you see garbage is dropped around you, put it in the dustbin.
- Remember your day daily before bed and think about your behavior.
- The teacher will write the answers given by the students on the board.
- Then the teachers will ask the students, "When someone treats you well and in return you treat them the same way then how do you feel?"

- Tell us about an incident when someone helped you or you helped someone. How did you feel then?  
Teacher will ask some students to share their experience.

### **Suggested Questions for Discussion**

- Who all help you? Share.
- How do you feel when no one helps you and why? Please discuss.
- How did you feel when someone helped you? And why? Share.
- Has it ever happened that you could not help someone even when you wanted to? If yes, then why? Share.

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

### **Day 2:**

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

### **Steps for Activity**

- Divide the students into groups of 4-5 each. There should not be more than 5 students in each group.
- Teachers will ask the students, “What can we do to help others?” Each student should share their story or an incident of helping someone with their group mates.
- After this, all the group mates together will choose a story, and create a still picture and present it in front of the class.
- Students have to show the beginning part, the middle part and the end part of the story without speaking.

### **Suggested Questions for Discussion**

- What would you do to help someone? Who all can you help at your school and home?
- Is it difficult or easy to help someone? Why so?
- How will you express your gratitude towards such people who have been helpful to you?
- How did you feel when you helped someone and they did not treat you well? Share.

**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 students to share the reasons for their answers by talking beyond yes or no, good or bad.
- Before starting the activity, teachers will explain about the still picture and how they can be made.
- The teacher should note that all the students take part in this activity. Encourage the students to mutually help one another.
- Teachers should try to ensure that the theme of still pictures is different for all the groups.

## 17. Universally One Otherwise Different

**Duration:** Minimum two days but can be extended if required.



**Objective:** Students will be able to notice that the correct answer will always be one but the wrong answer could be many.

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

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

**Note for the Teacher:** When we all know something correctly, then we all know the same thing.

Until we know the object properly, we see it in different ways. Due to confusion, our answers vary, but when we are right then we all have the same answer. Like - What is Moon?

Before knowing, different people had different answers to this question, but today everyone knows that the Moon is a satellite of the Earth. By using different objects, this activity can also be done on Day 2.

### Steps for Activity:

- Divide the students into groups of 5 each.
- Teachers should ask the students to estimate the length of the blackboard.
- Such as - how many scales will the blackboard be equal to?
- Teacher will write the responses of the students on the blackboard. (This measurement will vary).
- Do this activity with all students of the class.
- Ask the students whether the answers given by them are same or different.
- Call a student and give him/her a scale to measure the length of the blackboard.
- Now write the answer given by that student on the blackboard.
- Now ask again the length of the blackboard from the students.
- Now everyone's answers will be the same.

### **Suggested Questions for Discussion**

- When you were first asked about the length of the blackboard, were your answers same or different? Why was this so? Discuss.
- After measuring the length of the blackboard, was everyone's answer the same or different? Why was this so? Share.
- When did all the students have the same answer and why? Discuss and share.

**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:**

- You can do this activity the next day with different objects.
- Teachers can ask questions keeping in mind the purpose of the activity.
- Give opportunity to all the students to participate in the activity.
- The estimates made by the students about the length of the blackboard should be acknowledged and not be made fun of.



## 18. Black or White

**Duration:** Minimum two days but can be extended if required.



**Objective:** To draw the attention of the students towards the fact that the object/situation/event is the same however, everyone's way of looking at it is different. Students will be able to appreciate that when they understand something thoroughly, they get to know about it fully. After knowing it fully, they can also explain it to others.

**Material required:** An object whose half portion is white and half is black.

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

**Note for the Teacher:** Many times we see only one aspect of an object/event/situation and get influenced by it. Through this activity, students will try to know about all the importance of looking at an object/event /situation thoroughly. In order to truly understand an object/situation/event, it is important to see it from all the possible ways. This leads to complete clarity and leaves no doubts. When we understand an object/situation/event then we can also explain it to others.

Example: No one likes to get a dose of injection or take bitter medicines, but in reality they are for the benefit of the person who is taking it. When the students understand this viewpoint then only they will be able to understand the importance of taking injection or medicines and will be able to explain to others.

### Steps for Activity:

- Divide the students into two groups.
- Take a ball or any round object in the class whose half portion is white and the other half is black.
- Make both the groups sit in a way that they are facing each other.
- Ask the students about the color of the ball.
- Students of one group will call the ball white, while the students of the other group will call it black.
- Now flip the ball and ask the students about the color of the ball. The students who previously saw the color of the ball as white will now see the same ball as black. Whereas, the students who first saw the color of the ball as black, will now see the same ball as white.

### **Suggested Questions for Discussion**

- Have there been any differences between you and any of your friends about “I am right”? Share.
- Why are there differences between you and your friend? Please discuss.
- Has it ever happened with you that what you believed to be right was actually wrong? Share with an incident.
- Is your way of thinking always the same as your friend’s way of thinking? If yes, why? If not, then why not?
- What are the possible reasons behind everyone’s way of thinking differently?

**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:**

- Make both the groups of students sit facing each other.
- Keep the ball in such a position that half of the ball (white) is visible to the students sitting on one side and the other half (black) is visible to the students sitting on the other side.
- Teacher should lead the discussion towards the objective.

## 19. Role of All

**Duration:** Minimum two days but can be extended if required.



**Objective:** Students will be able to identify the importance of various responsibilities shared by the members in the family and also how we can support one another in fulfilling these responsibilities.

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

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

**Note for the Teacher:** Students will be able to identify the importance of work done by their family members. What do they do to keep the family running smoothly? Students will be able to recognize their role as family members and understand that if any family member is not able to do something for a specific reason then someone else in the family can do that. By this activity, students will be able to understand that all the people in the family complement each other.

### Steps for Activity:

- Out of the family members given below, the teacher will ask the students to play the role of any one member. (As an ally for everyone in the family).
- Give students some time to think and prepare before performing this role.
  - » Mother
  - » Father
  - » Grandmother
  - » Grandfather
  - » Son
  - » Daughter
  - » Brother
  - » Sister
- Some students will act in front of the class and the remaining students will guess which member of the family can do this task.
- The students can act the role of other family members as well. (Apart from the ones given here).
- If some students are hesitant to act then willing students can come forward to act and others can make other guesses.

### **Suggested Questions for Discussion**

- What is/are the reasons for doing the acting of this family member? Please discuss.
- If a family member is unable to do their work, what will be the effect on the family?
- Is it possible that the role of every member of the family can also be fulfilled by another member? Yes or No? Why?
- If any family member is unable to do his/her work due to any reason, then who plays their role in your home?

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

### **Day 2:**

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

### **Steps for Activity:**

- Teacher will form five groups of students.
- Teachers should ask the students to act according to the situation given to their group.
  - » Elder brother helping younger siblings in their studies.
  - » Mother dropping you to the school.
  - » Grandmother telling you a story.
  - » Grandfather bringing vegetables from the market.
  - » Your uncle playing with you.
- Ask students to identify such people and play their roles.

### **Suggested Questions for Discussion**

- Have you ever helped a family member when they were unable to do their work? Discuss.
- Whose role did you play and how?
- Do your family members help one another? Discuss in your group.
- Do your family members ask for anything in return when they help other family members? Discuss in your group.
- What are the tasks of elders in the home or in the neighborhood in which children can support them? Share with your partner.
- What work do you do to help your family members nowadays? Share.

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

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

- Teachers should take care not to judge the performance of any child.
- Encourage students to respect everyone's thinking.
- Teachers should try to not judge the expectations of the students rather should try to find out the reasons behind them.
- The teacher himself/herself should participate in the activity and lead the discussion towards the objective.

## 20. Needs and Choices

**Duration:** Minimum two days but can be extended if required.



**Objective:** Students will know which needs in human beings are the same and which needs are different.

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

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

**Note for teacher:** We all have some needs which are the same, but to fulfill these needs we may use different ways. Through this activity, students will be able to recognize that everyone's bodily needs are the same such as food, water, clothing, shoes, house, etc but to meet these needs, our likes/dislikes and quantity may differ. Someone wants something more, while others may want it less. The first question of each set of this activity shows the need. All the students will give the same answer to this question, because whatever is asked in the first question is the need of all human beings like food, home and clothes and thus, are same for everyone. The answers to other questions are based on the likes and dislikes for these needs which may vary for the students.

### Steps for Activity:

- Students born in the same month (e.g. January) should be called forward.
- Make a total of 4 groups of students. Different basis can be used for forming the group such as on the basis of the same height, date etc (according to any one similarity).
- Call the names of students in the class whose names begin with the same letter such as Sakshi, Suresh, Seema, Sarita, Sagar etc.
- Make different groups of students according to some common factor.
- One by one, make students of each group stand at the back of the class.
- Students from group 1 will be asked questions from set 1, students from group 2 will be asked from set 2, students from group 3 will be asked from set 3 and finally students from group 4 will be asked from set 4.
- After the question has been asked, ask students whose answer is yes, to take one step ahead. If the answer is no, they will stand at their place.

### **Question for Set One**

- Do you eat food?
- Do you eat yogurt?
- Do you like to eat pumpkin?
- Do you drink milk?

### **Questions for Set Two**

- Do you live in a home?
- Is your house two storey?
- Are the walls of your house blue in color?
- Is there a park in front of your house?

### **Questions for Set Three**

- Do you wear clothes?
- Do you like blue color clothes?
- Do you wear cotton clothes?
- Do you like to wear long clothes?

### **Questions for Set Four**

- Do you wear shoes to protect your feet from injury?
- Are your shoes brown?
- Do you have two pairs of shoes?
- Are your shoes made of cloth?

### **Suggested Questions for Discussion**

- Were you all at the same place at the end of this activity? If yes, then why? If not, then why not? Discuss in your own group.
- You all study in the same class so are your likes and dislikes same or different?
- What are the things that you all want? Share.
- Were the needs of the students whose names were beginning with the same letter the same or different?

**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:**

- All students will stand at some distance from each other.
- Students should not talk to each other while doing this activity.
- If students want to narrate their experiences/memories, then do give them an opportunity to do so.
- Take care that students do not push each other.
- If there is very less space in the classroom, the activity can be done in the open space.
- Be sure to share the findings obtained by the students in the group discussion.



## Expression Section Note

Every human has a natural desire to express thoughts and feelings. We feel relaxed when we express the things we learn and understand. We can understand each other properly only through expression. When we express, it increases the clarity of others as well as our own thought process how we think and feel. Being able to express their understanding and feelings, humans are also called 'vyakti'. A person gets satisfaction only by expressing himself. Thus, expression is an integral part of a person's life.

### (Why to express?)

Everything in nature has a definite role / purpose. We recognize that certain role of an object through its utility. This utility never changes with time, place, and circumstance. For example, we recognize the utility of rice as a nutrient for our body. This utility of rice does not change based on time, place and circumstance. We acknowledge this universal utility of things as the value of that object.

Like other things, human beings also have a role in this world. Such as: - Parents take care of their children. Children/ Son and daughter care for and serve their aging parents. Older/Aged parents guide their children. The Teacher/Guru educates his pupils. Siblings and friends support each other. Thus, the role we adopt for each other's happy life is our value in each other's life. We feel these values as expressions.

On seeing the participation of parents, siblings, teachers, friends etc. for their happy life and fulfilling their participation, all the people of the earth experience the same feelings. Therefore, in this section, our feelings have been considered as the basis of expression as universal human values. Such as gratitude, respect and affection, etc.

When we are able to understand and experience these feelings for each other in our relationships, we feel happy. Whenever we are happy, we want to share our happiness with our loved ones. This makes us feel more happy. Therefore, it is very important to recognize feelings in relationships, to experience and express them for a happy life. Along with this, it is also necessary to practice being aware of the stability of these feelings.

Languages (spoken, written, sign) have evolved to exchange their expressions with each other. Performing arts have evolved to express their emotions with a skill, such as music, dance, theater, etc. Visual arts such as drawings, paintings, sculptures, etc. have evolved to express their feelings with beauty.

In this way, the world of our happiness is associated with being right with each other and expressing them in different mediums and ways. Therefore, expression of feelings is very important for proper development of a person and a happy life, that is why expression is included in the Happiness class.

### (What to express?)

In this section of expression for class III, the following four expressions / values are placed to identify, explore, feel and express them.

1. Care (Mamta)

2. Affection (Vatsaly)
3. Gratitude (Gratitude)
4. Respect (Samman)

The above values are spread over 20 sessions.

### **Basis of/for Expression:**

- In all the sessions feelings will be expressed. (universal human values).
- The expression will focus on the student living in their relationships. Behavior, action and feelings are inherent in living.
- There will be no discussion in the expression class. Such questions are not expected to be asked like what do you think about this, what do you want to do, what should you do in this situation, what will you do, etc. The stories of Happiness Classroom are contemplative, activities are thought provoking and expressions are emotion oriented.
- The questions of expression are mainly based on the following four situations.

### **Students in their relationships:**

- What do you see? (Observation)
- How does they behave? (Behaviour)
- What responsibility does they play? (responsibility)
- What does he/she feel?(Feeling)
- Normally, the expression will be based on the experiences of the previous week, but in some situations,earlier experiences can also be shared.
- The questions given in all the sessions are proposed only. Keeping the above conditions in mind, teachers themselves can also create / ask questions if needed.

### **(How to express?)**

Proposed pedagogies: There is a need to adopt different pedagogies according to different questions to ensure the participation of all the students in the class. For this, the following proposed methods can be adopted.

- Individual expression
- Sharing their experiences in pairs
- Sharing their experiences in small groups

### **Ways to express :**

- Generally, individual oral expressions in the whole class to be encouraged. Sometimes opportunities are given in pairs or even in small groups according to the requirement of the class or the question.

- Other methods of expression should also be adopted according to the requirement of the question or the particular requirement of a student. Such as: - by writing (letter, card, diary etc.), by playing a role, drawing a picture or sign, by sign language etc.

### **Classroom strategies:**

- There are few questions that can be asked from an individual and there are some questions that can be asked to those who have experienced it.
- Do not always follow the same pattern while putting to ask questions. Sometimes questions can be asked from those who are sitting at the back or in the middle. you can start asking questions from the back or middle of the class.
- Change the question or motivate the students if the response is being repeated instead of sharing the experiences.
- If there are more than one part of a question, ask the second part of the question only after the student has answered one part. If there are more parts of a question then the second should be answered only after the first one has been completed.
- If students feel difficulty in understanding a question, then the teacher can try to clarify that question.
- Few questions may be same for one and all but a way can be adapted to ask one question to 8 to 10 students then next 8 to 10 can reply to another question. Simultaneously third can be asked or even the first one can be repeated. Few questions may be the same for one and all but a way can be adapted to ask one question to 8 to 10 students then next 8 to 10 can reply to another question. Simultaneously third can be asked or even the first one can be repeated. At least the proposed days for a session are given along with the session concerned, and the session can be run till the teacher is satisfied.

### **Dos and Don'ts:**

- The 'purpose/ objective' and 'note for the teacher' of each session are for teacher's reference only. Do not read or explain these to the students.
- Get questions answered by students only. Explaining the answer or preaching should be avoided. Do not attempt to explain or preach to them.
- The main role of the teacher is to provide a conducive environment for the effortless expression of all students and to ask questions.
- Encourage all students to share their experiences. Students who initially feel uncomfortable in front of the class should be first given opportunities to share their experiences with their classmates or in small groups.
- Do not make any negative comments on an expression of a student, otherwise the student's participation in the class may be reduced. This may lead to the student beholding his honest expression.
- Encouraging affectionate behaviour of the teacher affects the most.

# 1. Care

**Objective:** To observe the contribution of parents and other elders of the family in their children's upbringing and also to take care of each other.

**Note for the Teacher:**

We feel happy and satisfied when we accept the responsibility of nurturing and looking after a person's health in our relationships.

To nurture and protect a child, feed them with nutritious and tasty food, teach them to cleanse their body, make them exercise etc., develop their mindset towards hard work and efforts, exposing them to different skills, and help in developing a healthy body and mind. The child feels nurtured and cared by his elders. When this healthy child grows up, he becomes self dependent and humbly accepts the responsibility of nurturing and protecting the well-being of his parents. He nurses his parents and accepts family responsibilities. Also, he becomes capable of nurturing his children. When this happens, his parents experience true fulfilment with the feeling of care, which remains with them forever.

According to the law of nature, a person who has the feeling of Care, plays the role of a parent/guardian for that person. Whether he is a male or a female, younger or older in age. Thus, the natural basis of the relationship and its address is emotion, whereas in practice, we only consider the mother who has given birth to us and / or who takes care of us, because with the birth of the child, its nutrition and the responsibility of care is primarily the same.

Children, elderly, patients and individuals who are busy in any other role, such individuals need help for nourishment and protection of their body. Everyone has this requirement at some point of time. Hence, the person who accepts this responsibility feels a sense of affection.

To make the students identify, explore, experience and express the feeling of care, following 3 sessions have been made.

## Session 1.1

**Duration :** Minimum one day but can be extended if required.



**Objective:** Children will be able to acknowledge the feeling of Care for themselves and be able to express it.

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

**Note for the Teacher:** The purpose of the session indicates that students should be able to see the feeling of care for themselves and expressed by them. In order to ensure the participation of the students in the following questions, a situation has been given so that the child feels comfortable to speak.

### Activity:

- Students should be asked to think about the following situation after listening to it:

“Today, I gave a bath to my younger brother like every day and helped him get ready for school. I knew that mother would be preparing tiffin for both of us at that time and Daddy would have gone out for work early in the morning. Mother also had to go for work and a lot of her time is wasted in waking up both of us and getting us ready for school, that’s why I shared some responsibility with my mother with all my heart”.

### Students express on the following questions:

- Who takes care of you at home and by whom that person is looked after at your home?
- Have you ever taken up the responsibility of looking after your elder or younger sibling or someone else and tried to fulfill it?
- Does the responsibility of taking care lies with elders or you can also perform if needed?
- In what ways we can take care of others?
- Whenever you took care of someone, did you feel happy or burdened?
- How many things did you do last week which your elders asked you to do?

### Task for Next Expression Day:

This discussion and expression will continue on the next expression day. In the next session too, attention will be paid to the feeling of care towards oneself and others.

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

## Session 1.2

**Duration :** Minimum one day but can be extended if required.



**Objective:** Students will be able to recognise and express the feeling of Care for themselves and others.

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

**Note for the Teacher:** The purpose indicates that whenever the feeling of care is expressed towards the students they can feel it. Sometimes, we are not able to see or feel deeply the feelings of our dear ones when they do something for us. So through the following questions, students will be able to feel the sense of care within themselves.

**Students express on the following questions:**

- Whatever you did last week like studying, eating food together were done because you wanted to do or you had to do?
- What work did your family members do for you last week?
- According to you, what others feel when something is done for you?
- Did they feel good to whom you have looked after?
- In what ways you can take care of others?

**Task for Next Expression Day:**

On the next expression day, you will discuss how often others have shown a sense of care towards you? You should try to see this both in your school and at home till the next expression day.

(The only justification for this whole effort is that the student is able to see the feeling of care expressed by others, whether older or younger, a parent or a family member whenever our body is nurtured and protected, we feel happy and content.)

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

## Session 1.3

**Duration :** Minimum one day but can be extended if required.



**Objective:** Children Students will be able to feel the sense of care along with the responsibility given to them.

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

**Note for the Teacher:** The objective/ purpose of the session is mainly to develop the ability to see the feeling of care for those who bear the responsibility of nurturing and protecting us.

**Students express on the following questions:**

- Which food item that you eat that is good for your health? Is eating food the only source for our body to function or is there some other way also through which our body can continue to function properly?
- Who takes care of you at home?
- Are you taken care of only at your home or outside also?
- Whoever takes care of you, do they do so daily or sometimes?

**Task for Next Expression Day:**

The next value outline can be started on the next expression day. Clarity can also be made by giving students some examples for the next value. It will be extremely important for the teacher that whenever learners are moving towards the next session or the next value, they should make sure to say what is in the “Note for Teacher”. This assurance will be helpful in connecting conceptual knowledge with practicality. So that it can be understood and known from the depth in which the attempt is made to present it.

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

## 2. Affection

**Purpose:** Students will be able to live happily together with brothers, sisters, friends and classmates and to feel and express affection towards each other.

**Note for the Teacher:**

Much of the happiness and sorrow of our lives is associated with ourselves and our loved ones. This number of loved ones may increase or decrease. At the same time, a sense of belongingness is also a big reason for our happiness and sorrow. Distances in relationships create a lack of sense of belongingness, which is very painful. Therefore, a sense of belongingness with our loved ones is very important for a happy life. Along with this, it is also necessary to expand the sense of belongingness so that all alienation ends, because the biggest fear in society today is due to the walls of “what is ours and what is not” concept created by human beings.

All human beings are connected to each other in some way. As soon as we accept that connection or relationship, then it brings a sense of belonging and security within us, which is why we feel happy.

When we accept a relationship with a person, such as brother, sister, friend etc., then our restless mind also becomes happy when we meet or remember that person.

Even if we have no work from the people who have a sense of affection towards us we are still very happy just by meeting them.

When a person is convinced of someone’s original desire (happiness), a sense of trust develops towards him. By accepting him as a person on the basis of faith, a sense of respect develops in him. On acceptance of a relationship with him based on trust and respect, a sense of affection develops. Therefore, affection is achieved only when there is trust and respect in relationships.

Everything in nature is connected to each other, so to live happily there is no concept of aloneness in nature, but there is a provision to live happily together. Therefore, by cooperating with others around us, we can all live happily with affection.

When we have a feeling of affection towards others, we remain committed to them which means we remain with them in all circumstances.

The following sessions have been kept to identify, to explore, to feel and to express the feeling of affection.



## Session: 2.1

**Duration :** Minimum one day but can be extended if required.



**Purpose:** Students will be able to see the behavior of their siblings and other children living in their neighbourhood with them.

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

**Note for the Teacher:** In this session, students are expected to pay attention to cooperation and complementarity with one another in routine work with their siblings in the family.

### Students express on the following questions:

Through the following questions, students should be given opportunities to express themselves to see a sense of affection for others.

- Which items do you share with your siblings? Such as: toys, notebook, books, clothes, etc.
- Can only things be shared with your siblings or you share something else? Such as moments of happiness, problems, school events, friends' talks. Express your thoughts by giving an example.
- What are the daily tasks you do for your siblings? Students should share in small groups.
- Which necessities are taken care of by your siblings? (Such as: food, study, toys, scolding from parents.)
- To whom do we first share our happiness or any problems at home?
- Share one incident in which you solved a problem by meeting with your brother or sister or any of your neighbourhood friends?

### Task for Next Expression Day:

On the next expression day, we will draw the attention of the students on how others show a sense of affection towards us and how deeply we appreciate getting the affection.

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

## Session: 2.2

**Duration :** Minimum one day but can be extended if required.



**Objective:** Students should be able to see their behavior with their siblings or children from the neighbourhood.

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

**Note for the Teacher:** In this session, students will be able to pay attention to the involvement and cooperation with their siblings in the family.

### **Students express on the following questions:**

Through the following questions, students will be given opportunities to express themselves to see a sense of affection for others.

- How often do you share your things with your siblings or with any other children? Why do you do that?
- Do we use the things of our siblings by taking their permission or not?
- How many things do you share with your siblings?
- For how long you can stay upset with your brother-sister? and how the same ends.
- What do you play with your siblings?

### **Task for Next Expression Day:**

On the next Expression day we will discuss how we express affection towards others, So that we are able to reflect it in ourselves during this week.

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

## Session 2.3

**Duration :** Minimum one day but can be extended if required.



**Purpose:** Students can see their daily dealings with their schoolmates and the need of cooperation.

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

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

Students will be able to pay attention to how they treat other classmates. Encourage students to understand the feeling of affection with the following example.

Suppose, your notebook gets ripped off by your dear friend. How will you treat your friend? Now imagine, if that copy gets ripped off by some other child, then how will you treat him/her?

### **Students express on the following questions:**

Through the following questions, students will be given opportunities to express themselves after recognising the sense of affection with their schoolmates.

- How do you make new friends?
- How many new friends did you make after school reopened?
- How we behaved with our new and old friends?
- With whom do you like to sit?
- With how many students do you eat your lunch?
- With whom do you play with during play time?
- What do you share with your friends? Such as: copy pencil, water, food,
- Can everything be shared with all the students in the classroom or is it to be shared with some students?

### **Task for Next Expression Day:**

On the next expression day we will discuss what causes us to feel connected with others. So during this time we will try to think about it.

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

## Session: 2.4

**Duration :** Minimum one day but can be extended if required.



**Purpose:** Students can see their complementarity and involvement with the children around them.

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

**Note for the Teacher:** The teacher can bring the student's attention towards the activities they perform with other children around them.

**Students express on the following questions:**

- With whom do you go to school?
- How will you feel, if your friend does not go to school someday? What things or activities will you miss that day?
- What are the things you share with the children of your neighbourhood? Like playing, eating food etc.
- Have you ever shared your dearest thing with your friend?
- Do you share your thoughts with your friends?
- Have you ever worked with your friends in your neighbourhood to find a solution to a problem?
- How often do you visit your neighbourhood children?
- How many festivals do you celebrate together?

If the questions of the above activity cannot be completed in one session, then carry forward the questions onto the next expression day.

### **Task for Next Expression Day:**

On the next expression day we will discuss what causes us to feel connected to others. . Till then try to reflect the same within yourself.

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

## Session 2.5

**Duration :** Minimum one day but can be extended if required.



**Objective:** To motivate students for feeling a sense of affection towards others.

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

**Note for the Teacher:** The purpose of the session is to indicate students to live a happy life by being affectionate in their relationships and expanding the scope of their happiness.

### **Students express on the following questions:**

Expression opportunities should be made available to the students through the following suggested questions.

- What do you do to uphold your friendship with your friends? Share any event.
- How do you interact with children whom you don't even know?
- Is it more fun to play with your friends or with siblings? Why?
- Which games do you play if siblings and friends play together?
- Which games do you play with your cousins during the summer holidays?
- What are the good things or habits of your siblings or friends that you wish to adopt?
- With whom would you like to go on a picnic?

### **Work for the next expression day:**

On the next expression day, we will discuss how we express affectionate behaviour with others. Till then try to identify or understand within yourselves it.

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

## Session 2.6

**Duration :** Minimum one day but can be extended if required.



**Objective:** To encourage students to express their feelings of affection towards others. Students can live a happy life by being affectionate in their relationships and by expanding the scope of their happiness in their lives.

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

**Note for the Teacher:** The purpose of the session is that students can express the feeling of affection. What ways can be adapted to express and for whom it can be done.

### Expression by Students:

Something different can be done on this expression day. The purpose of the session is to enable students acknowledging the feeling of affection expressed towards them and express themselves.

- Which feeling have you seen and felt for your classmates? Can you write a thank you card or a few lines in a small letter? Give the children enough time to do this work.
- Is there any way by which students can find a way to express affection in return for the affection from their siblings? Teachers can listen to the students' thoughts and give some time to express.
- What do you think if this value can be expressed by a thank you or letter? If not then in what other ways can it be expressed?
- How can you show your friend a sense of affection?

### Task for Next Expression Day:

The next value can be outlined on the next expression day. Clarity can also be made by giving students some examples for the next value. It will be extremely important for the teacher that whenever he is moving towards the next session or the next value, he should ensure that he/she refers to the "Note for the Teacher". This is extremely important in connecting the questions with the context of students so that it can be understood in the way it is presented.

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

### 3. Gratitude

**Objective:** To feel and express gratitude towards elders along with other members who contribute to our lives, such as parents, gurus, siblings and elders etc. in your neighborhood.

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

Many people support us to get ahead in life. When we realise their contribution we feel grateful towards them. This brings stability within ourselves and we feel happy.

When we are with a feeling of gratitude towards someone, our behavior towards him/her remains 'gentle' (humble) and we remain disciplined within ourselves.

If someone is behaving indecently before us, there is a great possibility that either we have not contributed to his/her progress or he/she has not recognised that contribution.

Whenever we are happy, we want to share our happiness with our loved ones. This makes us feel more happy. When a person is upset, he wants to be alone, but hardly a person would like to be alone at the time of happiness. Whenever we are with any emotion, we like to express it. Someone who can express his/her feelings is a real Human.

For the facilities we use today (food, clothes, mobile, bus, train etc.), if we look at the contribution and hard work of the people we should feel indebted to them. A person with a debt cannot live happily. There is only one way to express our thankfulness towards these people, to be grateful. Being grateful doesn't mean saying thanks. Also, being grateful makes us realize and appreciate others' contribution within our mind forever. When this happens, a person starts contributing for the development of the society. Contributing towards society is the right path to our happiness and this is also the meaning of life

If this system of nature is understood, then according to its rules, only those who contribute to the society can remain happy, while most people are working hard day and night assuming that getting more and more money will make them happy someday.

A sense of gratitude includes a sense of trust, respect and affection.

The following above sessions are held to recognize, explore, feel and express the feeling of gratitude.

## Session 3.1

**Duration :** Minimum one day but can be extended if required.



**Objective:** To enable children to appreciate the work done by others for them..

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

**Note for the Teacher :** The members of the family contribute to our happiness, so if we look at our daily activities, we can appreciate that many people have direct or indirect contribution in our small works.

### **Students Express on the following questions:**

Express our experiences in groups or in pairs on the following proposed questions to make the students pay attention to the contribution / participation of other (family members) people in our happiness.

- Whenever food is prepared for you, what things are taken care of?
- What do family members do to rectify your mistakes? Students will express and share among themselves.
- Whom do you trust in your family and why?
- Who teaches you good things in your family and what are those things?
- Can you do all the daily tasks on your own without taking help from others?

### **Task for Next Expression Day:**

On the next expression day, it is to be noted that apart from home, does anyone participate in their daily activities? (Eg: serving food in school, crossing the street, bringing goods from market, teaching etc.)

During this time, children will try to appreciate the contribution of others in their life apart from home and this will be the subject of discussion on the next expression day.

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



## Session 3.2

**Duration :** Minimum one day but can be extended if required.



**Objective:** Children will pay attention to people other than family who contribute or participate in their progress, whether the progress is related to their body needs or for the development of mind.

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

**Note for the Teacher:** Apart from family members, students should be able to see that there are people who contribute to the progress of one's life whether it is for the progress of their body or for their mental well being.

**Students Express on the following questions:**

- How many people do you know in school?
  - What do all those you know in school do for you? Students should express this in small groups.
  - The people you don't know in school do something for you? What are some of the tasks that they do?
  - Are you sometimes forbidden to do some work by someone older? What kind of work are they? Tell us about them.
- Who prevents outside people in the school from entering without permission? Would it be a problem if they were not present?

**Task for Next Expression Day:**

On the next expression day, you will discuss how many people apart from home who take care of us, think carefully about all those people and also pay attention to their actions.

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

## Session 3.3

**Duration :** Minimum one day but can be extended if required.



**Objective:** Children will pay attention to whether there are people other than family who contribute or participate in their progress, whether the progress is related to their body or for the development of mind.

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

**Note for the Teacher:** Our happiness also contributes to others (other than family members), so whenever we look at our daily activities, we can appreciate the direct or indirect contribution of all the people in our life. It happens.

### **Students express on the following questions:**

Children's attention was maintained throughout the week towards the contribution / participation of others (other than family members) in our happiness. Express that attention through the following proposed questions.

- Do you get a clean class every day when you come to school? What can you do to keep the school clean?
- Do people other than your family and school contribute in your life? If your helper aunt does not come to school someday, will you have any problem?
- Apart from school, do some people from the neighborhood take care of us? How?

### **Task for Next Expression Day:**

Next week, there will be a discussion on how we feel when someone older helps you. Suppose you were seeking something at home which you have forgotten after keeping it somewhere, despite looking for the item in each and every corner of the home you weren't able to locate it not getting anything but you needed to come to school in the morning and even after searching all over the house, you could not remember where you had kept it after returning home from school the previous day. That's when your grandmother comes and finds it for you. Now realize how do you feel when an elder helps you in your growth and development.

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

## Session 3.4

**Duration :** Minimum one day but can be extended if required.



**Objective:** To make children feel a sense of gratitude towards the elders.

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

**Note for the Teacher:** Whenever someone helps us in times of need, we feel good. Not only that, we also feel good whenever we think about it. This happens to everyone, because it is natural. When helping in times of need, both the helpers and those seeking help feel good and feel sad if they don't get it. If they do not, both do not like it.

Therefore, the purpose of this session is that all children be able to reflect on how they feel when they receive help and also help others reciprocate.

### **Children express on the following questions:**

Through the following questions, children should be asked if they paid attention for the whole week, and how they felt about it.

- What were the activities in the last week in which you felt that you needed someone's help?
- How many things were you able to do yourself?
- Whoever helped you in the last week, did you ask for their help or they helped you on their own?
- How did you feel whenever you asked for help?
- In contrast, how did you feel when someone asked for your help?

### **Task for Next Expression Day:**

On the next expression day, we will discuss how we feel whenever someone gives their time to us, whether it is for doing any work or listening to us or vice versa. How do we feel when it is not given?

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

## Session 3.5

**Duration :** Minimum one day but can be extended if required.



**Objective:** To remind children of the work done by others for them. To bring the attention of the child towards the work done by others for their happiness.

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

**Note for the Teacher:** The members of the family contribute to our happiness, so whenever we do our daily activities, we can appreciate that many people have direct or indirect contribution in our small works.

### **Children express on the following questions:**

ShareExpress our your experiences in groups or in pairs on the following proposed questions to make the children pay attention to the contribution / participation of other (family members) peoples in our happiness.

- Who drops and picks you from the school daily?
- Are there any children who get up in the morning on their own? Do you do this every day? Who wakes you up in the morning and methods do they adopt to do so?
- Have you ever noticed that someone else gets up earlier than you? Is there any child who gets up on its own in the morning? Do you do this regularly or someone else wakes you
- How do your family members prepare to send you to school What preparations are performed by family ,members to send you school?such as: bathing, cooking, keeping clean clothes ready, etc.
- Who makes food for you at home?
- Whenever you are unwell, then who else apart from your parents takes care of you ?

### **Work for the next expression day:**

On the next expression day, pay attention to what is the involvement of your family members in your day-to-day work.

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

## Session 3.6

**Duration :** Minimum one day but can be extended if required.



**Objective:** To make children feel a sense of gratitude towards the elders.

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

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

Whenever someone helps us in times of need, we feel good. Not only that, we also feel good whenever we think about it in future also. This happens to everyone, because it is natural. When helping in times of need, both the helpers and those seeking help feel good and if they do not, both do not like it.

### **Children express on the following questions:**

Through the following questions, children should be asked that if they did the work (paying attention) for the whole week, then how and how they could feel inside. From the following questions, children should be asked what they felt while performing different task throughout the week.

- Has it ever happened to you that you asked for help from someone ?and How did you feel when the other person helped you? For instance, you do not know how to tie shoe-laces , then who helped you in this task, lifting a plate of food. When you were unable to, who helped you, who combed your hair, etc.
- How do you feel when someone has not been able to help you in your work despite what you said how that person would have felt?
- Do you think that they did it intentionally or there might have been some other reasons?
- Whom did you help and in what way?

### **Task for Next Expression Day:**

Till now, children should have been able to see the contribution and usefulness of elders in their life. Along with this, children now experience how the emotions arise in them after getting help from others. In the following weeks, the attention of the children should be shifted to how they were able to express themselves on getting help, which inspired them to express their feeling of gratitude to others.

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

## Session 3.7

**Duration :** Minimum one day but can be extended if required.



**Objective:** To motivate children to express their feelings of gratitude to others.

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

### Note for the Teacher:

Whenever we are happy, we want to share our happiness with our loved ones. This makes us feel more happy.

Languages (oral, written, symbolic) have evolved to convey our expressions to others, as well as some form of arts, such as music, dance, theatre, drawing, painting, sculpture, etc. In this way, our world of happiness is associated with being right with each other and expressing them in different mediums and ways.

Therefore, the purpose of this session is to provide opportunities to the children to express their gratitude to the adults through various means based on their interest and skills.

### Children express on the following questions:

By following the proposed questions, children should be given opportunities to express their feelings of gratitude / thankfulness to others through various mediums.

- Did you show gratitude for the work done by the elders and was it necessary?
- Do you show gratitude to others at the behest of an elder or did you do it on your own?
- Did it ever happen that you could not show gratitude or say thank you? How did you feel?
- How many people did you thank? Share among themselves.

### Task for Next Expression Day:

On the next expression day, 'how and when you helped others to be happy' will be discussed.

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

## Session 3.8

**Duration :** Minimum one day but can be extended if required.



**Objective:** To motivate children to express their feelings of gratitude to others.

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

### Note for the Teacher:

Whenever we are happy, we want to share our happiness with our loved ones.

Languages (oral, written, symbolic) have evolved to convey their expressions to others, as well as some arts, such as music, dance, theater, drawing, painting, sculpture, etc.

### Children express on the following questions:

By following the proposed questions, children should be given opportunities to express their feelings of gratitude / gratitude / thanks to others through various mediums.

- What methods have you adopted to say thank you? And what ways can be found to express gratitude? Children will discuss this among themselves.
- How did the elders feel when you expressed gratitude towards them?
- Whenever you show gratitude to someone, does their behavior change and How?
- When someone says thank you, how do you feel towards him?
- If you want to express your gratitude to someone in school, will you be able to go in front of them and speak?
- If you want to thank someone, then who would that be and what method would you adopt?

### Task for Next Expression Day:

On the next expression day you will discuss how and when you helped others to be happy. So during this time you try to watch it.

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

## Session 3.9

**Duration :** Minimum one day but can be extended if required.



**Objective:** To motivate children to participate with a sense of gratitude for the happiness of others.

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

### Note for the Teacher:

The purpose of this session is to motivate the students with gratitude for their contribution / participation in bringing happiness to others.

### Children express on the following questions:

Expression opportunities should be made available to the children through the following proposed questions.

- How did you express your gratitude to your parents?
  - Can any gratitude be given to our parents for bringing us into the world?
  - If gratitude is not expressed to the elders, does it matter to them?
- What do your elders expect from you?
  - How much time did you spend with your elders?
  - Can spending time with elders also be a way of expressing gratitude?

### Task for Next Expression Day:

On the next expression day you will discuss how and when you helped others to be happy. So during this time you try to watch it.

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



## Session 3.10

**Duration :** Minimum one day but can be extended if required.



**Objective:** To motivate children to participate with a sense of gratitude for the happiness of others.

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

### Note for the Teacher:

Being grateful does not mean just saying thank you, but accepting a contribution from the mind forever, then only a feeling of gratitude will be felt.

Therefore, the purpose of this session is to motivate the students to express gratitude towards others for their contribution in our happiness.

### Children express on the following questions:

Expression opportunities should be made available to the children through the following proposed questions.

- Can we express our gratitude to those whom we do not even know?
- How many items that you did not make and used them?
- If the things you use were not there, would you have any problem?
- How can you express your gratitude to the people who made things for your use?

### Task for Next Expression Day:

The next value outline can be started on the next expression day. Clarity can also be made by giving children some examples for the next price. It will be extremely important for the teacher that whenever they are moving towards the next session or the next price, they should make sure that what is said in the “Note for Teacher”. This surety is very beneficial in connecting matter with elementality and practicality, so that it can be understood and known from the depth in which the attempt is made to present it.

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

## 4. Respect

**Objective:** To identify, feel and express respect for oneself and in family, friends, school and society.

Note for teacher reference: Honor is viewed in two ways.

### A. Self-respect:

If we look at the essential requirements of a person then respect and recognition are considered very big requirements after food, clothing and house. With disrespect hardly anyone accepts food. On this basis, we can say that for a person, his honor and identity is a bigger issue than food, cloth and house.

Now, if we look at the efforts to get respect, then we find that most people want to be respected on the basis of rank, money, appearance, language and strength. We can check this thing well within ourselves that if a person does not appear useful in any way to the society or his behavior is not good towards other people then no matter how much money he has, or regardless any post, no matter what the appearance, no matter how good a language you speak and no matter how powerful, we do not consider him to be a respectable person by heart.

#### **What is true self-esteem?**

All people feel honored in themselves knowing their utility and their importance. Utility here means being happy in being happy and helping others to be happy. Such competence develops with correct understanding and practice.

If we look at the meaning of the word self-respect, then self-respect is the right to evaluate self-esteem. When we develop our infinite capacity of thinking and understanding in the ability to 'teach' and 'explain' we become happy within ourselves and then we can become useful as a partner in the happiness of others. Knowing this utility of our own, we feel a sense of self-respect.

As we increase our usefulness, we start living respectfully in ourselves. This frees us from our dependence on others for our honor.

In practice we see that those who do not feel honored in themselves, try unsuccessfully to get respect from others by pretending to be someone. Now it can be considered that the feeling of respect for oneself will be felt by its usefulness or it will be received from another person who is looking for it.

### b. Respect for each other:

If we look at the basic desire of all the people of the earth, then we find that all people want to stay happy always and want to live with clarity. With this, if we look at the basic capacity of all people, then we find that all people have unlimited potential for thinking and understanding.

Thus, on a natural basis, all humans on the earth are equal and all want equality. Therefore, when we accept a person as a person like us without any discrimination, then we feel a sense of respect

towards him. We feel it as happiness.

We feel the same when accepting a person's superior personality and talent.

If we look at the meaning of the word honor, respect is the honor. Therefore, to accept an individual as a human being without any discrimination, it is the right evaluation or respect. Respect is the basis of a person's identity.

When we are with respect to someone, our behavior towards him is cordial (friendly).

When we accept a person as a person just like us (based on our basic ability to think and seek happiness) then that person also feels honored. No person accepts discrimination. Whenever a person is discriminated against on the basis of caste, religion, sex, rank, language, money, etc., they feel very humiliated. Also the discriminating person never feels good, because person-to-person equality is based on the law of nature and no one can be happy by walking contrary to natural law. Therefore, to have a sense of respect for others is not to favor anyone but to have a natural obligation to be happy.

Therefore, without seeing equality in other humans, we cannot feel a sense of respect for ourselves. When there is no feeling and yet we adopt actions to express it, then it is called 'show off'. Like - garlanding someone, touching their feet etc.

Everyone feels the same sense of respect, but the ways of expressing it in practice can vary according to time, place and culture. For example, one can express the feeling of respect by touching a foot, by bending or in some other way.

The following sessions have been held to identify, to explore, to feel and express (to express) the feeling of respect.

## Session 4.1

**Duration :** Minimum one day but can be extended if required.



**Objective:** Students will feel respect in themselves by using their skills or understanding in themselves and being useful to for others.

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

### Note for the Teacher:

Whenever we are able to help someone, when we they need it, we feel good. Our skill or understanding shows the utility of getting that work done well. Whenever we are useful to our parents, siblings or anyone else, they help us, but at the same time we feel respected for ourselves.

### Students express on the following questions:

- When do you help your family members?
- Whenever you are able to help someone, is it good to share that work with others? How does it feel?
- How does it make you feel when someone listens to you?
- Did you it ever come to your mind while talking to a friend, siblings or mother-in-law that you also wanted what they said? What was that?
- Whenever you took care or care of someone, did you feel happy or just feel burdened?
- How many things did you do last week that the elders asked you to do?

### Task for Next Expression Day:

The next value can be started on the next expression day. Clarity can also be made by giving children some examples for the next value. It will be extremely important for the teacher that whenever he is moving towards the next session or the next value,value he/she should make sure that what is said in the “Teachers note” to keep in mind for him. This surety is very beneficial in connecting matter with logically and practicality, so that it can be understood and known from the depth in which the attempt is made to present it.

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

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