

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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Patron

Sh. Manish Sisodia

Deputy Chief Minister and Minister of Education, Govt. of NCT of Delhi

Chief Advisor

Sh. H. Rajesh Prasad, Principal Secretary (Education), Govt. of NCT of Delhi

Advisors

Sh. Himanshu Gupta, Director of Education Govt. of NCT of Delhi

Sh. Rajanish Singh, Director SCERT, Govt. of NCT of Delhi

Guidance

Sh. Nahar Singh, Joint Director Academic SCERT, Delhi

Chief Editor

Dr. Anil Kumar Teotia, Chairman, Happiness Curriculum Committee

Editors

Dr. Shyam Sundar, Assistant Professor, DIET Daryaganj

Dr. Karamvir Singh, Assistant Professor, DIET Daryaganj

Publication Officer: Dr. Mukesh Yadav, SCERT Delhi

Publication Team: Mr. Naveen, Ms. Radha, Mr. Jai Bhagwan

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Chief Editor

Dr. Anil Kumar Teotia

Chairman, Happiness Curriculum Committee

Editors

Dr. Shyam Sundar

Assistant Professor, DIET Daryaganj

Dr. Karamvir Singh

Assistant Professor, DIET Daryaganj

Contributors

Ms. Preeti

Asst. Professor, DIET Pitampura, Delhi

Mr. Kapil

Asst. Professor, DIET Daryaganj, Delhi

Mr. Manjeet Rana

Mentor Teacher, GBSSS,

Dte of Edn, GNCT of Delhi

Mr. Parveen Shakkarwal

GGSSS, New Rohtak Road Delhi

Ms. Vandana

Asst. Professor, DIET Karkardooma, Delhi

Mr. Pardeep Kumar

Mentor Teacher,

Dte of Edn, GNCT of Delhi

Ms. Shweta Kumar,

SKV, Mohan Garden, Delhi



State council of Educational Research and Training

Varun Marg, Defence Colony, New Delhi -110024

MANISH SISODIA

मनीष सिसोदिया



**DEPUTY CHIEF MINISTER
GOVT. OF NCT OF DELHI**

**उप मुख्यमंत्री, दिल्ली सरकार
DELHI SECTT, I.P. ESTATE,
दिल्ली सचिवालय, आई.पी.एस्टेट,
NEW DELHI-110002**

नई दिल्ली-110002

Email : msisodia.delhi@gov.in

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Date : _____

MESSAGE

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

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

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

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

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



-2-

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

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

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

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


(MANISH SISODIA)

**H. RAJESH PRASAD
IAS**



सत्यमेव जयते

प्रधान सचिव (शिक्षा)

राष्ट्रीय राजधानी क्षेत्र

दिल्ली सरकार

पुराना सचिवालय, दिल्ली-110054

दूरभाष: 23890187 टेलीफैक्स : 23890119

Pr. Secretary (Education)

Government of National Capital Territory of Delhi

Old Secretariat, Delhi-110054

Phone : 23890187, Telefax : 23890119

E-mail : secyedu@nic.in

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)

HIMANSHU GUPTA, IAS
Director, Education & Sports



Directorate of Education
Govt. of NCT of Delhi
Room No. 12, Civil Lines
Near Vidhan Sabha,
Delhi-110054
Ph.: 011-23890172
E-mail : diredu@nic.in

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



**State Council of Educational
Research and Training**

(An autonomous Organisation of GNCT of Delhi)

Varun Marg, Defence Colony, New Delhi-110024

Tel. : +91-11-24331356, Fax: +91-11-24332426

E-mail: dir12scert@gmail.com

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Message

Happiness is when what you think, what you say and what you do are in harmony. Harmony is what we seek within and outside. The journey to bring this peace and happiness to Delhi Government schools has taken a concrete shape during the last three years. There has been a demand, from various states of India and several countries as well, to translate all Happiness books into English. I am feeling extremely glad to present the translated version of Handbooks for Teachers teaching Happiness to the elementary level students.

I hope teachers will replicate this curriculum into their own behaviour so that students are able to see the live models in front of them. It gives me immense pleasure to visualise that the dream once seen for the government school has taken shape.

I appreciate the untiring efforts of the team involved in developing this material.

I wish a great success to this unique initiative towards education revolution.

(Rajanish Singh)

Dr. Anil Kumar Teotia
Chairman



**CELL FOR HUMAN VALUES AND
TRANSFORMATIVE LEARNING- (CHVTL)**

DIET, Daryaganj New Delhi-110002

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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

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

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

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

Thank you all

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Brief Outline of Happiness Curriculum

1. Why Do We Need Happiness Curriculum?

1.1 Context & Background

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

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

The schools in India need to implement a curriculum that not only promotes development in cognition, language, literacy, numeracy and the arts but also addresses the wellbeing and happiness of the students. Thus, a combination of building capabilities in scholastic areas of Literacy, Math, Science and other subjects with a huge emphasis on co-scholastic skills of mindfulness, self-awareness, critical thinking, reflection and inner-stability seems 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 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 the 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 are 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 the “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 an 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 a tasty meal, smell a flower, etc. The satisfaction we derive from 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.

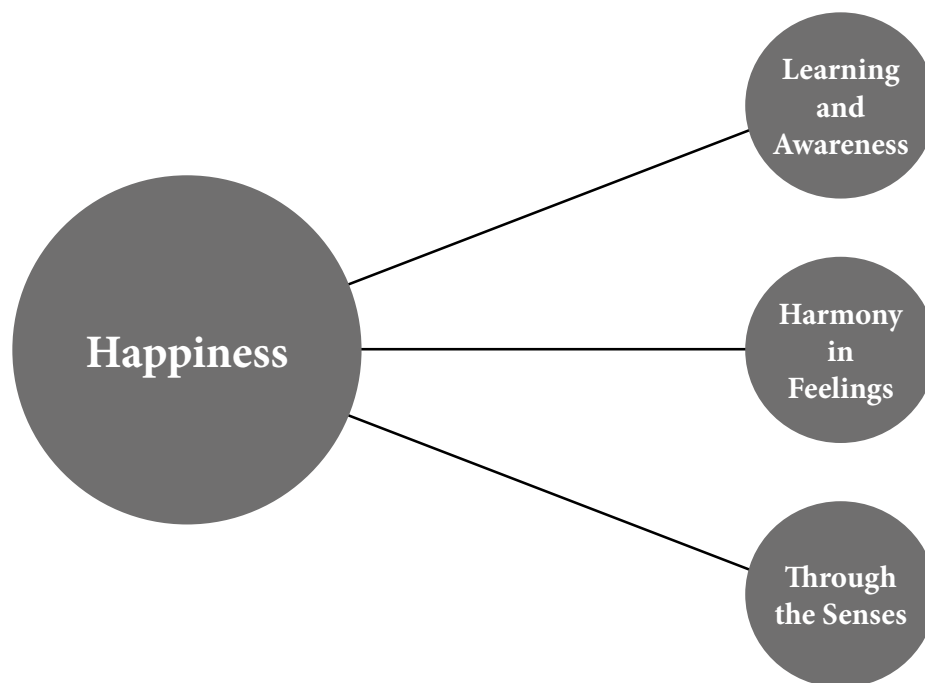
A.Nagraj (1999) proposed a model for happiness, in which he addresses the four dimensions of human living as an integrated form of the material, behavioral, intellectual & experiential aspects. These correspond to our senses, feelings, learning (understanding) and awareness. Put together, these form 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 is highly enjoyable but shorter in duration. Happiness from tasting a piece of sweet, or watching a good film could last from a 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 long 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, a 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 can 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, i.e. 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 and 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 the 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 a description of mindful activities, stories, activities and reflective questions. The intended outcome is to enhance students' level of awareness, mindfulness and elevate learning to lead a happier, more meaningful life.

CLASS IV

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 point of view.

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

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

Note For Teachers

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

Happiness Period	Class 4
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 is only 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. Teacher is requested not to suggest or give hints at preferred answers and help children in looking/ searching/reflecting within themselves for answers.
3. According to Mindfulness practice, carry out different activities searching/reflecting for 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 their experiences based on the practice during the discussions every week and try to get each student to share their individual experiences 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 allow students to experience Mindfulness exercises that may be 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 a teacher, try to actively participate in the process as you help students with the practice paying attention
- As you enter the class, try to become aware of your internal emotional state along with maintaining stability over thoughts and emotions. Remember that children may observe your behavior as teachers.
- Be patient, gentle and empathetic around students while maintaining a polite tone as you communicate
- Teacher needs 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.
- Teacher also needs 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 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 can think before responding to different situations, leading to better decision making.

- Teacher is 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 a teacher, ensure that students do not confuse Mindfulness practice in class with any form of Meditation.

Session 1: Understanding Breathing

Distribution of time:

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

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



Aim: 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 they can see around them. (Pause for approximately 10 seconds).
- Students to bring their attention to the different sounds that they can hear around them. (Pause for approximately 10 seconds).
- Then, students 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 place.
- Ask students to bring their awareness to what 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.

1.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 when 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 the teacher.
- Do not give any negative comment(s) to answers given by students.

2.a. 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).

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

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

- Place one hand under your nose.
- Imagine that you have a flower in your hand. Now you may act like you are smelling the flower. Notice that as you smell the flower in your hand, you're taking a deep breath 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)

2.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.

Steps of the Process:

- 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 on them as right or wrong.

3. Silent Check-out: 2 Minutes



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

Activity stages/phases:

- The Mindfulness class has to be concluded with sitting calmly and quietly.

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

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

Distribution of time:

1. a. Mindful Check-in (3 to 5 minutes)
b. Discussion on Mindfulness (5 to 8 minutes)
2. Mindful Listening-I: 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 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 place.
- Ask students to bring their awareness to what 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 in the classroom and at home?

Do's and Don'ts

- Encourage all students to answer in class.
- All answers given by students need to be welcomed by the teacher.
- 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, teacher to ensure and identify a sound in the classroom that remains from beginning to end.
- Teacher to ensure that whatever sound they get the students to focus on is heard in a clear way

Steps of the Process

Teacher 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:

- 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?

2.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 all the 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 on them as right or wrong.

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



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

Steps of the Process:

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

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

Distribution 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 activity as directed
 - b. Activity
3. Silent check-out: 2 minutes

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



Aim: Teacher would require to prepare students for the practice of Mindfulness in class through this exercise.

- Teacher 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 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 place.
- Ask students to bring their awareness to what 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.

1.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 in the classroom and at home?

Do's and Don'ts

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

2.a. 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 different instructions, and will do something different herself/himself, but make sure that the students follow the spoken instructions by the teacher. For example:

- Teacher gives instructions and says 'Put your hands on your stomach', but put his/her own hands on the desk.
- Teacher gives instructions and says 'Put your hands on your shoulders', but keep his/her own hands on the stomach.
- Teacher instructs the students by saying 'jump', but keep sitting himself/herself, etc.

Keep moving the activity forward in this manner.

2.b. Mindful Listening



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

Do's and Don'ts

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

Activity stages/Phases:

- 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 on them as right or wrong.

Proposed points of discussion following the activity:

(Teacher 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



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

Activity stages/Phases:

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

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 teacher can give him/her a chance to do so.



Session 4: Mindful Breathing

Distribution 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
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.

- Teacher 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 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 place.

- Ask students to bring their awareness to what 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.

1.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 in the classroom and at home?

Do's and Don'ts

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

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



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

Activity stages/Phases:

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

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

- Now the teacher would tell students to 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.
- Teacher to tell students to breathe in when they raise their hands and breathe out as they lower their hands.
- Teacher to give the following instructions to students while demonstrating the same himself/herself - “Breathing in” (hands go up)..... “Breathing Out” (Hands go Down).
- Teacher 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 Objective of this activity/exercise is to help students so that they are able reflect on their thoughts and feelings arising from this Mindfulness practice/activity/exercise.

Activity stages/phases:

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

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

Distribution of time:

1. a. Mindful Check-in (3 to 5 minutes)
b. Introduction to Mindfulness and Discussion on Mindfulness (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: Teacher 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 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 place.
- Ask students to bring their awareness to what 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.

1.b. Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness.

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

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

Do's and Don'ts

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

2. Temperature of Breath and Discussion: 15 minutes



Objective: 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 - Today we would be bringing our attention to the in-breath and out-breath and try to notice which of them feels cold or hot.
- To experience this, move your 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 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)
- Did you learn anything new about your breath?
- How did you feel after knowing about your breath?

Do's and Don'ts – What to do and What not to do

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 the continuous practice for brief periods, we can learn to pay attention to our breath.

3. Silent Check-out: 2 Minutes



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

Activity stages/phases:

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

Do's and Don'ts – What to do and What not to do

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



Session 6: Smiling Breath

Distribution 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



Objective: Teacher is required to prepare students for the practice of Mindfulness in class through this exercise.

- Teacher to ask students to sit in a comfortable position and demonstrate taking three, long, deep breaths himself/herself. 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 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 – What to do and What not to do

- Allow students time to sit comfortably in their place.
- Ask students to bring their awareness to what 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.

1.b. Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness.

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

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

Do's and Don'ts – What to do and What not to do

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

2. Smiling Breath and discussion: 15 minutes



Objective: 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.
- Teacher 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 smiling, Breathing out... I smiling.
- 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 the teachers:

As a teacher, try to welcome and accept answers given by students and refrain from commenting on them as right or wrong.

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?

3. Silent Check-out: 2 minutes



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

Activity stages/phases:

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

Do's and Don'ts – What to do and What not to do

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



Session 7: Mindful Touch

Distribution of time:

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

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



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

- Teachers can/may ask students to sit in a comfortable position and demonstrate to them by taking three, long, deep breaths. Now ask all students to gently close their eyes and take three long, deep breaths as shown by the teacher.
- Now ask students to gently open their eyes.
- Ask students to bring their attention to what 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 – What to do and What not to do

- Allow students time to sit comfortably in their place.
- Ask students to bring their awareness to what 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.

1.b. Discussion on Mindfulness



Objective: To introduce students to the practice of Mindfulness.

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

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

Do's and Don'ts – What to do and What not to do

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

2. Mindful Touch and Discussion: 15 minutes



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

Activity stages/phases:

- The teacher 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?”
- Teacher tells 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: What is the color of this pencil? What is the shape of this pencil? Now all the students may take a long, deep breath and hold this pencil in their hand.”
- All students to try and bring their attention to the weight of this pencil. Notice: What 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/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 points of discussion in activity:

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

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

3. Silent Check-out: 2 minutes



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

Activity stages/phases:

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

Do's and Don'ts – What to do and What not to do

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



Session 8: Mindful Seeing I

Distribution 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



Objective: Teacher is required to prepare students for the practice of Mindfulness in class through this exercise.

- Teacher 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 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 – What to do and What not to do

- Allow students time to sit comfortably in their place.
- Ask students to bring their awareness to what 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 his/her experience, give him/her the opportunity to do the same.

1.b. Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness

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

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

Do's and Don'ts – What to do and What not to do

- 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 “Today we will focus our attention on the various things/objects present in our class”.

- The teacher may ask students - “What can you see around you at this time?”(Table, chair, blackboard, duster, door, window etc.).
- The teacher 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 the 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?

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

Proposed points of discussion in activity:

- How did you feel by paying attention to what you saw?
- Have you ever seen an object with so much focus 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 more attention?

3. Silent Check-out: 2 minutes



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

Activity stages/phases:

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

- During this time no other instruction has 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 – What to do and What not to do

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



Session 9: Mindful Seeing – II

Distribution 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



Objective: Teacher is required to prepare students for the practice of Mindfulness in class through this exercise.

- The teacher 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 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 – What to do and What not to do

- Allow students time to sit comfortably in their place.
- Ask students to bring their awareness to what 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.

1.b. Discussion on Mindfulness



Objective: To introduce students to the practice of Mindfulness.

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

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

Do's and Don'ts – What to do and What not to do

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

2. Mindful Seeing and discussion: 15 minutes



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

Do's and Don'ts – What to do and What not to do

The teacher 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:

- The 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 focus 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 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?

3. Silent Check-out: 2 minutes



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

Activity stages/phases:

- The Mindfulness class has to be concluded while sitting calmly and quietly.
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today.
- During this time no other instruction has 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 – What to do and What not to do

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



Session 10: Mindful Seeing – III

Distribution 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



Objective: Teacher is required to prepare students for the practice of Mindfulness in class through this exercise.

- Teacher 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 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 – What to do and What not to do

- Allow students time to sit comfortably in their place.
- Ask students to bring their awareness to what 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.

1.b. Discussion on Mindfulness



Objective: To introduce students to the practice of Mindfulness.

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

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

Do's and Don'ts – What to do and What not to do

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

2. Mindful Seeing and discussion: 15 minutes



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

Do's and Don'ts

The teacher 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:

- The 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 focus 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 points of discussion following the 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?

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3. Silent Check-out: 1-2 minutes



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

Activity stages/phases:

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

Do's and Don'ts – What to do and What not to do

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



Session 11: Mindful Smelling

Distribution of time:

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

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



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

- Teacher 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 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 – What to do and What not to do

- Allow students time to sit comfortably in their place.
- Ask students to bring their awareness to what 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.

1.b. Discussion on Mindfulness



Objective: To introduce students to the practice of Mindfulness.

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

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

Do's and Don'ts – What to do and What not to do

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

2. Mindful Smelling and discussion: 15 minutes



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

Do's and Don'ts – What to do and What not to do

- Teacher 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, the teacher may also take students to the field.

Activity stages/phases:

- The teacher may ask students that what are the different types of smells that they are able to smell/experience every day?
- Teacher 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.	-----

- Teacher may tell students - “Now we all would be paying attention and practice the exercise of Mindful Smelling in which we will focus on the different smells/fragrances in the atmosphere/environment.”
- Teacher 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)

- Teacher may tell the students - “If you find your attention is wandering, then try to bring your attention back to the smell again.”
- 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 focussed 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 – What to do and What not to do

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

3. Silent Check-out: 2 Minutes



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

Activity stages/phases:

- The Mindfulness class has to be concluded while sitting calmly and quietly.
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today.
- During this time no other instruction has 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 – What to do and What not to do

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



Session 12: Mindful Scribbling

Distribution of time:

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

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



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

- Teacher 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 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 – What to do and What not to do

- Allow students time to sit comfortably in their place.
- Ask students to bring their awareness to what 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.

1.b. Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness.

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

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

Do's and Don'ts – What to do and What not to do

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

2. Mindful Scribbling and discussion: 15 minutes



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

Materials required: Paper, crayon

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/its 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, teacher 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 but this time let them scribble slowly. Let students pay attention to their hands, shoulders and breathing.

Proposed points of discussion:

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

3. Silent Check-out: 2 minutes



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

Activity stages/phases:

- The Mindfulness class has to be concluded while sitting calmly and quietly.
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today.
- During this time no other instruction has 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 – What to do and What not to do

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



Session 13: Mindful Drawing/Scribbling

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 5 minutes
2. Mindful Drawing/Scribbling: 15 minutes
3. Silent check-out: 2 minutes

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



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

- Teacher 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 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 – What to do and What not to do

- Allow students time to sit comfortably in their place.
- Ask students to bring their awareness to what 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.

1.b. Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness.

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

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

Do's and Don'ts – What to do and What not to do

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

2. Mindful Drawing/Scribbling and discussion: 15 minutes



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

Do's and Don'ts – What to do and What not to do

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

Materials required: Paper, crayon

Activity stages/phases:

- 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/its 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 points of discussion in the 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.?

3. Silent Check-out: 2 Minutes



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

Activity stages/phases:

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

Do's and Don'ts – What to do and What not to do

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



Session 14: Heartbeat Activity

Distribution 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



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

- Teacher 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 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 – What to do and What not to do

- Allow students time to sit comfortably in their place.
- Ask students to bring their awareness to what 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.

1.b. Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness.

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

- Would anyone like to share what 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 in the classroom and at home?

Do's and Don'ts – What to do and What not to do

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

2. Heartbeat Activity: 15 minutes



Objective: The purpose/Objective 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 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 place.
- Now ask them to put their hands on their chest(heart).
- Ask them what they are 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 – What to do and What not to do

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

3. Silent Check-out: 2 minutes



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

Activity stages/phases:

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

Do's and Don'ts – What to do and What not to do

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



Session 15: Mindful Stretching – I

Distribution of time:

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

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



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

- Teacher 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 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 – What to do and What not to do

- Allow students time to sit comfortably in their place.
- Ask students to bring their awareness to what 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.

1.b. Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness.

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

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

Do's and Don'ts – What to do and What not to do

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

2. Mindful Stretching – I and discussion: 15 minutes



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

Do's and Don'ts – What to do and What not to do

- 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 their arms 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)

Teacher 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, holding their breath (3 seconds) and then breathing 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?

3. Silent Check-out: 2 minutes



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

Activity stages/phases:

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

Do's and Don'ts – What to do and What not to do

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



Session 16: Mindful Stretching – II

Distribution of time:

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

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



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

- Teacher 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 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 – What to do and What not to do:

- Allow students time to sit comfortably in their place.
- Ask students to bring their awareness to what 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.

1.b. Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness.

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

- Would anyone like to share what 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 in the classroom and at home?

Do's and Don'ts – What to do and What not to do

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

2. Mindful Stretching - II and discussion: 15 minutes



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

Do's and Don'ts – What to do and What not to do

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

Activity stages/Phases:

- Children may lift their left leg and bring it straight in front as they continue sitting in their place. Keep it lifted 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 are to be told that now they would be breathing in while bringing their feet in front, holding the breath (3 seconds) and then breathing 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?

3. Silent Check-out: 2 minutes



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

Activity stages/phases:

- The Mindfulness class has to be concluded while sitting calmly and quietly.
- During this time, students have to reflect on the thoughts and feelings arising from the activities done today.
- During this time no other instruction has 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 – What to do and What not to do

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



Session 17: Mindful Sitting

Distribution 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



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

- Teacher 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 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 – What to do and What not to do

- Allow students time to sit comfortably in their place.
- Ask students to bring their awareness to what 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.

1.b. Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness.

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

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

Do's and Don'ts – What to do and What not to do

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

2. Mindful Sitting and discussion: 15 minutes



Objective: To get/make students to pay attention to their state of sitting.

Do's and Don'ts – What to do and What not to do

- Teacher may ensure that students do not suffer any kind of injury during any activity.
- Teacher 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 to 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 a teacher, try to welcome and accept answers given by students and refrain from commenting on them as good or bad.

Proposed points of discussion following the activity:

(Teacher 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?

3. Silent Check-out: 2 Minutes



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

Activity stages/phases:

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

Do's and Don'ts – What to do and What not to do

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



Session 18: Mindful Walking

Distribution 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



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

- Teacher 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 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 – What to do and What not to do

- Allow students time to sit comfortably in their place.
- Ask students to bring their awareness to what 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.

1.b. Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness.

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

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

Do's and Don'ts – What to do and What not to do

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

2. Mindful Walking and discussion: 15 minutes



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

Do's and Don'ts – What to do and What not to do

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

Activity stages/phases:

- Teacher may tell students that now we would all be paying attention and practice Mindful Walking.
- Teacher may ask students to come out of their desks 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.
- Teacher 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.

(Teacher 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 bodies. Now ask them how their breath feels at this time? Do you feel any change in any other organ of your body”.

(Teacher 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:

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

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

3. Silent Check-out: 2 Minutes



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

Activity stages/phases:

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

Do's and Don'ts – What to do and What not to do

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



Session 19: Mindfulness of Feelings – I

Distribution 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



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

- Teacher 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 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 – What to do and What not to do

- Allow students time to sit comfortably in their place.
- Ask students to bring their awareness to what 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.

1.b. Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness.

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

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

Do's and Don'ts – What to do and What not to do

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

2. Mindfulness of Feelings and discussion: 15 minutes



Objective:

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

Do's and Don'ts – What to do and What not to do

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

Activity stages/phases:

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

Proposed points of discussion following the activity:

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

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

You may tell students: “We feel now talk about another feeling, sadness and discuss it”

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

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

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



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

Activity stages/phases:

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

Do's and Don'ts – What to do and What not to do

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



Session 20: Mindfulness of Feelings II

Distribution 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



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

- Teacher 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 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 – What to do and What not to do

- Allow students time to sit comfortably in their place.
- Ask students to bring their awareness to what 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.

1.b. Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness.

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

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

Do's and Don'ts – What to do and What not to do

- Encourage all students to answer in class.
- All answers given by students need to be welcomed by the teacher.
- 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.”
- Teacher may ask students to sit in 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”.

- Teacher may ask students to imagine a place where they are able to feel happy. Tell them that they can be either alone in this place or with someone. Try to notice where are you able to feel the happiness in your body.”
- “Now slowly breathe in..... And breathe out. As you breathe in and breathe out, think to yourself - I am smiling”.
- “Now you may slowly open your eyes”.
- “Now you may give each other a lovely/kind smile.”

Proposed points of discussion following the activity:

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

3. Silent Check-out: 2 minutes



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

Activity stages/phases:

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

Do's and Don'ts – What to do and What not to do

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



Story Section

From the day man has learned speaking since then storytelling methods has been his favorite 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 through 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. From 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 of fantasies were not included because we want to Bring their attention towards realities of life which are 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 students 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 to 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.
- The teacher should provide opportunities to 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 did they do? Or what would they like to do in the future instead of asking what they learned 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 life.

- It's important that no written homework should be to the students, instead some task is given at the end of the story to explore and understand at home. The aim of this kind of task is to provide an opportunity to explore and experience the learning of stories in their daily life.
- Some specific instructions were given at the end of the second day of the story to provide opportunities to students accordingly to think, discuss and reflect.

Minimum two days are proposed for the story

- On the 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, neighbors and friends and also discuss the questions asked in the classroom.

Building proper environment in the class:

- All students should be given the opportunity to express themselves.
- There are no wrong or right answers so except 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. Final Match

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



Objective: To enable the students to notice that it is not appropriate to react to a situation without understanding it.

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

STORY

Direction of Discussion:

To understand one's feelings and thoughts, it is necessary to listen to them with patience. Considering one's thoughts superior and being hasty to speak up increases ambiguity and gap in the exchange of thoughts. It hinders the conversation or action in the right direction and also causes problems in the relationship. The discussion based on this story is an attempt to divert students' attention towards this.

Misha and Uday study in class four. Misha plays cricket well. She is always ready to help her friends and also studies diligently. Therefore, Misha was the favourite of all. Being jealous, sometimes bothers Uday. Today in the final match of cricket between section A and section B, Misha reached late in the ground. When the match got over, other students asked Misha the reason for being late. But before Misha's answer, Uday commented "Misha, you are very careless, at least you should reach in time for the final match".

When Uday reached his home, he saw that his neighbours were gathered there. His mother seemed tense. Uday asked his mother, seeing his father in bed, "What has happened to papa?" His mother replied that when his father went for a morning walk, he fell unconscious on the pavement and got injured. But fortunately, Misha was going through the same way, she came home to tell her, and then she took him to the doctor so that he could be treated in time.

Now Uday was pondering whom he was blaming for coming late, she was the one who helped his father. It was only because of her that his father could be treated at the right time. The next day after reaching school, he thanked Misha.

Day 1: Questions for Discussion

- Can you narrate any incident when you have not listened to others attentively? (mother, father, sibling, teacher)
- Have you tried to know the whole matter while listening to others? Justify your answer.
- What did you do after knowing the whole matter?
- Whom do you always listen to carefully?

Observe, Ask and Explore at home (for students)

- Students should be asked to discuss the story with their family members and know their opinions and experiences.
- Find out in your neighbourhood, which works people do for society after being educated?
- Do illiterate people also do some work for society? If yes, 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.

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be given an opportunity to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion:

- Can you answer a question without listening to it properly? Why or why not?
- When someone responds without listening to you attentively how do you feel? Why?
- How do listening to others properly improve our relations with them?

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

2. My Utility is My Beauty

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



Objective: To enable the students to notice that the utility and quality of an object are more important than its price and beauty.

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

STORY

Direction of Discussion:

The teacher is supposed to bring the attention of students through the discussion question towards the qualities and uses of an object rather than physical appearance. To develop their ability to identify the parameters of beauty i.e quality and usefulness.

Once King Vikramaditya asked Kalidas in his court, “What is the reason that your body is not in accordance with your mind and intellect. In response to this, the Great poet, Kalidas, asked the assistant to bring drinking water in two pots in the court the next day. The assistant brought one gold pot and one earthen pot. Both pots were filled with water.

Now the great poet politely asked the king, “Your honour! From which pot would you like to drink water?” Vikramaditya replied “Oh great poet! No need to ask this question. In this hot summer, everyone would like to drink water from the earthen pot.” Kalidas smiled and said, “Then you have answered your question yourself.” The king started thinking that the way the coolness of water does not depend on the beauty of the pot. Similarly, the beauty of mind and intellect cannot be judged by physical beauty. The real beauty lies in its utility. Human beings get respect only for their usefulness.

Day 1: Questions for Discussion

- What is real beauty according to you? What are the qualities that make us beautiful? (like respect, trust, and cooperation) Share.
- What do you understand about the beauty of an object? When do you feel that an object is beautiful?
- Have you ever felt that an object was beautiful in its physical appearance but it was not useful practically? Share your experiences.
- Mention some things that are not beautiful but are very useful for us? Discuss and share.

Observe, Ask and Explore at home (for students)

- Students should be asked to discuss the story with their family members and know their opinions and experiences.
- Identify the people around you whom you like the most. Share their qualities that you like the most.

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

Day 2:

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

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be given an opportunity to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- Why do you get influenced by a person, is it because of their physical appearance or their qualities? Why?
- Why do you like your friends? Describe their two qualities that you want to adopt.
- Which will last longer - somebody's physical appearance or their qualities? Discuss.
- Are we always useful to others? What do you do to be useful? Share.

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

3. Ruchi's Noodles

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



Objective: To enable the students to analyse a fact or belief critically rather than following it blindly.

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

STORY

Direction of Discussion:

The attention of the students should be taken to the fact that some beliefs have been commonly followed in families and society for many years. When those beliefs started, there would have been many reasons behind them. Through this story and questions, students would be made aware that instead of accepting those beliefs as it is, we need to evaluate these in today's situation. Unknown things known without reason lead to faith or fear, the cause of which remains to be known. Knowing the cause or reason increases trust.

Ruchi while sitting in the kitchen was carefully watching her mother who was cooking noodles. Ruchi liked noodles very much. The mother put the bowl on the stove and prepared hot and tasty noodles. Mother again prepared noodles in another bowl. Then, she poured noodles into the first bowl.

Seeing this, Ruchi asked her mother why she did not make it all together in the first bowl. Why did she work twice? Mother replied that "I have always seen your grandmother making noodles in two bowls."

Ruchi went to her grandma and asked, "Why did you make noodles in two bowls?" Grandma said, "Your great-grandma used to make noodles in two bowls only, she must have been doing it for some reason." Ruchi was not satisfied with grandma's reply and started thinking.

Mother said to Ruchi, "Come, have your favourite noodles." Grandpa noticed that Ruchi was not paying attention to noodles. Grandpa asked her, "Are you not in the mood to take noodles today?" Ruchi kept her confusion before grandpa. Grandpa laughed and told her that earlier, they had small bowls and people were more in numbers. That is why your great-grandma used to cook noodles in two bowls. Now, Ruchi got the answer. Ruchi rushed to her mother and told her the reason for cooking noodles in two bowls.

Mother said, taking a sigh of relief, "Finally, I have got rid of making noodles in two bowls."

Day 1: Questions for Discussion

- Do you also do any similar work that you do not know the reason for doing?
- Do you also believe or follow a few things just because they have been considered like this for many years? Justify. Share your views.
- Are you able to ask your curiosities with people connected with you? Share your views.

Observe, Ask and Explore at home (for students)

- Students should discuss the story at home and understand the thoughts and reactions of their family members.
- Let us look all around our home and see how many people are still following the old traditions without knowing the reason behind 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.

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be given an opportunity to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- What would you have done if you were in a place of Ruchi? Why would you do that?
- If you see and feel that some work is being done without any concrete reason. What do you do and why? Share your views.
- Do you see such things happening around you for which you do not know the reason? Share your views.
- What beliefs do you see in yourself that you don't know the reason for?

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

4. Importance of Labour

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



Objective: To motivate students to do their work on their own in daily life.

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

STORY

Direction of Discussion:

The objective of this story is to encourage the students to do their work on their own. When we do something on our own, our confidence increases which makes us happy. This story will also sensitize them regarding helping others who are in need.

When Bal Gangadhar Tilak and Dada Bhai Noroji were living in England, they lived together in a rented house. Dada Bhai Noroji loved to do work. He used to get up early in the morning. He cleaned the house, filled water in pots, polished the shoes, and then had a bath. By the time Bal Gangadhar Tilak woke up, all work would have been done. Tilak ji believed that Dada Bhai had kept a domestic helper for these morning tasks.

One day Tilak ji woke up early and saw Dada Bhai was cleaning the floor. "Hey! Why are you cleaning the floor? Didn't the helper come today?" Tilak ji asked. Dada Bhai Noroji was surprised. Dada Bhai replied, "Tilak ji, we have never hired any helper." Tilak ji surprisingly asked, "Who does the morning task daily?" Dada Bhai laughed and raise his hands in the air and said, "These two hands are our helpers.

They do not demand any money or leave." Tilak ji was greatly surprised by the words and actions of Dada Bhai. He decided to do his work by himself and not to be dependent on others

Day 1: Questions for Discussion

- Share some work which you do on your own?
- Which are those tasks that you can't do on your own? Tell us about the efforts you have put to do these works?
- Which are those tasks that you can do but don't want to do? Why so?

Observe, Ask and Explore at home (for students)

- Students should be asked to discuss the story with their family members and to know their opinions and experiences.
- Find out the people around you who do their work on their own.

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

Day 2:

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

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be given an opportunity to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- Share some tasks which you do on your own in your daily life. How do you feel by doing them yourself?
- Look around yourself and find how many people do their work happily?
- If you are responsible for keeping your body clean then who is responsible for keeping your different items (school bag, table, copy, books) neat and clean? Discuss with your classmates.
- Your class is cleaned daily. After that what is your role in keeping the class neat and clean?

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

5. Video Game

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



Objective: To enable students to notice that we become angry when we are not able to handle any situation. Anger destroys our relations.

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

STORY

Direction of Discussion:

Students come to know that problems can't be resolved with anger. It may destroy our relations. In case of mutual differences, we can get permanent solutions by communicating patiently. It will strengthen our relationships. This is the basis of our happiness.

Tulsi's parents gave her a video game. Within a few days, she got used to video games. She got engaged with her video game as soon as she came back from school. Tulsi's mother explained to her that addiction to playing video games is not good for her eyes. But she did not listen to her. The next day when Tulsi came from school and she did not find her video game. She asked her mother about the video game. At this, her mother told her that she had locked the video game in the cupboard.

Tulsi got angry with her mother. She went to her room in anger, closed the door, and fell asleep. The next morning she went to school without having breakfast and without telling her mother. As soon as she reached the bus stop, she saw her mother waiting for her. Her mother had brought her water bottle and lunch box which Tulsi had forgotten at home.

She was unable to study the whole day because she was thinking about her mother's behaviour. She realised her mistake.

When she reached home, her mother smiled as usual and took her bag from her hand. At this, she hugged her mother and apologised for her behaviour.

Day 1: Questions for Discussion

- How do you react when you are denied something? Why so?
- When will you do your work with perfection - in anger or with a calm mind? Share an incident.
- Have you ever been angry with your parents for your demand? When and Why?
- Has it ever happened that you were denied something you liked and you did not react?
- How does it affect your mental state –
 - a) before receiving something you like
 - b) after receiving that thing you like
 - c) after losing that thing

Observe, Ask and Explore at home (for students)

- Students should be asked to discuss the story with their family members and know their opinions and experiences.
- Find in yourself and your family, why does someone get angry?

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

Day 2:

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

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be given an opportunity to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- Have you ever convinced somebody by getting angry with him/her? If yes, how did that person feel at that moment? Think about it and share.
- Have you ever felt that the work you were forbidden to do was for your good? Discuss.
- What is more important for you - relations (mother-father, brother-sister, friends) or things you use? Discuss.

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

6. Company of Elders

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



Objective: To enable the students to notice the fact that living in harmonious relationships brings a feeling of happiness within us.

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

STORY

Direction of Discussion:

It is commonly seen nowadays that the family members remain busy with their work, due to which people do not have time to talk to each other and the elders in the family feel loneliness. Elderly people have been helping us to learn and understand throughout their life. We recognize their contribution and are grateful to them. Through this story and questions, students should be made aware that living in harmony with each other fulfills emotional needs and makes us happy. In other words, happiness derived from relationships is more important.

Grandma insisted that her cot should be put on the balcony. Rahul, his 12-year-old grandson, and his parents were telling her that she wouldn't feel comfortable on the balcony. But grandma was adamant. Even after telling her so many times, when grandma did not listen to them then they put her cot on the balcony. Every facility was available for her in that room and it was good for her in every aspect. During the daytime, Rahul's parents had to go to work and Rahul also used to go to school. Therefore grandma used to feel lonely. Continuing the insistence of the weak and old lady, son Suresh and daughter-in-law Rajni agreed for her stay in the balcony with a heavy heart. Throughout the day grandmother used to watch the passersby and kept watching the pranks of children playing in the park. Sometimes she would talk to the children and the visitors. Grandma started feeling good all day. Now her days are passing happily.

A few days later, when Rahul's father was sitting with his mother, he asked his mother if she had any problem in the balcony. Suresh was not feeling good as her mother stayed in the balcony. But my mother looked very happy. Mother said, "You have given me all the facilities in the room but I used to live alone in the room all day. Now I meet everyone, talk to everyone. I feel good and talking to everyone makes me feel happy."

Day 1: Questions for Discussion

- If you were in Rahul's place what would you have done and why?
- Do the elders in your family also live with you, if yes how do you spend time with them? If not, how do you stay connected with them?
- Have you felt that elders at home get bored due to loneliness? What do you do in such a situation? Share with us.
- How can you help your elders? Discuss.
- What have your elders done for you? How will you express your gratitude to them? Share.

Observe, Ask and Explore at home (for students)

- Students should be asked to discuss the story with their family members and know their opinions and experiences.
- How many families around you live with their elders? After how long do people living away from their family get to meet their elders?

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

Day 2:

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

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be given an opportunity to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- Do you want materialistic happiness only or the happiness of being with loved ones? Why is it like this? Discuss.
- What type of conversation do you have with the elders of your house? Share
- What other requirements do you fulfill besides the materialistic needs of your family members? Discuss and Share.

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

7. Ticking of Watch

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



Objective: To aware students that focused attention improves our work quality.

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

STORY

Direction of Discussion:

There are a lot of activities occurring in our surroundings that keep us distracted. Through this story and questions, an attempt has been made to explain to the children that working with concentration is necessary to achieve our goal in life. If there is any problem due to external factors, concentrating your mind helps in solving the problem.

Once, Rinku's father lost his wristwatch. His father loved it very much because it was given to him by his grandmother.

His father tried hard to find the watch himself but could not succeed. So he called Rinku and his friends, "Hey kids, help me in finding my wristwatch."

Immediately, the children started searching for a watch. They started looking for it everywhere but could not find it.

Now the children had almost given up and the father also felt that the watch could not be found. Then Rinku came to his father and said, "Papa give me one more chance. This time, I will try to find the watch in a new way."

Papa said, "Ok, no problem. Try it again."

Rinku asked everyone to leave the room and sit there closing his eyes. After a while, Rinku came out of his father's room with a watch in his hand.

His father was very happy seeing the watch. He asked with surprise, "Where did you get this?"

Rinku said that he went into the room and sat quietly with his eyes closed and focused his attention on the sound of the watch. With their eyes closed, all his attention was on the sound of the watch. Due to focused attention, he heard the ticking of the watch which helped him to guess its location. He took out this watch from the back of the cupboard.

Day 1: Questions for Discussion

- When something is lost in your home or school, what do you do to find it? Why?
- Has such an incident ever happened with you, when an unknown person has returned something you had lost?
- How did you feel when you had lost something to which you were emotionally attached to?
- How will you find a solution to a problem occurring due to external disturbance? Discuss and Share.

Observe, Ask and Explore at home (for students)

- Students should be asked to discuss the story with their family members and know their opinions and experiences.
- Has it ever happened in your home or neighbourhood that a person lost something but someone paid attention to it, found it, and then gave it back to that person? 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.

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be given an opportunity to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- Why does closing your eyes makes it easier to hear a sound? Discuss.
- Do you always remain conscious about your surroundings and environment? Why and How? Discuss.
- Have you ever faced any problem, if you do not pay attention to things around you? Discuss.
- Have you ever solved your or other problem by paying attention to it? If yes, How?
- What can we do if we are aware of our surroundings and environment?

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

8. A Bucket full of water

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



Objective: To get the attention of students towards natural resources. If we use these resources wisely, we can avoid problems.

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

STORY

Direction of Discussion:

To make students aware that natural resources (water, air, soil, etc) are available in sufficient quantity. But if these resources are not utilized properly, there will be a scarcity of these resources in the future. Through this story and discussion of questions, we want to take the attention of children towards the protection of natural resources.

Since the family of Prateek moved to the city after the transfer of his father. He and his family were worried about the scarcity of water. Prateek was suffering the most due to the shortage of water. Earlier, Prateek used to take bath 2-3 times a day, but now even a bucket of water was hardly available, and that too with several instructions from his mother. He said to his father, “Where have you shifted us? Should we move back?” His father didn’t answer and kept smiling. One day while his father was taking a bath, suddenly the water stopped coming from the tap. Father sent him to the neighbour’s house for water. Prateek went to his neighbour’s house. He noticed that her aunt was washing the vegetables with water and using the same water for watering the plants. He asked his uncle for a bucket of water. Uncle was shaving his beard. Prateek saw the tap of the washbasin. It was not running.

“Uncle! Don’t you have water?” Prateek asked.

Uncle replied, “There is water.” He opened the tap of the washbasin and water was there. Then he said, “Why are you asking?” Prateek replied,

“Uncle, there is no water in our house. So, I want a bucket of water.” Uncle gave him a bucket of water. Bringing the bucket of water, he realised that he always kept the tap open while brushing. He thought that in this way, a lot of water was wasted in the drain.

Day 1: Questions for Discussion

- Have you ever faced a shortage of water? What did you do when this happened? Share.
- Why is there a need to save water? Discuss.
- How is water used in your home? Discuss.
- If you were Prateek, what would you have done and why? Share.

Observe, Ask and Explore at home (for students)

- Students should be asked to discuss the story with their family members and know their opinions and experiences.
- Today we will see if there is scarcity of water in the area where we are living. If yes, how do you solve this problem?

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

Day 2:

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

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be given an opportunity to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- What can you do at your home and school to save water? Discuss and Share.
- Apart from water, what are the other things which are obtained from nature?
- What will happen, if we don't use natural resources judiciously?
- What can we do to protect our natural resources?
- It is very easy to pollute clean water. But, is it possible to clean dirty water easily? If not, Why?

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

9. Changes in Prachi

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



Objective: To draw the attention of students towards the fact that happiness lies in emotional attachment not in just being together.

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

STORY

Direction of Discussion:

It is generally seen that if any of the family members go far away from the home for any reason, then we become sad but it has also come to notice that even though living together in the same house, sometimes there is a disharmony. Then it becomes difficult to be happy. We notice that emotional connection is more important than being together to be happy. Through this story and questions, an attempt has been done to bring the attention of the students towards these points.

“Mother, my dear friend Shalu’s father has said that he has been transferred to his village. Shalu will also have to take admission in the village school”. Prachi told her mother while crying. Prachi and Shalu were students of fourth grade. Both were very close friends. Thinking about getting separated from her best friend, Prachi became sad.

The next day Shalu did not come to school. The class teacher revealed that Shalu’s school leaving certificate had been issued and she got admitted to the school in the village. All this happened suddenly. Prachi did not talk to anyone that day. Her mood was upset at home also.

While sleeping at night, when her mother asked her the reason for her changed behaviour, her eyes were filled with tears, she hugged her mother and said “My dear friend Shalu” now I will never meet her. She has gone to her village and will study there. Can’t we do anything? Mother explained to her calmly, “You are also living far from your grandparents but their love is always with you. Just like this, Shalu’s love will always be with you. You can write a letter to her or make a “miss you card” for her or you can talk to her on the phone. You should make new friends also. After listening to her mother, Prachi happily started making “miss you card” for Shalu.

Day 1: Questions for Discussion

- Have any of your loved ones gone far away from you? How did you feel at that time and why? Share it.
- If you were in place of Prachi, what would you have done and Why? Share it.
- Why do we miss our friends when we go far away from them? Do our friends also feel the same for us?

Observe, Ask and Explore at home (for students)

- Students should be asked to discuss the story with their family members and know their opinions and experiences.

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

Day 2:

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

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be given an opportunity to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- Whenever you are sad, how do you overcome your sadness? Share it.
- It is to be seen around us that whenever our near and dear ones (friends and relatives) are living in distant places, then how do we connect to them. Discuss.

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

10. A Letter to Father

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



Objective: To draw the attention of students towards the importance of their family members and enable them to express gratitude to them.

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

STORY

Direction of Discussion:

Children pay gratitude to their parents mostly upon getting materialistic things such as clothes, bicycles, mobiles, etc. Parents also fulfill the emotional needs of their children such as love, guidance, trust, respect, and so on. Through this story and questions, an attempt has been done to bring the attention of the students towards their emotional needs.

One day, the class teacher asked the students to express their gratitude towards any of their family members. Some children talked about making a “gratitude card”, some about writing poems, some talked about helping them, some children wanted to give gifts to express their gratitude. Meenakshi thought of writing a letter to her father on this occasion.

Dear papa,

I am writing a letter to you but do not understand what to write? I know that you are very busy and work so hard for us. If you remember when we went to Manali during the holidays, how much did you worry about me? You made me wear a coat with a sweater so that I would not catch a cold. I remember the

day I got my first medal, your eyes were moist with joy. Once I was crying after fighting with George, you made me understand that I had to trust my good friends and try to consider their points of view. As per your guidance, I started a normal conversation with him and forgot about the fight. Then I realised that if you didn't show me the right way, I would have lost a good friend. Even today, whenever I feel alone, you are always with me. Whenever my mother remains busy, I always get helped by you. Whenever I get tired of studying, you play with me. Thank you Papa, I have never been able to express my love for you, truly you are my greatest gift.

Love you Papa.

Yours,

Meenakshi

Day 1: Questions for Discussion

- Initially while writing the letter, why was Meenakshi hesitating?
- Have you ever expressed gratitude towards any of your family members? Why and how?
- How can you express gratitude to your family and friends? Discuss.

Observe, Ask and Explore at home (for students)

- Students should be asked to discuss the story with their family members and know their opinions and experiences.
- Ask those who stay away from their relatives or their near and dear ones, how do they compensate for the happiness derived from relationships?
- Will you write a letter to pay gratitude to someone? Write a letter and send it to that person. When the letter reaches that person, how did he feel? Find out.

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

Day 2:

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

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be given an opportunity to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- Do you also feel hesitant while expressing gratitude to someone like Meenakshi? Why?
- Why do we show gratitude to someone?
- When you express your gratitude, how do you feel and why?
- Has someone ever expressed gratitude towards you? why and how. share it.
- If you were Meenakshi, whom would you have thanked and why?

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

11. Grandma became 'Teacher Grandma'

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



Objective: To motivate children to understand that all human beings are the same. To help them understand that self-motivation is required to understand an object, rule, or event.

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

STORY

Direction of Discussion:

Every human being has an ability to understand because human beings have an unlimited capacity to learn and understand. The capability to understand and learn is not related to age. If one wants to learn then age is not a barrier. Both experience a great amount of happiness, the one who understands and the one who makes him understand

Shanu was a student of class fourth. He loved his grandmother very much. He used to tell her daily what the teachers had taught him in the school. His grandmother was not educated. Discussion on new stories and activities was going on in his happiness class these days. When he told grandma about these stories and activities, she liked it very much and all her stress went away. Whenever there was pain in grandmother's feet, Shanu used to massage her feet with mustard oil.

One day Grandma asked Shanu, "Can you help me to learn, how to read and write?" At the same time, another woman sitting near grandmother said, "Sister! Is this the right age to read and write? This is of no use at this age.?" Grandma was disappointed after hearing this but Shanu was completely in support of his grandmother. He quickly went to his room and brought a notebook, pen, and pictorial book on which letters and words were written. Due to her intense desire to learn, she learned reading and writing in a very short time. In the evening, when she sat with her elderly friends, she often taught them. One day when Shanu saw this, he hugged his grandma and said, "My grandma has become a 'Teacher Grandma.'"

Day 1: Questions for Discussion

- How do you feel when you learn something new? Why did you feel so?
- If you were in the place of Shanu, what would you have done and why?
- What do you think everyone can learn or not? Why do you think so?
- What is the importance of education in our lives? If someone is illiterate then what difficulties does he face? Please discuss.
- We have seen younger ones learn from an experienced one. But can the elders learn from the youngsters? If yes, then please explain and share with everyone.

Observe, Ask and Explore at home (for students)

- Students should be asked to discuss the story with their family members and know their opinions and experiences.
- Students talk to people around them and ask what new things they want to learn and why?

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

Day 2:

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

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be given an opportunity to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- How did you show your gratitude to someone when they taught you something new?
- Have you ever helped anyone to learn something new? If yes, How? Please share.
- If you were at grandmother's place, what would you like to learn and why? Please share.

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

12. One Step towards Change

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



Objective: To bring the attention of the students to the fact that any problem can be solved by understanding its cause.

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

STORY

Direction of Discussion:

To make the students realise that everyone is devoid of one thing or other in their life. We do not get disturbed by the problems rather we get worried when we don't find a solution. There is a solution to every problem. The goal is to develop an understanding to find a solution. Achieving the goal always gives satisfaction.

Yash wore glasses for many years. When his glasses broke one day, he faced a lot of trouble in reading. The next day, his father got his glasses repaired. He realised that many students in the world do not have glasses to read and write in school. This incident gave a new direction to his life.

Yash found some glasses in his home which were of no use. When he found ten such glasses in his home, he felt that he could help at least ten students to see, read, and write properly. At the age of 14, he started an organization "Sight Learning." This organization collected the glasses which were of no use for the people. These could be used in the same form or their parts while making new ones. He started providing glasses to needy students according to their number of vision. He requested a shopkeeper who sells glasses, to get a dropbox placed outside his shop. The purpose of dropbox was that people put their used glasses in that box which could be later given to the needy.

On searching the internet, he came to know that there are 13 million students worldwide who do not have the right glasses. Through his organization, he helped more than 20,000 students from 5 countries to see clearly.

Day 1: Questions for Discussion

- What problems would have been faced by Yash when his glasses were broken? Discuss.
- What did Yash come to know about the need for glasses and how?
- If you were Yash, how would you have helped other children?
- If your friend's spectacles break then, how will you help your friend? Why would you do that?
- How did you solve any problem with proper understanding? Please Share.

Observe, Ask and Explore at home (for students)

- Ask students to discuss the story with their family members and know their opinions and experiences.
- Find out how many people in your vicinity need glasses to read? How many people have used glasses with them but those are of no use to 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.

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be given an opportunity to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- How would you feel if someone helps you the same way as Yash did? Why so?
- Have you ever paid attention to the problems faced by your friends? How did you help them? Discuss.
- Have you ever tried to solve someone's problem? How did you do that?
- Have you ever thought of helping someone like Yash did? Give examples.

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

13. True Happiness lies in Creating, not in Breaking

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



Objective: To develop the feeling of mutual support in the students and an understanding of being supportive in relationships.

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

STORY

Direction of Discussion:

Basically, human beings do not want to make any mistake. We make mistakes due to the lack of understanding and ambiguity of thoughts. Mistakes can be avoided with clarity of thoughts and thorough understanding. Bring the attention of the students towards the fact that helping each other strengthens our relationships. Clarity of thoughts will not only help us to realise our mistakes but also help in correcting them. In this situation, relationships are still maintained even after committing any mistake as the importance of relationships is well understood.

Priya went to her teacher to show her file, in the meanwhile, Ankur came to her seat and tried to snatch the file from her. Even after Priya's refusal, Ankur didn't listen to her, and during the snatching, a few pages of the file were torn. Due to this, Priya got angry. In the meanwhile, Pinku came there and said while staring at Ankur, "It's very easy to spoil something while it is equally difficult to make it like before." Ankur got badly affected by this statement of Pinku. While returning home, he kept thinking about the same thing.

The next day, Sumitra madam was about to see the models made by the students in the first period. All the students were in a hurry to show their respective models. As Ankur was going towards Priya to apologize for his bad behavior which he showed on the previous day, he saw that suddenly Priya slipped and her model of 'wind-mill' fell on the ground and it broke down.

Priya, who was already upset about her file being torn, started crying loudly when her model broke down. All the students were trying to calm Priya while Ankur was looking for the broken parts of the model. What is this? Ankur was trying to fix it. Within minutes, the model began to look the same as it was before. As Priya looked at the model, her eyes sparkled with tears and a smile on her face.

Day 1: Questions for Discussion

- Why did Ankur fix the broken model of Priya?
- If you were in place of Ankur, what would you have done?
- The real pleasure is in making and not in breaking. Discuss.
- What kind of efforts do you make to bring harmony in your relations?

Observe, Ask and Explore at home (for students)

- Ask students to discuss the story with their family members and know their opinions and experiences.
- In your home, what efforts are being made by your family members to strengthen the relationships?
- What do those members do to keep the atmosphere of the home calm and happy?
- Who makes efforts to maintain a good atmosphere in your neighborhood? What do those people do to maintain a good atmosphere?

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

Day 2:

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

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be given the opportunity to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- Have you ever knowingly or unknowingly harmed anyone? What have you done to compensate for that?
- To whom do you give more importance – materialistic things or relationships? Explain by giving examples of your life.

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

14. Brother! Nothing is Difficult

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



Objective: To motivate students to focus more on solution than problem.

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

STORY

Direction of Discussion:

To develop an ability not to focus on the problem rather try to find solutions. In case of any problem, learn how a problem can be solved with the help of others. Darkness can not drive out darkness : only light can do this.

Once there were two friends, Mohan and Rohit. Rohit was a confident boy who excelled in every work with eagerness. And for Mohan everything was difficult. But Rohit always tried to instill confidence in Mohan.

One day, the science teacher assigned them a project in school. Mohan got annoyed and came to Rohit and said, “What a new mess! How will we do this difficult task?” Rohit remained calm and said, “Don’t worry buddy, we will go to the garden this evening and collect the leaves of the plants. That’s it. And the project will be done.”

Time passed and the obstacles kept knocking at their door but both friends worked together and solved all problems. In the end, all work got completed due to Rohit’s calmness and hardworking approach. Mohan gradually learned from Rohit that if one wants to achieve success in life, it could be achieved only by being patient, confident, and positive thinking.

Suddenly Rohit’s father was transferred and they had to shift to another town. Now the real test of Mohan started. His mother got ill. Being the eldest son, he had to take all the responsibilities of home. He was quite stressed and confused about what to do.

One day an idea struck in his mind, “If Rohit had been at his place, what would he have done.” He remembered an incident. When Rohit’s mother was ill, he used to manage the household chores by doing most of the work in advance. He used to wash clothes, iron them and chop raw vegetables in the evening. Thus, in that way, Mohan learned to manage all works.

Day 1: Questions for Discussion

- What changes occurred in Mohan, when Rohit went away? Why did this happen?
- Have you ever found a solution to any problem? Share it with the class.
- Have you ever faced a problem for which you are still searching for a solution?. Discuss it with your partner and try to find its solution.
- Why do we find some tasks difficult to do?

Observe, Ask and Explore at home (for students)

- Ask students to discuss the story with their family members and know their opinions and experiences.
- Find out who listens to you carefully in your family and 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.

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be allowed to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- If you were in place of, what would you have done? Why?
- When you faced any problem, whom did you ask for help? Why?
- Have you done anything to make the task easy for someone? Share.
- 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. Billu and Gullu

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



Objective: To encourage students to be organized and do their work themselves.

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

STORY

Direction of Discussion:

To encourage students to be organized and do their work by themselves. Students try to maintain the order of their family by being complementary to each other and express gratitude for cooperating.

Gullu was a careless boy. His mother was very upset because of his habit of scattering his toys, clothes, and books everywhere in the house. After coming back from school, he played with his toys and did not keep them in the right place. His mother tried to convince him that he should keep his things in their place but it all went in vain.

Gullu usually reached school late due to his carelessness. He was scolded several times for coming late to school. One day he had to go to Billu's house after school. All along the way, the two were planning to eat as quickly as possible after reaching home and then play. At home, Gullu noticed that Billu put his bag, shoes, school uniform in place even before his mother asked him to do so. After this, he washed his

hands and went to Gullu. Gullu was very surprised to see all this. He asked Billu, "How have you put all things in their place without being told to do so? I have been scolded for this several times."

Billu replied, "I have been doing all this for a long time. Earlier I used to throw my things here and there. Once, I forgot where I kept my Mathematics notebook. Due to this, I had to face a lot of problems. Since then I keep my things in the right place. I do all my work myself. It also helps my mother."

Day 1: Questions for Discussion

- If you had been in the place of Gullu, what would you have done?
- Whom do you help in your family? And how?
- Do you like an organized class? What is your role in maintaining that class?
- Do you help your younger siblings to put their things at the right place? If not, Why not. If yes, Why?

Observe, Ask and Explore at home (for students)

- Do your friends put their things (Bag, uniform, tiffin, etc.) at the right place after using them. See, what they do to keep their things organized?

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

Day 2:

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

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be allowed to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- Who keeps all things (towels, utensils, bed, newspaper etc.) in an organized manner in your house. Have you ever expressed gratitude to him/her?
- How do you contribute in keeping the house organized?
- Do you like to live in an organized or unorganized manner? Why?
- Which members of your family keep the items in their right place after using them?

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

16. Who will bring change?

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



Objective: To inspire the students to work together for the cleanliness of the environment.

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

STORY

Direction of Discussion:

To draw the attention of the students towards the cleanliness of their school and surroundings so that they can work together to keep it neat and clean. Encouraging students not to make their surroundings dirty so that they do not need to do much cleaning.

Every morning, Sumit used to see his mother cleaning the garbage lying on the street. He asked his mother, “Mummy why do you clean the litter thrown by others?”

Mother replied, “I love cleanliness and want to keep my surroundings clean. Sumit asked again, “How can you alone keep it clean?” Mother smiled and asked Sumit, “Just tell me, why are people getting sick in our adjoining street? Sumit replied, “It is because of Malaria and Dengue, But how can you alone bring the change.” Mother smiled and said to Sumit, “Okay, from today onwards I will stop cleaning.”

Nazia, who was standing nearby intervened in the middle, “No Aunty! Please do not stop this because when my friends come to my house, they always appreciate our street.” Rinku, who was also standing close by said, “Aunty! My aunt and grandmother also appreciate the way it’s always neat and clean. They have also started to clean their locality to prevent themselves from Dengue and Malaria. But if you stop it, this beautiful street will become a garbage dumping ground. And Aunty, now they have also started cleaning outside their house to protect their locality from Malaria and Dengue.” Everyone started smiling.

Bina said to Sumit, “Brother! It is true, what aunt is doing won’t bring much change in the world. But I think there is a change in the lives of the people living in this area. Isn’t it? Why don’t we all start with a small change?” Sumit started thinking that from today onwards, he will also help in such an effort to clean the street.

Day 1: Questions for Discussion

- Do you know Who keeps your surroundings clean? And who else helps him/her in this work?
- When the sweepers do not come to clean your street due to some reason, then how does it get cleaned? Can you do something in this regard?
- If you have ever taken any initiative to bring a change at your home and school, share it with your class.
- Do you want to help in improving the environment around you? If yes, then how? If not, then why not. (Question can be asked in groups)

Observe, Ask and Explore at home (for students)

- Students should be asked to discuss the story with their family members and know their opinions and experiences.
- In your surroundings, who maintains cleanliness in your vicinity?
- Observe what they do to keep the environment clean.

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

Day 2:

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

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be allowed to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- How can you improve the environment around you?
- Why should we keep our surroundings neat and clean? If we do not keep our surroundings neat and clean, what kind of problems will arise, share your thoughts?
- When the sweepers are unable to come to your school, then how does it get cleaned? Do you play any role in it? If yes, please share.
- Who makes efforts in your house to keep it neat and clean?

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

17. A Burnt Bread (Chapati)

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



Objective: To understand the intention behind any action.

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

STORY

Direction of Discussion: When we make a mistake, we believe that we don't want to make a mistake, but mistakes are committed by mistake only. But when others make mistakes, then we feel that they have made a mistake deliberately. Through this story and discussion, the attention of the students should be taken to the fact that along with an outcome of any action, another important thing is the motive or intention behind that action, even if there is a mistake, we should not divert from the intention/motive. If a mistake is committed by someone who is my relative or a friend, then my intention is positive. But when the same mistake is made by others, then I show negative intentions. If our feelings are good towards each other, then we will have harmonious relationships.

When Riya came back from school to home, she was feeling very hungry. As soon as she entered the home, she got a smell of her favourite curry and she sat down on the table quickly. At the same time, her mother also returned from the office and while wiping out all sweat from her face, she went to the kitchen and started making chapatis. Riya couldn't wait and she also went to her mother in the kitchen. Mother was making chapatis in the kitchen as usual. Soon, she placed a chapati into Riya's plate but Riya said angrily, "What is this? A burnt chapati? I come home exhausted after studying in the school for the whole day and even then, I do not get proper chapati to eat." Mother kept quiet and started making another chapati. Riya ate unburnt chapati and went to her room.

The next day, when Riya returned home tired from school, she noticed that her mother was not at home. She called in her office and she got to know that her mother would come late today due to excessive work. Riya said that she would make chapati on her own. Her mother said, "Make one chapati for me as well." When her mother returned from the office, Riya hesitantly served one chapati to her mother. It was a burnt chapati. But Mother thanked Riya and ate chapati and curry happily.

Soon, Riya remembered the incident of the previous day and realized that she behaved badly. On one hand, Riya got angry over

a burnt chapati, but on the other hand, her mother understood the intention behind making a chapati. Riya apologized to her mother for her bad behaviour.

Day 1: Questions for Discussion

- Do you happily eat whatever your mother cooks in your home? If yes, why?
- Do you not eat happily whatever your mother cooks in your home? Is this right?
- Do others make mistakes deliberately? If yes, do you try to understand their intentions or motive?
- Do you make a mistake intentionally? If yes, then why? If not, then why?

Observe, Ask and Explore at home (for students)

- Students should be asked to discuss the story with their family members and know their opinions and experiences.
- Just look into your home and find out which members of your family understand each other's feelings?
- Find out what they do to understand each other's feelings.

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

Day 2:

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

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be allowed to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- Discuss an incident when you have worked very hard, but your work was not accepted or praised. How did you feel at that time? How did you react?
- When you make a mistake, you do it intentionally or it happens unintentionally. Discuss.
- When others make mistakes, they do it intentionally or unintentionally. Discuss.
- Do we perceive our mistakes and the mistakes committed by others with the same outlook? If yes, then why? If no, then why? Discuss.

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

18. Tower higher than Geeta Madam

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



Objective: Students should understand the importance of cooperation and creative thinking. Even difficult tasks can be easily done with teamwork.

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

STORY

Direction of Discussion:

Life is full of challenges and competitions. Students feel frustrated when they are unable to perform a difficult task. This effort is to bring to their notice that difficult tasks can be performed easily with cooperation and teamwork. Cooperation paves the way for the solution of difficult tasks and the solution always leads to happiness.

One day, Geeta mam came into the class and said, “My dear students, today we will do an activity in which the whole class will participate.”

Hearing this, all the students exclaimed with joy. Raju asked Reena, “Why are you feeling so happy?” Reena said, “Hey, have you forgotten? There is a lot of fun in the activities conducted by Geeta madam. Today, we will have lots of fun.” Listening to Reena, Raju started smiling and he asked madam, “Madam, what exactly do we have to do?”

Madam said, “You will be given some newspapers from which you have to make a high tower.” Supriya asked, “How high should the tower be?” Geeta madam replied, “Higher than me. And you have only ten minutes to do this work.”

All students quickly started folding their newspapers. In two-four minutes, almost every student had made their tower, but no one’s tower was able to reach even up to the knees. Reena and Supriya were sitting at the same desk. Like all other students, both of them were also very

upset as out of ten minutes, seven minutes had already passed. Supriya was thinking very fast. An idea came into her mind. She picked up her tower and placed her on the top of Reena’s tower. Before Reena could understand something, Supriya also picked Raju’s tower and placed it on the top of Reena’s tower. They saw that the merging of three towers led to a higher tower.

Supriya did not waste her time and told the whole class, “I have got an idea to build a tower higher than Geeta madam. We have to join the towers of every student.” The whole class soon understood this. Supriya placed her tower in the middle of the class. One by one, everyone started placing their towers on it. The

the tower was getting higher, as soon as its balance started deteriorating, everyone held it tightly. Aman placed his tower at the end. After that, Geeta madam announced, “Class, only twenty seconds are left out of ten minutes.” No got panicked after listening to madam because the height of the tower was more than Geeta madam.

Day 1: Questions for Discussion

- Why would Geeta madam have given the students an activity to make a high tower?
- Which trick proved effective in making a high tower?
- Give an example when you have completed a task as a team?
- Do you feel more comfortable working in a group or alone? What are the benefits of working in a group?

Observe, Ask and Explore at home (for students)

- Ask Students to discuss the story with their family members and know their opinions and experiences.
- Observe amongst your family members who works in cooperation with others?
- Which pieces of work do they do together?

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

Day 2:

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

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be allowed to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- What is the importance of collaborating in a group? Discuss.
- Which friends of yours work together? Which work they do together?
- Mention some of the tasks which are difficult to do alone but can be done easily if working together.

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

19. A Single Shoe

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



Objective: To motivate the students to be sensitive as well as sensible while making decisions.

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

STORY

Direction of Discussion:

Most of the times we make decisions with calm mind, but in some situations we take decisions hurriedly. To bring the attention of the students to be sensitive as well as sensible while making decisions.

Ravi and his father came to the railway station to go to their village. Ravi saw a boy sitting barefoot at the station. Ravi was going towards his compartment holding his father's hand. While moving inside the compartment, Ravi's shoe slipped out of his feet. The compartment was very crowded. The train started moving slowly. Ravi looked through the window, the boy was watching his shoe carefully. He picked up the shoe and started running along the train.

(Why did the child run with that shoe?)

Ravi threw his other shoe from the window towards the boy. He picked up another shoe and kept running to give it to Ravi. Ravi smiled and shook his hand towards the boy. Suddenly the boy stopped and looked at Ravi with surprise. He also started smiling and waved his hand towards Ravi. Ravi takes out the Chappal from his bag and puts it on.

Day 1: Questions for Discussion

- Have you ever experienced an incident like this? Share.
- Have you ever lost anything? How did you feel at that time and why?
- If you were in Ravi's place, what would you have done and why?

Observe, Ask and Explore at home (for students)

- Let's try to cooperate with those who need our help, this way we can be a good support for 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.

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be allowed to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- Have you ever helped anyone by giving them something they need? Why did you do that?
- How did you become a true helper to someone? How did you feel then?
- Has anyone ever supported you by giving you, What you needed? How did you express your gratitude to them?
- Have you ever solved someone's problem with your sensibility ? Share the incident.

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

20. Why Education?

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



Objective: To bring the attention of children towards the aim of education. Children also get to know that it is the right of every child to get education.

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

STORY

Direction of Discussion:

To make the children aware of the purpose of education. Children also get to know that it is the right of every child to get education. Education develops logical thinking that leads us to unfold the reasons behind all the natural phenomena. Education develops understanding, by good understanding we get solutions to the problems. And when we have solutions to our problems, then only we experience happiness in its true form.

Bhanu used to see a girl everyday, begging at the red light on his way to school in a rickshaw. That girl also notices Bhanu daily. Bhanu thinks, “Why does the girl do this?” One day he asked her, “Why does she see him.” The girl told him that she loved watching Bhanu go to school. When Bhanu asked her name, she told her name ‘Aarti.’ When Bhanu asked her, “Why do you beg?” The girl ran away crying.

Today was the last day of Bhanu’s exam. Bhanu thought of taking the help of his teacher, Mr. Rajesh. He told him about the girl who begs at the red light. The teacher asked him “What do you want?” He replied, “Sir, I want to see her happy and out of this adverse situation.”

Mr. Rajesh said to him, “Why do you study?” Bhanu said, “Education develops understanding.” Mr. Rajesh asked again, “What happens after understanding?” Bhanu said, “When something is well understood then the problem, no longer remains a problem.” “What happens when there is no problem?”, Mr. Rajesh again asked with a smile on his face. He put forward another question, “Don’t you think education develops understanding and everyone has an equal right to get the education. And once you develop that understanding, you can solve all your problems and ensure happiness.”

Bhanu said , “I will bring Aarti to school for admission next month.”

Day 1: Questions for Discussion

- What did Bhanu see while going to school?
- How did Aarti feel noticing Bhanu, going to school?
- What would you have done, if you were at Bhanu's place? Share.
- Do all the children around you go to school, if not, what are the reasons?

Observe, Ask and Explore at home (for students)

- Students should be asked to discuss the story with their family members and know their opinions and experiences.
- Find out how many children around your house do not go to school and find out the reasons.

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

Day 2:

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

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs, etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be allowed to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- Why is it important to get an education?
- Who can get an education? Discuss.
- How will you feel if all children start going to school? Discuss and share.
- How did you feel when you were enrolled in the school? Share.
- What do you learn in your school? Discuss.

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

21. Why Did the Butterfly Not fly?

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



Objective: The students pay attention to the fact that nature is governed by various laws. Understanding these laws and participating accordingly in the system of which we are a part of, is the basis of happiness.

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

STORY

Direction of Discussion:

All units of nature are self-governed with rules. We can participate in order only if we understand the rule of the system and regulate our work, behaviour, and thoughts accordingly. We can discuss with students the works that don't comply with the system but we do them. When we live according to the system, we become happy.

Manu was sitting in the park. There he saw something on the leaf of a plant. That was moving slowly on the leaf. Manu kept watching it carefully.

A Butterfly was trying to come out of a small hole. Manu watched it carefully for a long time. He felt that the butterfly could not come out on its own.

Manu thought to help the butterfly. He opened the cocoon (the shell in which the butterfly develops slowly) with his finger. Then he waited for it to fly. But the weak butterfly remained there. It was not even able to move its wings.

Manu did not understand that in place of helping the butterfly, he had harmed it unintentionally. The struggle of coming out of the cocoon was necessary to make its wings strong enough to fly.

The thought that it will never fly now, disappointed Manu and he decided not to provide unnecessary help to anyone in the future.

Day 1: Questions for Discussion

- Was it right for Mannu to touch the cocoon?
- Had it ever happened that you tried to help someone but he got harmed? Why would this have happened?
- Has it ever happened that someone tried to help you and it increased your problem? Why did that happen?

Observe, Ask and Explore at home (for students)

- Today we will note whether there was any harm while helping each other at home.
- Students should be asked to discuss the story with their family members and know their opinions and experiences.

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

Day 2:

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

- Ask the students to recall the story of the previous day. For recalling, various methods can be used such as storytelling, role-play, narrating the story in pairs etc. If required, the teacher can also assist students to recall the story.
- Students can share their feedback received from home in small groups. Some students should be allowed to share their experiences in the class.
- Previous day questions can be discussed again with students who were absent in the last class or unable to answer due to the shortage of time.

More Questions for Discussion

- What can we do that our help does not turn into trouble?
- Should we help someone thoughtfully? Why?
- What happens when we interrupt natural processes?

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

Activity Section

There is not much scope for logical communication with children in this age group. But it is seen that these children pay much attention to the things available and events happening around them and ask many questions with the objectives of knowing. They feel happy when they learn by doing. In the initial phase, the happiness that comes from the outside means a lot to them. But at the same time, it is also true that there is a natural acceptance of the happiness in the affinity of parents, siblings and friends, and the happiness that one gets in organized living in society. We find that children are also playful by nature. Therefore activities at this stage are majorly based on physical movements. Through these joyful activities, students will be able to recognise their feelings. These activities will help in developing values as well as life skills in them.

While doing the activities, these things need to be kept in mind:

- The atmosphere of the class should be full of enthusiasm and encouragement so that maximum students would like to participate in the activities and ask questions openly to satisfy their curiosity.
- Teacher should also involve himself/herself actively in the activities so that students could watch and understand them properly. It will also create an atmosphere of belongingness and trust between the teacher and students.
- Comparison among people creates a feeling of superiority or inferiority complexes thereby increasing the gap. Therefore, no comparison should be made between students.
- No religious activity should be conducted in the classroom, nor should their references, examples or quotes be given. Encourage students to think in a secular manner and be more logical about objects and events.
- It is also necessary to keep in mind that in this class, the conclusion is not to be given in the form of preaching. Students should be helped to draw their conclusions by asking questions to them. At the end of each activity, a task is given under the title 'Try this'. Before ending/leaving the class, the task should be shared with students. The objective is to relate what is discussed in the classroom to the lives of students. Keeping this in mind, they should be given the full opportunity to share their observations and experiences in the next happiness class.

The idea behind this whole process is that through this, students start focusing on their thoughts, actions and behaviour and they can choose the right one. Such activities will also be helpful in developing the feeling of belongingness among the people involved and the school will become a place of celebration along with a zone of cooperation and collaboration. It is expected that gradually these values will become an indispensable part of their behaviour and as a person they will be able to live comfortably in different situations and will always be happy. In a nutshell, it is an effort to create such an environment in which

through fun and enjoyment, students would know and understand their role in the social system and nature, and can be happy through useful participation in it.

The period can be utilized in this way -

- Begin the class with 2-3 minutes of mindfulness.
- Conduct an interesting and objective-oriented activity in the next 20 minutes.
- Do discussion, based on the activity for 10 minutes.
- Ask students to sit quietly for 1-2 minutes and think about their conclusions drawn from the activity
- Before leaving the class, share the task of “Try this” with students.

1. Our Happiness - Our Choice

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



Objective: To draw the attention of students towards the difference between 'being happy' and 'looking happy'.

Material required: No specific material is required.

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

Note for the Teacher:

To be happy and to seem happy are two different things. In today's society, the focus is on looking happy whereas being happy is more important. There are times when we are not happy but we try to show ourselves happy.

Steps for Activity:

- Draw two faces on the blackboard one smiling and an other sad one.
 - Ask the students which face got their attention (more).
 - Tell them to face their partners and show them a smiling or a sad face to each other.
 - Do you like the smiling face or sad face of your friend?
- When you looked at your friend with a smiling face, were you really happy?
 - Now ask them what things make them happy and what makes them sad. Write the opinions shared by the students on both sides of the blackboard.

Day 1: Suggested Questions for Discussion

- Have you ever pretend to be happy while you were feeling otherwise? When? (For example: In front of a guest) Why did you do that?
- Have you ever felt that your friend is not happy but he is trying to look happy? What did you do in that situation?
- 3. Have you ever noticed someone in your house who was trying to look happy? Did you come to know the reason behind their sadness? What did you do after knowing the reason behind their unhappiness?

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

Do's and Don'ts:

- Ensure the participation of every student.
- Include the opinions of all the students.
- The teacher should also participate in the activity.

Day 2:

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

Steps for Activity:

- Ask a group of 5-6 students to come in front of the class and act as if their photograph is going to be clicked.
- Note the reaction of the students. (Most probably students would start smiling or stand in a different pose when they know that their photograph is going to be clicked).

Day 2: Suggested Questions for Discussion

- Why did you smile when the photograph was being clicked?
- When the photographer says “READY”, do we try to look happy or are we actually happy?
- What is important for you - to look happy or to be happy? 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:

- Ensure the participation of every student.
- Include the opinions of all the students.
- The teacher should also participate in the activity.

2. How many friends?

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



Objective: To motivate students to strengthen mutual relationships.

Material required: Notebook, pencil/pen.

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

Note for the Teacher: We feel safe and comfortable in good relationships. It often happens that we are not able to speak open-mindedly with others. At times, we feel that others are not interested in knowing what is going on in our minds. When the relationship becomes strong, then we feel more comfortable in our relationships and share our feelings with each other.

Steps for Activity:

- Ask students how many friends do they have. Then tell them to raise their hands and share the number of friends they have.
 - » 5 or more friends
 - » 3-4 friends
 - » 2-3 friends
 - » no friends at all

Write these numbers on the blackboard:

- Ask students to sit in groups of 4-5.
- Ask them to write their name and hobbies in their notebook.
- Now ask them to share their list of hobbies with group members and tell each other about them.
- Again ask the students to raise their hands to count their friends and write on the board.

Day 1: Suggested Questions for Discussion

- To students who have 5 or more friends: what is the secret of having so many friends?/How could you make so many friends?
- To students who have less than 3 friends: Why do you have fewer friends?
- How can you get acquainted with new students in school?
- What qualities do you want to see in them, if you are making friends?
- Do you behave differently with your friends and other students? Why or Why not?
- Would you like to sit in a class where you don't have any friends? Why or Why not?

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

Do's and Don'ts:

- An opportunity should be given to those who feel shy or speak less in the class to express themselves more openly.
- No discussion should be held in the class that makes any student feel embarrassed for being shy or reserved.
- Do not label what is said by the students into right or wrong.

3. Happiness – Temporary or Sustainable

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



Objective: To make the students understand that happiness based on materialistic comfort lasts for short duration, the joy of living in relationships is long-lasting and the joy of living with understanding lasts forever.

Material required: No specific material is required.

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

Steps for the Activity:

- Make a group of 5 students.
- After discussing in a group, make a list of things, relationships (people), and tasks that they are happy with and write in a copy of any student.
- After 5-7 minutes, a representative from each group will read out the list and the teacher will write the names from that list on the blackboard.
- After discussing the list with the students, classify them in the following way.

Happiness derived from materialistic things: For a short period A	Happiness derived from relationships: For a long period of Duration B	Happiness derived with an understanding: constant C
Ice-cream	Playing with a friend	The ability to take a right decision
Chocolate	Riding a bicycle with a mother	How to avoid arguments fights: to have this understanding
Favourite dish	Strolling in the park with granny	What do you want to be: clarity of this
New clothes	Having a meal with your father	No inner conflicts
New bicycle	Listening to stories from maternal granny/Nani	To understand the laws of nature

Day 1: Suggested Questions for Discussion

- Do you enjoy eating your favorite food alone or with someone close to you?
- What is the difference among these three types of happiness? Discuss and share in your group.
- Is it possible to live without any of these types of happiness? 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:

- Give enough time to children to make the list.
- Let the children work by sharing.
- Do not categorize the expression presented by children as right or wrong.

4. Happiness and ways to find Happiness

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



Objective: To bring the attention of students to the fact that we seek happiness and whatever we do- is to achieve this goal.

Material Required: No specific material is required.

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

Note for the Teacher: Everything we do like- playing, writing, reading, writing, doing a job, eating, drinking: we do all such activities just for one main reason- to seek happiness. We play because we like to play with our friends. That makes us happy. We study so that we can get a good job and earn well- thus be able to fulfill the needs of our family which will make our parents happy and will have a good image in society- We feel happy or satisfied by doing all of this.

We eat and drink so that our body remains healthy – when our body is healthy, then we are able to work properly, get along with others, and help others- why do we want to do all this? Because we get happiness from all of this. Through this, we understand that our goal is to be happy and the rest of the things are just a medium to reach that goal.

Steps for Activity:

- The teacher will ask every student what work/business they all want to pursue when they grow up?
- Then ask the students- for which purpose they have chosen a particular business or profession –to earn money or to get fame?
- Now the teacher will make three columns on the board: job/business, to earn money, to get fame.
- One by one, all the students will come forward and write their choice of job/business and put √ in front of these two options- job/business, to earn money.
- An opportunity should be given to every student to write on the board.
- If either of the two options is not found suitable according to anyone – then they can write answers in their notebooks.
- If someone finds both the options right, then put √ on both.
- For those students who are unable to write, the teacher can assist them by asking them their answers and ticking on the board.

- Now, the teacher will make another column on the board-for happiness.
- The teacher now asks the students If they expect happiness from the business/profession chosen by them?
- Questions should be asked from everyone and side by side, the teacher will put ✓ on the board.

Business	To get fame	To earn money	For happiness	Other
Selling vegetables				
Teaching				
Stitching clothes				
carpentry				
Doing a job				

The teacher will now ask everyone to observe carefully:

- How many students have put ✓ in front of – to earn money?
- How many students have put ✓ in front of – to get fame?
- How many students have put ✓ in front of – for happiness?
- The conclusion can be- some/most of them have put ✓ on the column “to earn money” and some/most of them have put ✓ on the column “to get fame”, but everyone might have put ✓ on the column “for happiness”. Therefore, every student expects to get happiness from his/her job/business.

Day 1: Suggested Questions for Discussion

- When we buy some food items to eat then we feel happy after eating, but if we eat the same thing in more quantity, then what happens? Then, still we feel happy?
- When we bring some goods in our home such as- TV, mobile, washing machine, car etc. Then, do we get happiness after using them or merely by looking at them? Why?
- What is the purpose of our education- just to earn money? If not, tell some other purpose?

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 enough time to children for discussion.
- Do not label the answers of the students into right or wrong.

5. From Farm to our Dining Table

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



Objective: Students should understand the value of cooperation and mutual unity of different people of the society and develop a feeling of gratitude towards them.

Material required: No specific material is required.

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

Note for the Teacher: Everyone wants to run their life smoothly. Many people contribute to this in our life. Students should be able to understand the importance of such people, who play their role in society. But when we use various goods and services that reach us, we hardly pay any attention to such people. This activity is expected to bring the attention of the students towards this thought so that they will live with a feeling of gratitude towards them. This sense of gratitude helps in connecting society. The main reason for neglecting many people in society or being disconnected in their behavior is an inability to feel and see their importance and usefulness in our lives.

Steps for Activity:

Ask the students about their favorite dish. After listening to the answer given by students ask the following questions:

- How do we get that dish? And who provides it?

Expected answer: from the market or our parents cook it.

- In the market or at home, from where do we get raw material for these dishes?

Expected answer: from a main dealer or wholesaler.

- How and from where do they get this material? Is there any process involved to bring them to the present form?

Expected answer: Through factories or machines.

- From where do they get raw material?

Expected answer: From fields as farmers work hard to grow them.

- Now can anyone tell how many people are engaged in the process of bringing that dish to your table or plate?

Expected answer: Farmer, driver, shopkeeper, etc.

Now, the teacher will tell the students, “Let’s see, how many people are engaged in and work hard to feed you”.

- The farmer ploughs the field, then irrigates and sows seeds of wheat. Take care of the field every day. Protects crops from diseases and pests.
- Few people help him in bringing grains from fields to the market.
- Some people buy grains from the market, some grind them to make flour, then it is kneaded by someone to prepare the dough, and then chapati is made. Then it is served to you.

Now, the teacher asks the students, “Can you make a list of people involved in the activity?”

Expected answer: Farmer, Truck Driver, Shopkeeper, Parents, etc.

Write down students’ responses on the blackboard.

Now divide all the students into groups of five to six.

Each group is assigned a task.

- Group of Farmers - Group of members of this group will recreate a scene of the field in which the students will perform the work that farmers do such as ploughing etc.
- Group of other Farmers - Members of this group will recreate a scene of a farm in which students will do other work that farmers do such as irrigation.
- Transporter/Truck driver group - members of this group will recreate the scene in which students will show an act of transportation work that is done by transporters.
- The members of this group will recreate a market scene in which the students will perform the work that shopkeepers do.
- Group of bread makers: The members of this group will recreate a scene of a family where members are involved in the process of making bread.

The teacher will ask the students to think about the roles assigned to their respective groups and we will continue this activity the next day.

Day 1: Suggested Questions for Discussion

- What will happen if one of the above-mentioned groups stops working in society?
- Are these people important in your life whose role you played in the class today? If yes, then why? If not, then why?
- Do their work and efforts affect you in any way? How? (If the activity is not completed due to time constraints then the next day teacher may continue the second-day activity -as follows.

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.

Note for the Teacher: Don't waste much time during recapitulation. Only one to two minutes, if students are forgetting something then assimilate it. The teacher should continue this process until the student realizes that if a single group stops working, then the whole chain gets interrupted.

Steps for Activity:

- Now students are asked to put their respective group work in a sequence, for example-Group of farmers, a transporters' group, a Shopkeepers' group, chapati makers' group.
 - Now the teacher will direct the group of farmers to freeze. Freezing means the students in the farmer group will become statues or inactive.
 - Following this, the farmer group becomes inactive and the teacher would direct the students of the other group to continue their work.
- Like this, the teacher can freeze each group one by one and the group which is 'frozen' remains inactive, while other groups continue their work.

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:

- Try to maintain the focus of discussion on mutual cooperation and interdependence.
- The teacher will visit each group and try to check the direction of the discussion.
- The teacher can also help to maintain a sequence of work in different groups.

6. Let me tell your Qualities

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



Objective : Express oneself with confidence after understanding others feelings .

Material Required: No specific material is required.

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

Note for the Teacher: It has been often noticed that students are more influenced by their physical appearance and tend to ignore inner qualities. Draw the attention of students towards the inner qualities of anyone they meet. The activity also aims to develop the ability of expression in students.

Steps for Activity:

- The teacher will form pairs of all students.
- Students of each group will be assigned names A and B.
- First of all, All As will tell their names and one quality to their partner.
- Then all Bs will do the same.
- Now, the teacher will invite one pair to the stage. Student A will introduce student B and student B will introduce student A.
- All the pairs will be invited on stage one by one. All of them would introduce their partners.

Day 1: Suggested Questions for Discussion

- How do we feel when someone praises us?
- Should we pay attention to others' virtues or vices? When all the students were telling about the quantities of their partners, which quality did you think you would like to adopt?
- After listening to all the students, do you think that you also have many such qualities that you never thought about? (Or such qualities to which you never paid attention)? Thinking this way, what changes do you feel in yourself?

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

Do's and Don'ts:

- Encourage all students to describe the qualities of each other.
- All students in the classroom must be provided an opportunity to express themselves.
- After listening to the qualities of others, students may be encouraged to reflect on how to develop those qualities in themselves.

7. Identify the helping Gesture

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



Objective: To strengthen the connection between students and teachers and to develop oneself as a person who others can trust.

Material Required: No specific material is required.

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

Note for the Teacher:

Students often help each other. Through this activity, they will be encouraged to recognise the cooperative behaviour shown by their peers. By recognizing the cooperation shown by their peers, they gain trust and confidence in them. They will also be able to express their gratitude towards their peers.

Steps for Activity:

- The focus of this activity is to inspire students to develop the quality of cooperation, by participating in the activity.
- Ask students to form pairs. Name both students A and B in each group.
- All As will perform some tasks to help their partners i.e. Bs.
For example:
 - » Help your partner to arrange the school bag.
 - » Combing the hair of your partner.
 - » Offering water to the partner.
- » Sharpening the pencil of your partner.
- » On getting sick, taking care of your partner.
- » Taking care of your partner's copies.
- » Invite one pair to perform the activity in front of the class. Ask other students to identify the tasks performed by student A.
- » After this, they will invite another group to perform the same tasks.
- The teacher can motivate students to show some more good deeds through role play.

Day 1: Suggested Questions for Discussion

- How do you feel while working with your partner and helping them, why? Share your views with others?
- Have you ever expressed gratitude for the work done by your peers? If yes, express your views.

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

Do's and Don'ts:

- Ensure participation of each student/group.
- Avoid making fun of others during activity.

8. My Qualities

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



Objective: Feeling happiness and satisfaction after knowing one's own qualities.

Material Required: No specific material is required.

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

Note for the Teacher:

Every person feels a sense of self-respect after knowing their good work which brings happiness. After knowing one's own good work/qualities, a person feels a sense of connection and responsibility. It acts as a source of motivation for them and an inspiration for others.

Steps for Activity:

- The teacher will write on the blackboard either the following qualities or after selecting any 10 or 15 qualities out of these:-
 - » Disciplined
 - » Obedient
 - » Hardworking
 - » Intelligent
 - » Kind
 - » Sensible
 - » Cheerful
 - » Helping
 - » Trustworthy
 - » Energetic
 - » Brave
 - » Punctual
 - » Self Confident
 - » Talented

- » Patience
 - » Cooperative
 - » Ambitious
 - » Wakes up on time
 - » Reaches school on time
 - » Completes Homework etc.
- Students will sit in groups of 5-7. Each member of the group will write their name on a paper and pass it to the student sitting next to them on their right side.
 - Each student of the group will write one quality of the student whose name is written on the top of that paper.
 - The paper will be passed to their partner sitting on the right until it reaches every student.
 - This sequence will continue in this manner only and all students will write the qualities of other students.
 - Out of all the qualities written on the blackboard, ask the students to write in their notebooks only those qualities which they find right for themselves.
 - Students will share their views about each other's qualities in their group.
 - Now students will express their views with everyone about their feeling after knowing their qualities from other students.

Day 1: Suggested Questions for Discussion

- How did you feel after knowing your own qualities and why?
- Did you pay attention to the quality of your friends that you wrote for them before the activity? Share your views.
- How did you feel when you were writing the quality of your friends and why?
- How did you feel today after sharing your qualities with your friends and why? Share your views.
- After knowing the opinion of your friends about you, what change did you feel in yourself? Share your views.
- How do you feel when you come to school after completing your homework and why?
- How do you feel when you reach school on time 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:

- Ensure the participation of every student.
- Don't compare students based on their qualities.
- Encourage all the students to express and share their qualities.

9. My Good Deeds

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



Objective: To inculcate good values in students while strengthening their mutual trust.

Material Required: No specific material is required. But some materials can be used to make this activity interesting. Such as: Chart paper/A-4 sheet, Double Tape, Cello-tape, Fevicol.

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

Note for the Teacher: When we pay attention to the good actions/work of other people, then it becomes a belief that every person does something good. When we make a priority to see good things, then we don't get affected by their mistakes. Also, by telling the other person about their good things, their level of confidence boosts up.

Steps for Activity:

- Ask students to form groups of 5-6 students each.
- Ask students to share good deeds which they have done in the last few days.
- One student from each group will write down the key points on a paper.
- After 10 minutes, ask the group to paste their respective paper at different places in the classroom.
- Now each group will read the good deeds of other groups. They will be given 10 minutes to complete this task. Now the students will sit at their respective places and the whole class will be engaged in group discussion. Invite the groups, one by one, for a presentation.

Day 1: Suggested Questions for Discussion

- How did you feel after getting to know each other?
- What influenced you so much and why?
- When did you think that You also do good work similar to the one being presented here.
- What made you think that you haven't done anything like that but on getting an opportunity, you will definitely do that?
- Have you ever had such a discussion with the elders of your family, when you got to know about their good deeds?

After discussion, students must have got a topic about what to talk about with their elders at home. This can be extended to form the basis of the next day's discussion.

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:

- It would be good if the teacher will share his or her good deeds in the ongoing discussion.
- When students are discussing, give them ample time for it.
- Do not focus too much on timings.
- If the activity demands more time, another day may also be allotted.

10. I Know You

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



Objective: Strengthening relationships among students.

Material Required: No specific material is required.

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

Note for the Teacher: This activity will strengthen students' relationships as it will give them an opportunity to share their feelings with their peers. Knowing each other helps to strengthen our relations.

Steps for Activity:

- Arrange the class in a group of four students each.
- One or two questions should be given to each group so that they can express themselves.
- Ask such questions so that they would be able to express their life experiences and imagination.

Specimen questions:

- » What are the qualities you like to adopt that you find in your favorite person?
- » What would you like to be when you grow up?
- » What qualities do you want to adopt?

Day 1: Suggested Questions for Discussion

- Did you like the answer of any other student? Whose and why?
- How do you feel when someone says something good about you and why?
- Which one of the qualities do you want to adopt, which would you like to work upon first?

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

Do's and Don'ts:

- Ensure the participation of all students.
- Do not allow anyone to make fun of any student's answer.

11. Health and Hygiene Stations

Duration: Minimum two days or till the teacher's satisfaction.



Objective: To understand that a healthy and hygienic body is always beautiful.

Material Required: Some paper sheets of different colours.

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

Note for the Teacher: Our body is the only medium to perform our routine work. If our health is not good we will face many difficulties in doing our routine work. While doing any activity/work, our attention shifts towards the health of our body which affects our happiness. To keep our body fit and healthy, personal hygiene is also necessary.

Steps for Activity:

- Based on the qualities of the students, assign the role of different station masters to them e.g. cleaned teeth station (whose teeth are cleaned), clean and tidy hair station (whose hair are tidy), cleaned clothes station (whose clothes are cleaned), cleaned nails station (whose nails are cleaned), etc.
- According to their respective stations, ask all the students to prepare stars and flowers with different colored papers.
- Now all students visit the health and hygiene stations turn by turn and every station will check their teeth, hair, nails, and clothes and if they find them suitable, stars or flowers will be given to them.
- After visiting all hygiene stations, students will take their seats.
- Based on the numbers of stars or flowers received by each student, it will be decided by the student himself, where an improvement is needed.
- Motivate all the students to receive maximum stars/flowers next.

Day 1: Suggested Questions for Discussion

- Why is it necessary to be healthy? Discuss.
- How does our health depend on our personal hygiene? Discuss.
- What is your routine to remain healthy and hygienic? Without these habits, can you remain healthy and clean?
- Why do you feel good about receiving more stars/flowers in the activity?
- Which hygiene-related habits you will still follow even if you are not given stars/flowers?

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:

- At the time of group discussion, the teacher should guide the students so that they do not deviate from the goal.
- The teacher may share his/her own example regarding health and hygiene to initiate the discussion.
- Students appointed as Station Head, should be neat and clean.
- This activity may be repeated weekly or monthly or many times.
- Appoint only motivated students as station heads.

12. Thumbs Up, Thumbs Down

Duration: Minimum two days or till the teacher's satisfaction.



Objective: Students understand good and bad habits related to the environment. In addition, they are inspired to adopt good habits in their life.

Material Required: No specific material is required.

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

Note for the Teacher: In this activity, students will understand good and bad habits related to the environment through a game. Teacher must tell students that they cannot take the example taken by the teacher. The teacher should encourage students to make their own list of right and wrong things about the environment.

Teachers should also make students understand that when we do things in a hurry, we make mistakes. Therefore listen carefully to the instructions of the group of students who are making you play the game and be aware and then give the response.

Give every group a chance to make each and every student play the game. Continue this activity on the second day also. Students will do this activity on the second day.

Steps for Activity:

- Teacher will share with the students a variety of activities, which can be categorised as good or bad for the environment. Now the teacher will ask students to thumbs up on good habits and thumbs down on bad habits.

Correct/Right	Wrong
Drinking water from a metal bottle	Throwing garbage on the road
Recycling of paper	Don't switch off the light after use
Using old note-books again	Leave the tap running
Buying things which are needed only	Wasting paper
Planting trees	Using plastic

Students will give suitable reasons for thumb up (for every right thing) and thumbs down (for every wrong thing).

- Write the things for which most of the students show their thumb up on one side of the blackboard and the rest of the things on the other side of the blackboard.
- Once students understand the activity; the teacher will change it into a game the next day.

Day 1: Suggested Questions for Discussion

Form groups of four students each. After giving students an opportunity to discuss in groups. Share the finding of the groups with everyone.

- What do you think, what kind of things have been placed in the first column? How did you find these things and why? Discuss.
- How did you like the things written in the second column and why? Discuss them.
- Which of these things do you also do? Share in groups.
- What are the things in the table you want to adopt? Why do you want to do so?
- 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.

Day 2

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

Steps for Activity:

- Divide the class into groups of 4-5 students to play the game.
- Every group has to prepare a list of correct and incorrect things about the environment. Keep in mind that they cannot use the points already discussed during the previous day.
- Give four to five minutes to each group to make the list.
- one by one, every group will play in the same way with the whole class, the way a teacher played with them on the first day.
- Assume that there are six groups in class, groups 1, 2, 3, etc.
- The first group will come in front of the class with their list and play this game with all the students.
- They will speak things written on their list rapidly. All the students have to be careful to thumbs up on good things related to the environment and thumbs down on bad things.

Pay Attention to:

Make sure to tell the students that when we do something quickly, there is a high probability of making mistakes. That's why it is necessary to listen to all the instructions of the group who has been assigned the duty of conducting games and to follow them carefully.

Day 2: Suggested Questions for Discussion

- Why are the bad things/habits we mentioned in the game are bad? What is the harm in them?
- Why are the good things/habits mentioned in the game are good?
- Which of the good things in the activity would you like to adopt and why? Share.
- Which things of the activity would you like to leave and why would you like to do so?

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

- Make sure that when a group is playing their games students will listen and watch them carefully.
- The Teacher can discuss the main points of the game with students.

13. My Participation in the System

Duration: Minimum two days or till the teacher's satisfaction.



Objective: To draw the attention of students towards the right use of natural resources. Students understand their role and responsibility in the larger system and participate accordingly.

Material Required: No specific material is required.

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

Note for the Teacher:

Whenever we need food, water, or any other natural resources, we find them easily available in nature. Whenever we need anything (pencil, shampoo, soap, vegetable, etc) we may find it easily available in the market. We know about most of the things where we can find them. Students should notice how everything in our kitchen, bathroom, and bedroom is properly placed. How this arrangement is done at every place? Students will also understand the importance of keeping things in order. If they don't find such arrangements they would get really disturbed? What contribution do children make in doing such arrangements?

Steps for Activity:

Divide the class into four groups and assign a topic to each group and ask them to discuss.

Topic 1: System at home

Tell the students that they can get everything of their use very easily at their home. Ask them who arranges all these for them?

(You find everything at its proper place and in enough amount)

- Who puts everything in the right place in the bathroom?
- Who arranges your bed properly and why?
- What is the use of arranging various things in the kitchen at their right place?
- What is the use of placing shoes and slippers in their right place?
- What is your contribution placing things in their proper place at home?

Ask the students about some other places where they see the things properly placed, where everything is arranged and in sufficient quantity. E.g. school, hospital, park, road, etc.

Topic 2: Proper System in school

- How do you find the system/arrangement of the school?
- Who cleans the classrooms in school?
- Why are the chairs and desks arranged in a particular position/sequence in the classroom?
- What is the use of arranging chalk and duster in the classroom?
- What would happen if there is no proper arrangement of drinking water in the school?
- What is your contribution to different arrangements and in the proper functioning of school?

Day 1: Suggested Questions for Discussion

- What is your contribution to arrangements and proper functioning of school and home?
- Who help us in arrangements and proper functioning of school and home? How do they do it?
- What will happen if everything at school and home are not properly arranged?

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

Topic 3: System in society

- How do you find the system/arrangement of the society? (roads, electricity, food)
- Have you ever thought that whenever we need something (pencil, shampoo, soap, or any vegetable) then, a shopkeeper easily finds those things amidst the heap of objects? How?
- Do you know from where you can buy the things you want/need?

Topic 4: System in nature

- How is water arranged in nature?
- What is your role in keeping nature systematic?
- What are the different things we get from nature?

Day 2: Suggested Questions for Discussion

- Why is a proper order in the society necessary for us?
- Have you ever thought about how the things for the kitchen, bathroom and bedroom are always available in the market?
- From where we get food/water or any other natural resource?
- What would happen if we don't find everything in a proper order in nature?

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

Do's and Don'ts:

- Ensure the participation of every student.
- Don't impose your views on students. Help them to reach their conclusion just by asking questions.
- Teacher also participates in the activity.

14. My Surroundings

Duration: Minimum two days or till the teacher's satisfaction.



Objective: To bring the attention of students towards the four states of nature.

Material Required: No specific material is required.

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

Note for the Teacher:

All things found in nature can be divided into four states.

1. Group of sand, soil, stone, metals/material etc.
2. All kinds of plants. (plant kingdom)
3. State of living (animal kingdom)
4. Human beings

All these states complement each other. Without any one of them, the existence of others cannot be imagined.

Steps for Activity:

- Ask all the students to form pairs.
- Students have to note down the names of all objects blessed by nature.
- The names of objects are supposed to be shared amongst the pairs.
- Both the students will make a single list.
- Example: birds, grass, men, women, water, food, etc.
- Students' lists have to be noted down on the blackboard by the teacher.
- While the students keep updating the list, the teacher keeps on writing over the blackboard.

The words available are to be meant for the next day's activity.

Day 1: Suggested Questions for Discussion

- Whether there is some similarity between the objects. In which objects do you see similarity?
- How are these things different from each other?
- Is it possible to classify these items found in nature? On what basis, they can be classified?

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:

- It would be better if the teacher with students goes the ground.
- Teacher will draw the attention of students to nature.
- Teacher will motivate all students to be complementary to each other as they see in nature.

Day 2:

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

Steps for Activity:

- Make four groups of students.
- Teachers will write the names of the items mentioned by the students on the blackboard the previous day and classify them.
- Ask each group to keep the items written on the blackboard that they think are related to their group.
- Mainly the following four groups are observed in nature.
- Soil, rock, metals, air (non-living)
- Group of Plants
- Group of lion, goat, cow, mouse, bird etc. (different kinds of animals)
- Human beings
- The teacher will make the following table on the blackboard for these four groups.
- The teacher will write the names of the objects told by the group of students in the table.

Name of the item	Soil, rock, metal, air, light etc.	Plants and trees	Lion, goat, cow, mouse, bird etc.	Human being

- Give a chance to all children to see if all the items are placed in the right place.

Suggested Questions for Discussion

- Due to which properties the objects have been placed in the four groups? Discuss what the similarities between the objects of groups are.
- Discuss the differences among these four groups.
- Which of these items are useful to us?

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

Do's and Don'ts:

- After making a table, carefully check the names of all items to see if all the items belong to the right group.
- An opportunity of expression should be given to every group.

15. My Feelings

Duration: Minimum two days or till the teacher's satisfaction. .



Objective: Students will be able to recognize different feelings in different situations.

Material Required: No specific material is required.

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

Note for the Teacher: In life we experience many emotions. We express these emotions in different ways. Through this activity, students will identify their emotions in different situations.

Steps for Activity:

- Divide the class into groups of 8 students each.
- Students will choose suitable emotions for filling in the blanks given below.

Emotions:

- Love
- Gratitude
- Sorrow
- Utility/Usefulness
- Sadness/indifference
- Happiness
- Respect
- Trust

Circumstances:

- When the mother cooks tasty food and serves you with affection, then you have the feeling of.....?
- When you meet your best friend, she/he does not talk to you properly, you have the feeling of.....?
- When you get a solution to your problem, you have the feeling of.....?

- When your parents care for you, you have the feeling of for them.
- For teachers you have the feeling of because she/he has helped you in your progress.
- When your brother/sister helps you, you feel the emotion of.....
- The teacher has the freedom to pick and share situations of his/her choice.
- All the students share their emotions in their group.
- When all groups write correct emotions for the blank spaces, make presentations of them in each group.

Day 1: Suggested Questions for Discussion

- Which emotions do you have?
- Do you feel that the members of your group are similar just like the other group?
- How do you feel when people near you are... ?
 - a. Happy.
 - b. Angry.
 - c. Indifferent.
 - d. Thankful.
- How will you express these emotions? (by speaking or through signs)

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:

- Go to all groups and ensure that the children of all groups are participating.
- Give enough time to all students to complete their activity.
- After the activity, ensure the presentation of every group.

Day 2:

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

Steps for Activity:

- Divide the class into groups of 8 students each.
- Students choose suitable emotions to fill in the blanks given below.

Emotions:

- Enthusiasm
- Motivation
- Gratitude
- Sorrow
- Anger
- Usefulness
- Indifference
- Happiness
- Respect
- Trust/Faith

Circumstances:

For the Second day teachers may create situations by themselves.

- If suddenly your friend gives a birthday party and he does not invite you, you have the feeling of
- When you are not able to understand something and your teacher motivates you that you can learn, you have the feeling of
- When you make a card for your father and he likes it, you have the feeling of
- When your father does a good deed, you have the feeling of in yourself.
- When your brother complains falsely against you to your mother, you feel.....

Day 2: Suggested Questions for Discussion

- If you want to change any of the chosen emotions? How can you change it?
- Which emotions do you want to feel in yourself forever ?
- Which emotions do you expect from others for you?
- Which emotions do you feel every day? Discuss and share in your group.
- Which emotions did you feel yesterday? Share.
- Which emotions have been felt by everyone? Share.
- Which emotions do you want to change, which you felt yesterday?

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:

- Go to all groups and ensure that the children of all groups are participating.
- Give enough time to all students to complete their activity.

16. The Other Side of the Coin

Duration: Minimum two days or till the teacher's satisfaction.



Objective: To enable students to face the problems with growth mindset instead of fixed mindset.

Material required: No specific material is required.

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

Note for the Teacher: We face several problems in daily life. We can be happy for most of the time only if we take these problems as opportunities.. This perception helps in finding the solution of the problems. Through this activity students' attention will be shifted towards the growth mindset.

Steps for Activity:

- Divide the class into 5 groups.
- Teachers will give a problematic situation to each group and the group will suggest a suitable solution for it.
- If students find it difficult then the teacher may share the solution for one of the problems given to them.
- Teacher will not provide solutions for the entire situation. He/she will motivate the students to find solutions by group discussion or turn and talk method (turn the face towards your partner and discuss).

Group	Situation	Suggested solution
1)	Today I have to take my project to school, but see how much it is raining. I will certainly fail. Today, I will not be able to take this project to school.	Today I have to take my project to school, but see how much it is raining. I quickly Wrap up this project in polythene so that it doesn't get wet in the rain and ma'am will also be able to see my project.

2)	Mom has asked me to study for two hours daily. But I don't have time. I will not be able to study for two hours.	Mom has asked me to study for two hours daily but if I don't have time, then I can take out some time away from watching TV and playing in the park then I can manage to study.
3)	The tap is leaking. There is already a shortage of water. Leave it. Nothing can be done to sort out this problem.	The tap is leaking. There is already a shortage of water. Let me tie polythene on it so that it doesn't leak and water will be saved.
4)	I have come to fill the bucket with water but what is it? There is a hole in the bucket. I think I can not take a bath today.	I have come to fill the bucket with water but what is it? There is a hole in the bucket. Let's insert two pieces of wood in it which will stop the leaking and I will be able to take a bath today.
5)	When my brother disturbs me, I get angry at him and we start fighting.	When my brother disturbs me, I go to the park to play with him. This relaxes his mind and calms him.

To understand it better many more problems and their solutions may be discussed.

Suggested Questions for Discussion

- Can you find same solution for every problem?
- Can you find a solution for every problem?
- Can you ever think of a problem which cannot be solved?
- Do you ever try to run away from such problems?
- When do we feel happy under the following circumstances?
 - a. When we don't have a solution for the problem.
 - b. We are happy when we find a solution for the problem.

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 ensure the participation of every student.
- Teacher should not provide the solution to the students but lead them towards the solution through asking questions.
- Teacher should also participate in the activity.

17. Happiness in Relationships

Duration: Minimum two days or till the teacher's satisfaction.



Objective: Students will be able to feel the importance of relationships in their lives.

Material required: No specific material is required.

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

Note for the Teacher: The Objective is to realise the students importance of relationships in their lives. The happiness we get from the relationships lasts for a long time. Help them to feel this.

Steps for Activity:

- Teacher will write some situations on the blackboard or chart.
- Then ask students to listen carefully to the situations under each category.

Situations:

Column 1	Column 2
You got the first position in the class, but your father did not praise you, then.....	You got first position in the class, your father praised you, then.....
You bought a new pen for yourself and no one noticed that....	You bought a new pen for yourself and used that....
How did you feel when you ate your food alone?	How did you feel when you ate food with your friends?
How did you feel when you played alone in the playground?	How did you feel when you played with your friends in the playground?
You meet your very good friend. He doesn't greet you properly, then....	You meet your very good friend. He greets you properly, then....
When your best friend goes to play with someone, then.....	When your best friend plays with you, then.....

- Now ask the following questions from each group.
- Make a sign of () with your fingers for those situations which make you happy.
- Make a sign of opposite () with your fingers for those situations which do not make you happy.

Day 1: Suggested Questions for Discussion

- How are the situations of column 1 different from column 2?
- Why were you unable to feel happy from the situations written in column 1? Discuss with your friend.
- Why were you feeling happy from the situations written in column 2? Discuss with your friend.
- Can you think of other two situations under column 1 and column 2?

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.
- Teacher should lead the discussion to the purpose.
- Appropriate time should be given to the students to understand the situations.

18. Invisible Stars

Duration: Minimum two days or till the teacher's satisfaction.



Objective: Through this activity, students will be able to understand the feeling of gratitude for those people who are helpful to us, but they never met them.

Material required: No specific material is required.

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

Note for the Teacher: Everyday many people with different occupations help us, we are not able to see them directly, but our day to day life is not possible without them like farmers, weavers etc. We want to thank them but often forget to do so. Through this activity, we will express our gratitude to them.

Steps for Activity:

- The Teacher will form a group of 4-5 students and they will be asked to think about those people, they want to show gratitude to.
- Students will be asked to think about those people for whom they feel a sense of gratitude but forget to thank them.
- One representative will be selected from each group who will role-play the occupations of people selected by them.
- Representatives will come one by one to perform action related to different occupations. Other groups will actions guess their occupation and think over the questions given below:-

Question 1: Which occupation was represented through role-play?

Question 2: Why do you want to express gratitude for that occupation?

Day 1: Suggested Questions for Discussion

- For whom are we grateful and why? Discuss in groups.
- Have you ever expressed gratitude for these people? If yes, then how? If no, then why not?
- Could gratitude be expressed in more than one way? Discuss in your group.
- Has anyone expressed gratitude for you? Why have they done that and how?
- If these people who are like invisible stars that are not visible to us but very useful in our daily life, go on a strike, then what will happen? 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:

- Directions must be clear.
- No student should be forced for role-play.
- No group should repeat the occupation discussed before.
- If any student fails to act or role-play he/she should not be humiliated.
- Student who wants to act, must be given an opportunity.

19. Good or Not Good?

Duration: Minimum two days or till the teacher's satisfaction.



Objective: Try to bring into notice of the students that looking good is momentary (temporary) but being good is long lasting (permanent).

Material Required: No specific material is required.

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

Note for the Teacher: Things/activities that look good mostly give momentary happiness and things/activities being good give deeper happiness. We take many decisions based on looking 'good and being good'. Students will also ponder over the same. The Teacher will note that things/activities looking good may vary with students, but things/activities being good will be same for most of the students.

Steps for Activity:

- Teacher will divide the blackboard into four parts with a + sign. Students will be asked to categorise some given situations in the following four categories.
- All the "+" signs represent the following points.
 - » Looks good but it is not good.
 - » Does not look but it is good.
 - » Looks good and is good.
 - » Does not feel good and is not good either.
- Teacher will ask the students to think of situations/tasks/activities for each category.
- If students are unable to suggest such activities/tasks then the teacher may ask students to categorise the following tasks/activities in given four categories.

Situations:

- Watching a movie till late at night when you have to go to school the next morning.
- Not eating fruits and green vegetables.
- Studying well before the exam.

- Practicing your game/dance before the competition.
- Eating junk food.
- Holding yourself responsible for not completing your homework.
- Playing video games for long hours.
- Playing in the park.
- Doing exercise.
- Drinking cold water just after coming from hot weather outside.
- Eating lentils and bread.
- Hiding something from parents.
- Wasting time sitting idly at home.
- Eating salad.
- Upsetting stomach after eating lots of spicy food.
- Getting angry over someone.
- Making fun of someone's mistakes.
- Securing low marks in the exam.
- Increasing pollution.
- Conflict among family members.
- To fall ill.

For example:

To watch a movie till late at night when you have to go to school the next morning. In this situation, watching a movie feels good but it's not good as we have to get up early the next morning. But due to staying up late, we do not get proper and sufficient sleep and we will feel lazy in the classroom the next day.

Similarly, the teacher will discuss other situations also with students.

Day 1: Suggested Questions for Discussion

- Which of your decisions in our routine life are based on something looking good and which decisions are due to being good? Which decisions are more in number? Why?
- Looking good or being good, Which of these things give us happiness for a long time?
- Do you choose things that look good over things that are good? If yes, 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:

- The Teacher should motivate the students to think about more situations in addition to the situations given above.
- Students' opinions may be different for different situations. The teacher should keep in mind he/she has to ask about the logic/base behind their opinion and not to pass judgment.
- It is also possible that students may put a particular situation in more than one category.

20. You are Special

Duration: Minimum two days or till the teacher's satisfaction.



Objective: Strengthening relationship between teacher and students and believing in oneself.

Material required: No specific material is required.

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

Note for teacher: This activity gives a chance to children to get along with each other. In this activity, children will express their qualities to their peers and their peers will appreciate their qualities.

Steps for Activity:

- Divide the class into groups of 7-8 students each.
- Teacher will instruct the students to form a circle of their group members.
- Members of all groups will stand in their respective circles.
- Teacher will participate in the activity and enter one circle walking in a unique way to introduce himself/herself, by telling his/her name and address (e.g. my name is Tanya, I am from Daryaganj).
- All group members will imitate his/her action, go to him/her and say, "Tanya you are Special." And return to the circle imitating his action.
- Now teacher will ask students to introduce everyone in their respective group.
- Teachers will note that this activity will be done in all groups simultaneously.
- Teacher will make sure that every student takes part in it.

Suggested Questions for Discussion

- Tell one of your qualities or a good habit.
- Tell one quality or a good habit of your friend.
- Did you already know the quantities of your classmates that were told in the activity? If not, how did you feel after knowing the quantities of your friends?
- What do you think, why is every child unique despite being in the same class?

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

Do's and Don'ts:

- Ensure the participation of every student.
- All participants should stand in a circle for the activity.
- If the space available is limited, one group can perform at a time followed by others.
- Ensure the safety of the students.
- Teachers should keep in mind during the activity that the feeling of specially-abled children should not be hurt.

Expression

Every human being has a natural tendency to express his thoughts and feelings. We feel relaxed by expressing what we learn and understand. Expression helps us to understand each other. With the help of expression besides others, we also get clarity about how we think and feel. Only a human can express his feelings and understanding to others with such great clarity. The expression always gives great satisfaction to a person. (A person feels satisfied only after expressing his feelings.) So, expression is an essential part of the life of a person.

Importance of expression in Happiness Class?

Every unit in nature has a definite role/purpose. We identify/recognise its role as the utility of that unit. This utility of the unit doesn't change with time, place and situation. E.g., we recognise the utility of rice as a nutritional food for our body. It doesn't change with time, place, and situation. This universal utility of any unit of nature is identified as its value.

Like other units of nature humans also have a definite role/purpose in nature. Like parents play their role by nurturing their children, when children grow up they take care of their elderly parents, and parents in old age guide their children. We get continuous support, contribution and cooperation from our teachers, siblings and friends. In this way, our contribution towards making each other's lives happier marks our value in other's lives. And finally, we experience the emotions that emerged from these values. Everyone on this earth feels equal amounts of emotions when they acknowledge the contribution of their parents, siblings, teachers and friends as well as their contribution towards them, for a happy life. So in this section the basis of expression is considered as our feeling in the form of universal values e.g. feeling of gratitude, feeling of respect, feeling of affection etc.

When we experience these feelings in our relationships we feel happy. Whenever we feel the happiness we want to share it with our dear ones. Thus our happiness multiplies. Hence, for happiness in life, we need to identify, feel and express these emotions also. We need to be aware of the practice for the stability of these emotions in us.

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

What to express in Happiness Class?

In this section, four values have been selected to explore, experience and express. These are:-

1. Care
2. Affection

3. Gratitude
4. Respect

20 sessions have been designed for the above values.

Basis of Expression:

- Expression of feelings (universal human values) will only be there in all sessions.
- Expression will be based on the life of the students only, which includes their work, behaviour and experience.
- There will be no discussion based on feelings expressed by students. Some particular types of questions will not be asked during the session of expression e.g., what do you think about it, what do you want to do in this situation, what should be done in this situation or what will you do? There are reflective stories, thoughtful activities and expression of emotions in happiness class. Questions during the expression session are based on four situations.

Students in their relationships observe-

1. What do they observe?
 2. How do they behave?
 3. What responsibility do they bear?
 4. How do they feel?
- Generally, the expression will be based on the experience of the recent past week, but previous experiences may be shared in some situations.
 - Questions in every session are suggestive only. Considering the purpose of expression more questions may also be asked by the teacher.

How to express in 'Happiness class'?

Proposed pedagogies: To ensure the participation of all students there is a need to adopt different pedagogies for different questions. The following pedagogies may be used -

- Individual Expression
- Sharing their experiences in pair
- Sharing their experiences in small groups

Ways to express :

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

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

Classroom strategies:

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

Dos and Don'ts:

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

1. Care

Objective: To see the involvement of parents and other elders of the family in our upbringing and also our contribution in taking care of each other.

Reference Note for the Teacher:

In our relationships when we accept the responsibility of someone's physical growth and protection, we feel the determination in mind and satisfaction in handling this responsibility. We call it a feeling of care.

For the physical growth of children, we provide them with a balanced and nutritious diet. We educate them to take care of their personal hygiene, do exercises, play games, do hard work, respect for labor and exposure to different skills. All these processes are helpful in the growth and development of a child. Children's growth gives a feeling of care to the person involved in the process. This healthy child becomes a self-dependent adult with time. And readily accepts the responsibilities of fostering and nurturing his/her elderly parents and children. When this child diligently bears all the responsibilities, the parents are overwhelmed with the emotion of care in its truest form.

According to the law of nature, a person carries the feeling of care, for such a person it is a motherly feeling whether that person is a male/female, elder/young. Therefore, the natural base of relationships and their address is feelings only. While in general practice, the role of a mother in nurturing is prime because she is the one who gives birth to the child and therefore holds the responsibility to care also.

Children, the elderly, patients and people who are often occupied with work, need help from others to take care of their health. This help is needed by everyone at different stages of life. Therefore, a person who accepts and performs this responsibility can only experience the feeling of care.

Three sessions have been designed to- explore, experience, and express the emotion of care.

Session 1.1

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



Objective: To enable students to notice the contribution of their caregivers.

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

Note for the Teacher: Enable the students to understand that the feeling of care lies in taking care of our bodily growth, safety and nourishment by our elders. Students should be able to notice and recognize/accept the other feeling of care around us.

Expression by students:

Provide opportunities to the students to express themselves, through these questions.

- Who prepares meals at home for you?
 - Which dishes are prepared for your meal, and what preparations are needed for them?
 - When you fall ill, who takes care of you?
 - How does your family take care of you when you fall ill?
- Who else takes care of you at home?
 - Are you taken care of at home only or outside the home as well? Share one such incident when someone has taken care of you in your neighborhood.
 - Who takes care of your safety at school?

Task for Next Expression Day:

During next week, pay attention that when someone takes care of you how do you feel? What kind of emotions you experience for that person? We will discuss this 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 1.2

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



Objective: To enable students to notice their feelings towards their caretakers and able to express them.

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

Note for the Teacher: Enable the students to feel the emotions of care when someone cares for our health, safety and nourishment.

Expression by Students:

Provide opportunities to the students to express themselves, through these questions.

- How do you feel when your mother or any other family member serves you a meal?
- How do you feel when your elders don't allow you to eat street food?
- When you fall ill, your family members take care of you, how do you feel then? Please share one such incident.
- How do you feel when someone cares for you? (e.g. for your meal, clothes, medicine and your safety)
- How did you feel when your meal was prepared by your mother or someone else despite her/his illness?

Task for Next Expression Day:

For the next entire week, pay attention that when someone takes care of you, then how do you feel? How do you express your feelings for them? We will discuss this 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 1.3

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



Objective: To enable students to express their feelings towards the people who take care of them.

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

Note for the Teacher: Aim of this session is to enable the students to identify and feel the emotions of care when someone foster and nurture us. Pop To motivate the students to express their gratitude to them in various ways.

Expression by students:

Through these questions, provide opportunities to students to express themselves.

- Your mother served you a meal even after being tired? What did you do?
- On your birthday, your mother prepared your favorite dish. You liked it very much. How did you thank your mother?
- Your mother or elder gave you something to eat from their share because you loved it so much. How did you thank them?
- Who all are responsible for our well-being and safety at school? What do we do for them? (Motivate students to prepare “Thank You” card for them)
- How do we express our feelings of gratitude towards those who take care of us apart from home?

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

2. Affection

Objective: Students should be able to understand the feeling of happiness in living together, feeling of mutual support and expressing that feeling- with their siblings, friends and classmates.

Reference Note for the Teacher:

Most of our happiness and sorrows are connected/associated with ourselves and our loved ones. A number of these loved ones also keeps changing. The mindset we have regarding our relationship with our' own/ others is also a big reason for our happiness and sorrow. Gap/distance in the relationship creates a lack of feeling of belongingness which makes us unhappy. Therefore, for a happy life, a feeling of affection towards our loved ones is very important. Along with this, to increase the scope/level of our happiness, it is also necessary to expand the sense of our belongingness to end any sort of strangeness. Because, today one of the main reasons behind the fear in society is the wall of loved ones and not loved ones created by human beings.

Every human being is connected with others in some or another way. As soon as we accept this relationship or connectivity, then it brings a sense of belonging and security within us which we experience as happiness.

Once we accept a relationship with someone in the form of a brother, sister, friend etc., and when the next time we meet them or think about them, it brings peace to our restless mind.

We always feel happy with meeting the people, who we are affectionate with. We do this just for the sake of happiness even if we don't have any other purpose of the meeting.

When we get assured about someone's ultimate desire (happiness), we experience a feeling of trust for that person. On the basis of trust, when we accept him/her, then we experience a feeling of respect for him/her. On the basis of trust and respect, we feel affection for him/her. Therefore, in a relationship we feel affection only when we have trust and respect for each other.

Everything in nature is interconnected. Therefore, to live happily, there is no program in isolation but there is a provision for living together. Thus, by accepting/taking cooperation from those who are ahead of us and helping those who are lagging, we all can live happily without any conflict.

When we feel affection for someone we remain committed to him/her i.e. we support him/her in every situation for his/her development/realization.

Seven sessions have been designed to explore, experience and express the feeling of affection.

Session: 2.1

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



Objective: To enable students to notice their support and sharing with their siblings in the family.

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

Note for the Teacher:

Children grow up in their family cooperating with their siblings. They play, eat, study and do many other things together. The attention of the children should be centred on each other and they should live with the same feeling while expressing it too.

Expression by Students:

Provide opportunities to students to express their affection for others

- Which games do you play with your siblings/cousins and at what time?
- What different things do you share with your siblings? Why do you share with them?
- What different activities do you perform in coordination with your siblings and when ?
- Which of your needs are taken care of by your siblings? (e.g. your meal, your study, your toys)

Task for Next Expression Day:

For the next week, pay attention to the activities that your friends help you with and the kind of activities you do together. We will discuss this on the next expression day.

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

Session: 2.2

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



Objective: To enable students to notice their affection and behavior towards their friends in their neighborhood.

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

Note for the Teacher: Children collaborate with friends and peers living in the neighborhood, play, celebrate festivals and grow up together and live with affection. Bring the attention of the children towards togetherness, cooperation and fulfillment.

Expression by students:

Provide opportunities to students to express their affection for others to express themselves to see a sense of affection for others.

- How many friends do you have in your neighborhood? How did you become friends with them?
- What different things do you share with your friends?
- Which festivals do you celebrate with your friends and how?
- How was your behavior with them before becoming friends and what was your behavior after friendship?
- How did you pacify or calm your angry friend and why?

Task for Next Expression Day:

For the next entire week pay attention to your behavior and cooperation with your classmates and friends. We will discuss it on the next expression day.

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

Session 2.3

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



Objective : To enable students to notice their affection and behaviour towards their classmates, friends.

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

Note for the Teacher: Children should notice their behavior with their friends and classmates, how do they fulfill each other's needs. How do they affectionately coordinate with each other?

Expression by students:

Provide opportunities to students to express their affection for others

- With whom do you sit in the classroom and why?
- Who are the friends with whom you come to school from home?
- Who gives you company while eating your lunch or mid-day meal in school?
- With whom do you share your study material like a copy, pen etc.?
- Tell us about how did you become friends with one of your classmates?

Task for Next Expression Day:

For the next entire week pay attention to the behavior and cooperation with your friends and siblings. We will discuss it on the next expression day.

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

Session: 2.4

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



Objective: To enable students to notice their affection and behavior towards their siblings and friends in their neighborhood.

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

Note for the Teacher: Children should notice that they learn a lot in the company of their siblings and friends. We often think that we alone help others whereas others also complement us because we don't like to be alone. We like to do most of our work in collaboration with our friends.

Expression by students:

Provide opportunities to students to express their affection for others

- What have you learned with the help of your elder siblings? (e.g. walking, speaking, writing, playing games, reading, running etc.)
- What are the different things our siblings share with us?
- For doing what tasks do your siblings wait for your company?
- Which games do your friends play with you? Which toys/ things do you use for your game?

Task for Next Expression Day:

For the next entire week pay attention to your affection and cooperation with your classmates and friends. We will discuss it on the next expression day.

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

Session 2.5

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



Objective: To enable students to notice the affection and coordination of their classmates and friends with them.

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

Note for the Teacher: Children should notice that our friends help and coordinate with us from time to time (e.g. they share their things with us, take care of our needs, coordinate with us, wait for us, play and enjoy with us) and all these things make us happy.

Expression by students:

Provide opportunities to students to express their affection for others.

- Which of your friends are comfortable in sharing their feelings and happiness with you?
- How does someone interact with you who is not your friend?
- Which of your friends wait/miss for you in the classroom?
- What different things do your friends share with you?
- Which friends accompany you while going to school or while coming back home?
- How do your friends resolve their conflicts with you?

Task for Next Expression Day:

For the next entire/whole week pay attention to your feelings towards your siblings, friends and classmates. We will discuss it on the next expression day.

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

Session 2.6

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



Objective: To enable students to notice and feel the affection and coordination for their siblings, friends and classmates.

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

Note for the Teacher: When friends and mates help each other and coordinate they feel happy. Children notice these feelings and they get affectionate even more with their companions. This widens/expands our happiness.

Expression by Students:

Provide opportunities to students to express their affection for others

- How much do you miss your friends in school when they do not come to school?
- How and when do you miss your friends in school that day?
- How do you feel after helping your friends in any difficulty?
- How do you feel when you include your mates in your games? (Not a close friend)
- How do you feel after sharing your thoughts/feeling with your friend?

Task for Next Expression Day:

For the next entire/whole week pay attention to your feelings towards your siblings, friends and classmates and when we help them, how does it affect their behavior towards others. We will discuss it on the next expression day.

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

Session 2.7

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



Objective: To enable students to notice and feel affection and coordination for their siblings, friends and classmates and notice their behavior towards them.

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

Note for the Teacher: Enable students to notice coordination and contribution of our siblings and friends which they do due to their love and affection for us. This changes our behavior to be more sober towards them. We also notice how we express our gratitude/thanks for them.

Expression by Students:

Provide opportunities to students to express their affection for others

- How did you feel in the company of your classmates when your close friends did not appear in the school?
 - How did you respond when you were helped by your siblings (brothers/sisters)?
 - You felt good when your siblings, friends wished you on your birthday. How did you (express your gratitude) thank them?
- How did you feel when your classmates, who are not your friends, shared their study material with you and how did you thank them?
 - How did you feel when, after a conflict, your friend or sibling tried to make up with you? What was your response?

Task for Next Expression Day:

For the next entire/whole week pay attention to who prepares food for you at home and who takes care of your daily routine works/needs throughout the day. How laborious it is? We will discuss this 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.

3. Gratitude

Objective: To enable students to notice the contribution of their parents, teachers, elders from neighborhood and family in their life and express gratitude to them.

Note for the Teacher:

There are so many people in our life, who support us at every step of life. When we accept their contribution truly, we feel grateful to them. It brings stability to our minds and we feel it in form of happiness.

When we feel grateful to someone, we behave humbly with them and remain disciplined in their presence.

If someone does not behave humbly in our presence, there is a great possibility that either we have no contribution to their development or they are unable to recognise it.

When we feel happy we want to share it with our loved ones. This increases our happiness even more.

Whenever someone is annoyed s/he wants to remain alone but in the time of happiness nobody wants to live alone. Everytime we experience an emotion, we tend to express it. To express one's feeling is a unique quality of being human.

Today we are using many resources, machines and technologies e.g., food, clothes, mobiles, bus, train etc. If we notice the contribution of their inventors, and people who refined that technology, we will find ourselves obliged to them. This feeling of obligation is sheer gratitude. Merely, saying thank you doesn't convey gratitude. It's only when we see constant contribution from someone we can feel a sense of gratitude. As a result, a person voluntarily starts to contribute towards the development of society. Playing our role in society gives an assurance to happiness and this alone makes our life meaningful.

If we understand the system of nature, we can realise that one who contributes to society is happier with life than those who work hard to be happy.

Feeling of trust, respect and affection are already included in the feeling of gratitude.

Eight sessions have been designed here, To explore, experience and express the feeling of gratitude.

Session 3.1

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



Objective: To bring into notice the contribution of our family members in our happiness and development.

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

Note for the Teacher: Draw attention of students towards the contribution of our family members in our happiness and development so that students notice their contribution in their life. Our life will be very difficult without the cooperation of our family members.

Expression by students:

- Who wakes you up in the morning and how?
 - Who helps you to get up in the morning and get ready for school and How?
 - Who helps you with your homework and how?
 - Who buys the study material for you?
 - Who helps you in purchasing new dresses and How? Share an incident.
- Have your parents denied you a particular dish? Which dish was that? Why did they refuse you? (e.g. not allowed you to eat ice-cream when you were ill)

Task for Next Expression Day:

Next week you will notice at home who helps you in your daily routine work. Notice their contribution and we will discuss it 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 two days or till the teacher is satisfied.



Objective: To bring into notice the contribution of our family members in our happiness and development.

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

Note for the Teacher: Parents and some other family members take care of our growth and development. Noticing their contribution, we feel the value of relationships which create feelings of gratitude and respect in our behaviour.

Expression by students:

- Whose instructions/advice/order do you follow in your family and Why?
- In your family who tells you about good habits, values and behaviour? Share one such piece of advice given to you.
- What do your family members do to improve your behavior or to correct your mistakes? Share with your fellows.
- Are you able to do your routine work? If not, why?

Task for Next Expression Day:

In the coming week, students will notice apart from their family members who else helps them in their routine work? (e. g., serving mid day meal in school, in crossing the road, in study etc.) let them try to notice others' contribution in their daily life. This will be the point 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 3.3

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



Objective: To bring into notice the contribution of our neighbours in our happiness and development, and accept and recognise their contribution.

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

Note for the Teacher: The teacher will bring into notice of students that our neighbours play an important role in our life. Notice how we feel about their contribution and coordination in our life.

Expression by students:

- Who keeps your surroundings clean?
- What will happen if your surroundings at home and school are not cleaned regularly?
- What will happen if after Diwali or any other festival no cleanliness work is done in your society?
- Have you ever taken care of your neighbours or relatives? Why have they done so?

Task for Next Expression Day:

You will notice during the week who helps you in your routine work other than our family members. How do you feel about their contribution? This will be the point 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 3.4

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



Objective: To bring into notice of students the contribution of our neighbours in making us happy and their contribution in our development, accept and recognise their contribution. To observe how do we feel about them.

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

Note for the Teacher: We are becoming more and more self centered and confined to our family only. Many people from society contribute to our growth and development. We should notice their contribution and feel affectionate to them. In this session, we will notice those people who contribute to our life.

Expression by Students:

- Has anyone from your neighborhood taken care of your food-related needs? Share the incident/s. Why did they do so?
- When you visited your relatives who took care of your food? Why did they do so?
- Whenever you get hurt while playing, who helps you and How?

Task for Next Expression Day:

You will notice during the next week, who takes care of our food, cleanliness and other needs? We will discuss it 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 3.5

Duration : Minimum two days, can be extended if required.



Objective: To bring into notice the contribution of various people in school, accept and recognise their contribution. To notice how do we feel about them.

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

Note for the Teacher: So many people coordinate and contribute in order to make our life smooth in school. It will not be possible to work properly without their help and coordination. We can't do everything ourselves, we always need help and coordination of others.

Expression by students:

- Who arranges mid-day meal in school for you?
 - Who serves you mid-day meal in school?
 - What will happen if mid-day meal in school is not arranged and distributed by those people?
 - Who keeps your classroom and school campus clean? Do you know their names?
 - What will happen if your classroom and school are not kept clean by them?
-
- Who takes care of your safety, when you reach the school gate?
 - How do you feel about these people? Share your feelings.

Task for the next expression day:

You will observe during the week who help you in your study and learning at home and school.

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 two days or till the teacher is satisfied.



Objective: To draw the attention of students towards the people who contribute in their learning.

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

Note for the Teacher: Learning and understanding is a process that gives us satisfaction. This process is helpful to live happily. When students notice this, it prepares them to have harmonious relationships in life.

Expression by Students:

- Who helps you in your study at school?
- How do your teachers help you in learning?
- How do you feel when someone helps you in learning new concepts?
- How do you feel if no one helps you in learning at school?
- Why do you need help from a teacher to learn and understand?
- How do you feel towards your teacher for his/her contribution?

Task for Next Expression Day:

In this we will notice how we express our gratitude to our family members, neighbours and school staff, who have helped us in any way.

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 two days or till the teacher is satisfied.



Objective: To motivate students to pay gratitude to others.

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

Note for the Teacher: The Teacher will bring into notice of students that many people contribute and coordinate in our development and smooth life. How can we express our gratitude for their contribution and coordination? In what different ways can we express our gratitude to them?

Expression by Students:

- How do you express your gratitude to your family members for their contribution to your life? What are the different ways to express gratitude to them?
- If your neighbour helps you, how will you express your gratitude to him/her?
- Our teachers contribute to our learning and understanding. How can we express our gratitude to them?
- Many people help us in school. How can we express our gratitude to them?
- Many people besides our family members, neighbours and school contribute to our life and make it easy and smooth. How can we express our gratitude to them?

Task for Next Expression Day:

We will notice during the next week, how we can express our gratitude to the people who have contributed in our life in any way.

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 two days or till the teacher is satisfied.



Objective: To motivate students to express their gratitude to others.

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

Note for the Teacher: It is necessary to express gratitude by noticing and feeling others' contribution in our life. In this way our relationships improve and it prepares us to coexist in a better way. It will provide opportunities to the students to express their gratitude to the people who contribute to their growth, development and learning.

Expression by students:

- From the last few days, have you paid attention to the contribution of others (outside your family) in your life? How did you feel for them?
- How did you express your gratitude to them? How did you feel?
- To whom do you express gratitude in your neighborhood or school, this week? and why?
- Have you ever noticed the contribution of anyone in your life which changed your behaviour towards him?
- Write a letter to express your gratitude to your family member. Post it to him or read it out for him.

Task for Next Expression Day:

In this week, we will notice, Do we want to meet and thank anyone who have ever helped and supported us at some or other point of life.

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

4. Respect

Objective: To be able to experience, express and explore respect for self and others at home, school and with friends.

Reference Note for the Teacher: Respect can be seen in two different ways:

A. Self-respect:

If we look at the needs of a person, then respect and recognition are very important after the basic needs of a person i.e., food, clothing and shelter. Despite being hungry, anyone can reject food served with disrespect. Thus, we can say that respect and recognition are bigger than food, clothing and shelter.

If we notice people's attempt to gain respect and recognition, we find that most of them want respect and recognition on the basis of money, position, beauty and power. If we critically analyze ourselves, we don't respect a person who doesn't contribute to society in any way and behave properly with others irrespective of his position, power, good appearance, knowledge of any language or money and property possessed by him.

What is self-respect in the real sense?

Everyone feels respected knowing his/her importance and contribution others. Here, the importance means to be happy and helpful to others. This competency can be developed with correct understanding and practice.

Self-respect is equivalent to the right evaluation of self. When we use and convert our unlimited potential of thinking and understanding to help others to learn and understand, then we become happy. By doing this we can be helpful to others. Knowing this importance of ourselves, we experience a feeling of self-respect within.

As we keep on increasing our contribution, we start living with self-respect. In this way, we keep on declining our dependence on others for respect.

We notice that people who lack self-respect, attempts to find respect from others by merely showing off materialistic possessions. This makes us think whether the feeling of self-respect will come from our Usefulness or we will derive it from someone who himself is in search of it.

b. Respect for each other:

The ultimate desire of every human being is to live happily. Everybody wants understanding and clarity in life. If we consider the basic potential of a person we find that everybody has unlimited potential of thinking.

All human beings on earth are equivalent on the basis of these natural potentials. We all have a natural desire of equality. So, whenever we accept a person with the feeling of equality, we feel respect for that person. This feeling creates happiness in us.

We feel the same by accepting the talent and character of a person.

Respect means the right evaluation. So, accepting anyone as equals without any bias is respect in the real sense, which can be expressed to him/her. Respect is the basis of a person's identity.

When we have respect for someone in our hearts, we find our behavior always very cordial towards him.

When we consider a person equivalent to us (on the basis of unlimited potential to think and ultimate desire for happiness) , she/he also feels respected by us. No one accepts biasness. Discrimination on the basis of caste, sex, religion, language, position, money makes a person feels disrespected/insulted. Simultaneously the person doing discrimination also doesn't feel good, because every person is intrinsically equal, and by going against the laws of nature no one can feel happiness. Thus, respecting others is not a favour but it is an obligation for us to be happy.

Thus, by ignoring equality we can't respect others. And our actions devoid of the feeling of respect for someone are nothing short of hypocrisy. e.g., actions like felicitating someone with a garland or touching someone's feet unwillingly etc.

Everybody experiences the feeling of respect in the same way. But ways to express respect may differ on the basis of time, place and culture. e.g. some express it by touching feet, by bowing down or by any other way.

To explore, to experience, to express feelings of respect two sessions have been designed here.

Session 4.1

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



Objective: To draw the attention of students towards the fact that their respect doesn't depend on others' attitude.

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

Note for the Teacher: Teacher will bring in the notice of the students that doing good and noble deeds is the right thing to do whether our actions get acknowledged or not. Noble and good deeds build up our self confidence. My worth is my self confidence.

Questions for Expression:

- Which household chores did you do at home this week?
- Which tasks do you do on the instructions of others and which tasks do you do on your own?
- Which tasks do you do for yourself and which one for others?
- Has anyone praised your work? If yes, what was it for?
- How did you feel when someone praised you?
- Did it ever happen that your work went unnoticed and no one praised you for it? If yes, please share.
- Have you ever done something for the sake of praise/ recognition? but you did not get it. How did you feel then?

Task for Next Expression Day:

On the next expression day you will reflect and discuss how you feel when you help someone. Meanwhile you will notice your feeling in such a situation.

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

Session 4.2

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



Objective: Making students feel a sense of respect for others.

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

Note for the Teacher: Everybody wants to be treated without any discrimination. Keeping this in mind while treating others, is also a sign of respect. To accept someone's talent is also a way to show our respect for him/her. Our behaviour always remains self controlled and humble in presence of the person we respect. In this session students will be enabled to notice who do they not discriminate with and to whom they respect based on superiority and how they behave with them.

Questions for Expression:

- Who are your role models? Which qualities of theirs, do you like the most?
- Who do you learn from? What do you like about them?
- How do you behave with such people?
- Have you ever noticed that other people also think like you? What are the points of similarity? How did you feel when you found similarities in thoughts with others?
- With whom your behavior resembles at home? What similarity/s do you find with them in your behavior?
- Have you ever felt that no one understands your feelings at home or in school? When and why did you feel so?

Task for Next Expression Day:

On the next expression day, you will reflect and discuss how do you feel when you help someone. In meantime, you will notice your feeling in such a situation.

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

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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