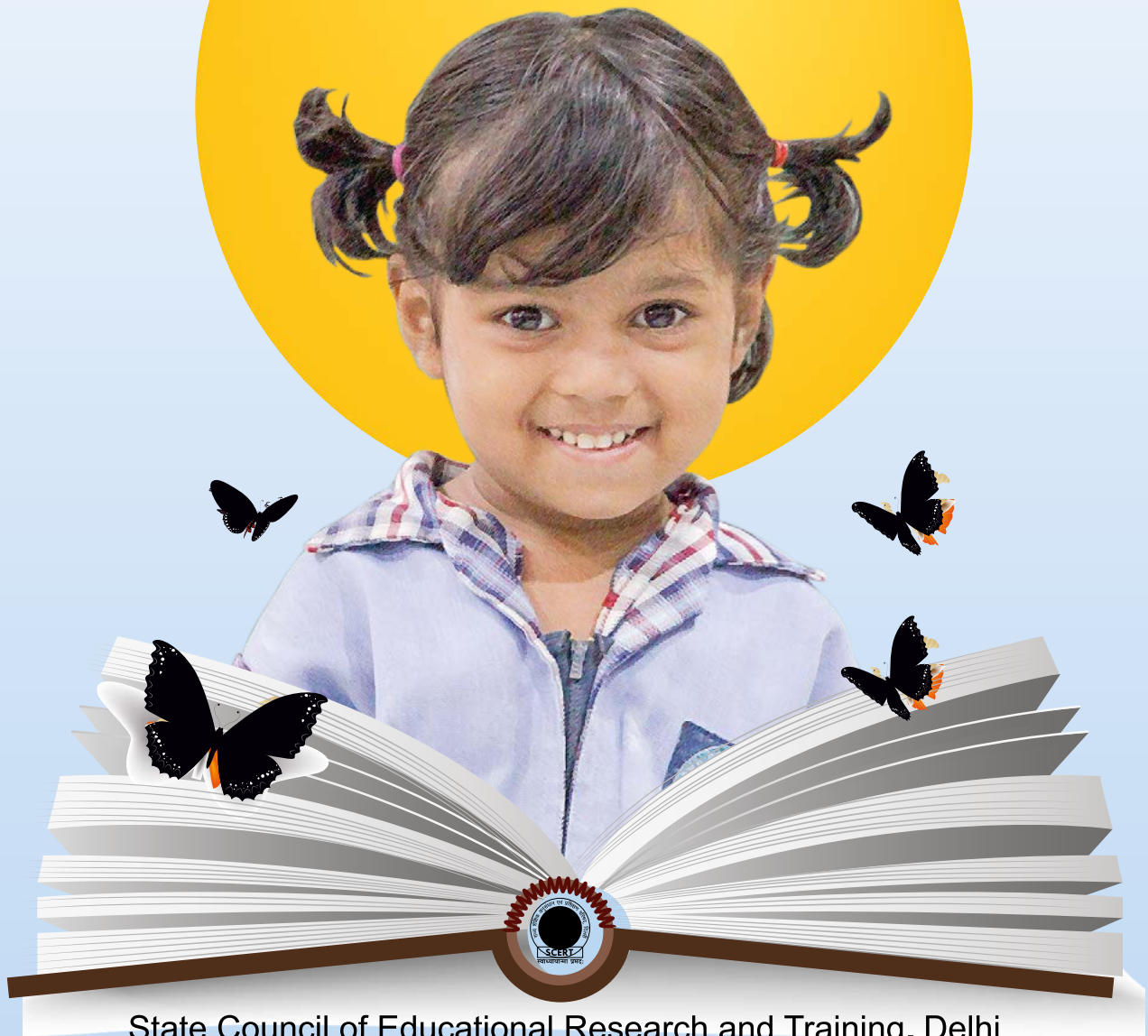


TEACHER'S HANDBOOK FOR HAPPINESS CLASS



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

Grade V

TEACHER'S HANDBOOK FOR HAPPINESS CLASS



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

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MESSAGE

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

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

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

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

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



-2-

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

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

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

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


(MANISH SISODIA)

**H. RAJESH PRASAD
IAS**



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MESSAGE

It gives me immense pleasure in presenting the English version of Teacher's Handbook of Happiness Curriculum prepared by dedicated and meticulous team of the SCERT/ DIET faculty and Happiness Mentors of the Directorate of Education, Delhi.

I hope this document will certainly address the demand of the Happiness Curriculum at international level. I wish teachers will make optimum use of the handbook in transaction of the concept of Happiness, to young learners, as envisioned while designing the Happiness Curriulum.

I would like to appreciate the efforts of the team who prepared this material under the guidance of Dr. Anil Kumar Teotia, Chairman, Happiness Curriculum Committee.

(H Rajesh Prasad)

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MESSAGE

They say, Happiness is not a goal. It is a by-product of a life well lived.

Launched in 2018, the Happiness Curriculum aims to strengthen the foundation of happiness & well being for our students during their most creative years of schooling, beginning with Kindergarten. Taking into consideration the large scale demand of the Happiness Curriculum content, the team of Directorate of Education and SCERT, Delhi has developed the Happiness Curriculum material in English. I congratulate the Chairman, Happiness Curriculum Committee and his entire team for this commendable job.

I hope, the English version of the Happiness Curriculum Handbooks will take this curriculum places and help teachers, across the globe, see happiness in its Indian & universal perspectives.

My best wishes to Team Happiness!

(HIMANSHU GUPTA)

Rajanish Singh

Director



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Message

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

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

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

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

(Rajanish Singh)

Dr. Anil Kumar Teotia
Chairman



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

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

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

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

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

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

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

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

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

Thank you all

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Brief Outline of Happiness Curriculum

1. Why Do We Need Happiness Curriculum?

1.1 Context & Background

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

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

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

This poses a significant challenge for society and families on how students 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 students. How happy are students within these systems? This question requires us to consider the critical linkage between happiness and our current education system (UNESCO, 2016).

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

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

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

Happiness – In School Setting

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Henceforth, taking a step further to address these long-term societal issues and issues of mental health and wellbeing among students, the Delhi government has initiated this project on “Happiness Curriculum” from Nursery to VIII. As Mahatma Gandhi said, “*If we want to reach real peace in this world, we should start educating children.*” Thus, the introduction of the Happiness Curriculum in schools is to educate children to ensure harmony with their inner being and discover self in the process of learning. If we inculcate happiness in the children right from their childhood, they will grow up to become stress-free

and happier adults. This curriculum is just a stepping-stone towards establishing a better, positive and vibrant society with happy individuals.

CONCEPT:

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

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

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

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

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

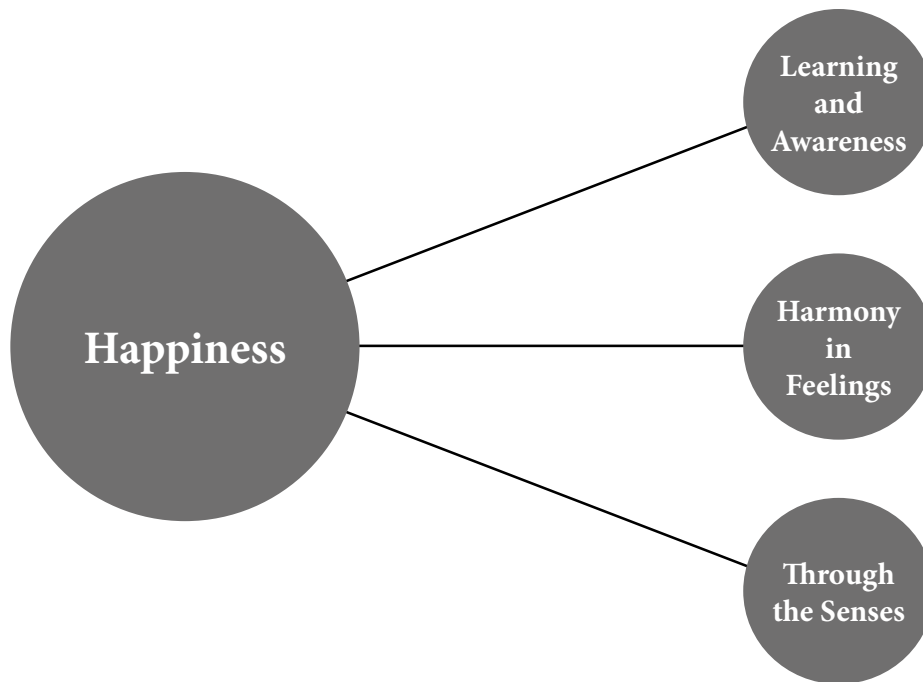
A.Nagraj (1999) proposed a model for happiness, in which he addresses the four dimensions of human living as an integrated form of the material, behavioral, intellectual & experiential aspects. These correspond to our senses, feelings, learning (understanding) and awareness. Put together, these form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

The Triad for Happiness:

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

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

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



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

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

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

3. SYLLABUS OUTLINE:

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

CLASS V

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

| S.No | Units | Modules & Sessions |
|------|--|--|
| 1 | Exploring Happiness through Learning and Awareness | <ol style="list-style-type: none"> 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 whereas 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 5 |
|-------------------------|---|
| 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 should read the chapter before taking a class on mindfulness. With the help of this section chapter you will be able to take classes on mindfulness through out the year

What is Mindfulness?

To understand this, read the sentence given below-

Are you mindful or mind-full?

- To be mindful means to be aware of the present moment.
- To be mind-full means to be stuck in different thoughts and to be unaware of the present moment.

Therefore, Being aware of and focusing on the present moment is Mindfulness.

Mindfulness is the basis of Happiness

Points to be understood about this class:

Mindfulness class will be conducted every week on Monday or the very next day (in the case Monday is a holiday). The class will be for 35 minutes which will be divided into three phases:

1a. **Mindful Check-in**, In the starting 3-5 minutes.

1b. **Discussion on Mindfulness Practice**

After the practice, there will be a discussion on students' experiences for 10 minutes. During this, the teacher will ask students about their experiences and how mindfulness has affected their daily routine or behaviour. Teachers are requested not to give direct answers rather guide students to explore themselves and give answers.

2a. **Mindfulness Activities**

In mindfulness practice for 5 minutes be aware of your thoughts and sensations in your body which will be done through different activities. These activities will be different for every week.

2b. **Discussion on the activity for 15 minutes.**

Teachers are requested to identify a different set of students every week and motivate them to participate in the discussion on activities so that every student gets a chance to participate and share his/her experiences with the class

3. Silent Sitting for 1-2 minutes should be practiced to conclude the class daily.

Mindfulness is a scientific technique. School students and teachers are practicing to be aware of the present moment worldwide. It's a simple technique that can be practiced by anyone anywhere and anytime.

Mindfulness has several benefits:

- Helps students maintain attention during class/studies.
- Helps to be attentive towards what the teacher is saying.
- Helps in being focused during studies at home/school.
- Improvement in understanding and learning.
- Helps in concentrating on any task, be it studies or anything else.
- Increases awareness span.
- Helps in putting a check on what we do, eat, speak or act which in turn keeps us aware of whether our actions are justifiable or not.

Points to remember:

- Take care that students are not asked to chant a mantra or utter a word during this time.
- Don't exercise any kind of pressure on students, be it non verbal or non verbal, during the mindfulness/ happiness class. Eg, Scolding a student or using harsh words, etc.
- Ensure that all students participate in the discussion.

Some points for Special Attention of Teachers:

- Teachers should also participate in the class. Eg, We can also practice mindfulness along with students, etc..
- While entering the class, be aware of your mental state and try to keep your thoughts stable during the class. Don't forget that Students learn from our actions rather than words.
- Deal your students with love, harmony and kindness. Be Polite while speaking.
- Before starting the practice ensure that the classroom environment is silent and all students feel at ease.
- Ensure that every student gets a chance to share his/her experiences with the class. For this purpose, the classroom environment has to be conducive and safe for the child.
- By practicing mindfulness we do not intend to suppress, snatch or distance anyone from feelings/thoughts. The objective of our endeavour is to make our students aware of their surroundings, feelings and thoughts so that they are capable of responding in a better way in their day-to-day life.

Session 1: Introduction to Mindfulness

Distribution of time:

1. a. Mindfulness Check-in: 2 to 3 minutes
- b. Discussion on Mindfulness: 10 minutes
2. Introduction to Mindfulness: 20 to 30 minutes
3. Silent check-out: 1 to 2 minutes

1.a. Mindful-Check in: 2 to 3 minutes



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teacher should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep their hands on the desk or their thighs.
- Teachers should tell students that they will start with the **Mindful check-in**. This will be done for approximately three minutes.
- Students should take their attention to the sounds coming from the surroundings and then taking-it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.
- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)

- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teacher can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently
- Help in focusing in class
- To realise what's their feeling at the moment (happiness, sadness, anger, etc)
- Tell students that they can write their thoughts in the notebook. Ask some of students to share the same.
- During this period it discussion can be held with students about their experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students.

2. Introduction to Mindfulness: 20 to 30 minutes



Objective: To introduce students to the practice of mindfulness.

Mindfulness Practice

Teacher can discuss with students in the following manner:

- “Welcome to the happiness class. As you all know last year in happiness class every week on the first day you used to have a mindfulness class in the same way, every week on the first day you will be doing different activities of mindfulness.”
- “Would anyone like to tell me what is mindfulness?”
- “Last year what did you gain after knowing about mindfulness?”

Proposed points of discussion following the activity:

- Now the teacher can ask students to sit silently. After this students can close their eyes for the next one minute and let the thoughts come in. After opening their eyes you can ask them whether their thoughts were about the past/ past event / future planning/stress or present. (ask students whether their thoughts were from which category and they should raise their hands for it)

(Generally it is found that thoughts are about past or future where as we are working in the present.)

Are you mindful or mind full?

- Mindful means to be present in the present moment.
- Mind full means to be stuck in different thoughts and not be aware of the present.
- From mindfulness practice:

- During studying students' focus is maintained in the class. While studying at school or home students' focus improves.
- Improvement in paying attention to the teacher.
- Decrease in tension, sadness, stress, loneliness.
- If our attention is on the current task the task will get over soon, it will be done in a better manner and without stress.

Do's and Don'ts

- Discuss the above points with students according to their level and the examples related to their life.
- Motivate all students to answer.
- Teacher should accept all the answers given by students.

3. Silent Check-out: 1 to 2 minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class.
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teacher should not ask any questions at the end.
- If any student wants to share his/her experience, the teacher should give them a chance for the same



Session 2: Mindful Belly Breathing

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Mindful Belly Breathing: 5 minutes
b. Discussion on Mindful Belly Breathing: 15 minutes
3. Silent check-out: 2 minutes

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teacher should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to their close eyes they can lower their gaze.
- Students can keep their hands on the desk or on their thighs.
- Teachers should tell students that they will start with the **Mindful check-in**. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then take it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teacher can discuss with students how mindfulness has improved their life like
- Lowmood occurs less frequently.
- Help in focusing in class.
- To realise what's thier feeling at the moments (happiness, sadness, anger, etc).
- Tell students that they can write their thoughts in the notebook. Ask some of students to share the same.
- During this period it disscusion can be held with students about their experience, challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students

2.a. Mindful Belly Breathing: 5 minutes



Objective: The focus of students should stay on the in and out breath.

Steps of the Process:

- Students should be told that in mindful breathing the focus is one very the every in and out breath.
- Students should be asked to sit in a comfortable position and to close their eyes. Those who feel uncomfortable in closing their eyes can just lower their gaze.
- Tell students to focus on their in-breath and out-breath.
- Ask students to keep one hand on their stomach.
- Students should focus on the rising and falling of the stomach along with their breathing. Students should pay attention when their stomach goes in and comes out while breathing.
- If you find that students are unable to focus on the breathing and stomach then tell them that while breathing in the stomach goes out and while breathing out the stomach goes in.
- After getting the activity done for 1 to 2 minutes ask students collectively the following questions:
 - Did you feel your stomach filling up with air?
 - Did you feel your stomach going in?
 - When did your stomach go in?
 - When did your stomach come out?

Get the activity done for 1-2 minutes and ask students to pay attention to the breathing pattern.

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

Proposed points of discussion following the activity:

- While breathing, did you ever notice your stomach before?
- Why does the stomach come out while breathing, in and goes in when breathing out?
- Discuss that while focusing on the stomach along with breathing our breath becomes slow and deep. We can practice this anytime and anywhere.
- While taking Deep and focused breath how do we feel?

3. Silent Check-out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class.
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teacher should not ask any questions at the end.
- If any student wants to share his/her experience, the teacher should give them a chance for the same.



Session 3: Temperature of the Breath

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Temperature of Breath: 5 minutes
b. Discussion on Temperature of Breath: 15 minutes
3. Silent check-out: 2 minutes

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teacher should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep their hands on the desk or on their thighs.
- Teachers should tell students that they will start with the **Mindful check-in**. This will be done for approximately three minutes.
- Students should take their attention to the sounds coming from the surroundings and then take it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing-in and breathing-out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class.
- To realise what's their feeling at the moment (happiness, sadness, anger, etc).
- Tell students that they can write the thoughts in the notebook. Ask some of students to share the same.
- During this period it discussion can be held with students about their experience, challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students

2.a. Temperature of Breath: 5 minutes



Objective: To make students aware of their breath and to shift their attention to the in and out breath and knowing whether its warm or cool.

Steps of the Process:

- Students should be told that today the focus will be whether the breath going in and coming out is cool or warm. To feel this place your index finger under your nose. (Demonstrate to students)
- The teacher will demonstrate by placing the index finger under the nose and ask them to feel which breath school and which one is warm?
- Teacher should tell students that while breathing in the air will be cold and while breathing out the air will be warm.
- Practice this for the next one minute.
- This activity will be repeated after the discussion again.

2.b. Discussion on Temperature of Breath: 15 minutes



Objective: Students should focus on coolness and warmth of in and out breath.

Proposed points of discussion following the activity:

- How did the in breath feel? (Cool or warm)
- How did the out breath feel? (Cool or warm)
- What new did you learn about your breathing?
- How did you feel after knowing about your breathing?

Do's and Don'ts

If any student is unable to feel the coolness or warmth of the breath there should be no pressure. Students should be told that with constant practice they will learn how to focus on their breath.

3. Silent Check-out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class.
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teacher should not ask any questions at the end.
- If any student wants to share his/her experience, the teacher should give them a chance for the same.



Session 4: Mindful Listening I

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Mindful Listening: 5 minutes
b. Discussion on Mindful Listening: 15 minutes
3. Silent check-out: 2 minutes

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



Objective: Through this activity teachers will prepare students to get ready for the class.

Steps of the Process:

- Teacher should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep their hands on the desk or on their thighs.
- Teacher should tell students that they will start with the **Mindful-check in**. This will be done for approximately three minutes.
- Students should take their attention to the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing-in and breathing-out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check -in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teacher can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class.
- To realise what's their feeling at the moment((happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share share the.
- During this period discussion can be held with students about their experience, challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students

2.a. Mindful Listening: 5 minutes



Objective: Students should focus on the sounds coming from the surroundings.

Steps of the Process:

- Teachers should ask 324 students to come forward and to make sounds with the help of their hands or feet.
- For example: Clap your hands, Click your fingers, Walk with a rhythm
- Students can make a rhythm with all the sounds.
- Teacher- please ask students to sit comfortably with their eyes close. student to take deep breath in and focus on the sounds coming from your surroundings. (Selected students can start with the sounds)
- Teacher can give 3 to 4 minutes for this activity. Teacher can ask students to open their eyes when they feel comfortable.

2.b. Discussion on Mindful Listening: 15 minutes

Proposed points of discussion following the activity:

- Could you focus on the sounds created by students?
- Which all sounds could you hear?
- Was your mind wandering? Were you aware about it.
- Were you able to bring back your focus to the sounds?

Do's and Don'ts

- Teacher should ensure that no student is hurt while creating the sounds

- Teacher should accept all answers and should not categorise them as right or wrong.
- Teacher can get this activity done many times with different set of students.

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



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teacher should not ask any questions at the end.
- If any student wants to share his/her experience, the teacher should give them a chance for the same.



Session 5: Mindful Listening II

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Mindful Listening II: 5 minutes
b. Discussion on Mindful Listening II: 15 minutes
3. Silent check-out: 2 minutes

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teacher should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep their hands on the desk or on their thighs.
- Teachers should tell students that they will start with the **Mindful-check in**. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then take it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teacher can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class.
- To realise what's their feeling at the moment((happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share the same.
- During this period discussion can be held with students about their experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students

2.a. Mindful Listening: 5 minutes



Objective: Students will be able to focus on the sounds coming from the surroundings.

Steps of the Process:

- Students should be told that they will be focusing on the sounds coming from their surroundings. This is called mindful listening.
- Students can sit comfortably straighten their backs and close their eyes. If anybody feels uncomfortable, they can just lower their gaze.
- Ask students to listen to the sounds once they close their eyes. It can be the sound of the fan or traffic or someone talking or someone laughing, etc.
- Ask students to take the focus on the sounds coming from the surroundings. Don't judge the sounds as good or bad just focus on them.
- If any student finds that the mind is wondering just gently be aware of it and bring your focus back to the sounds.
- After 1 to 2 minutes students can open their eyes and ask them collectively which all sounds did they hear? After this proceed with the activity in the following manner-
- Again students will focus on the sounds they might here some sounds which did not hear in the first place.
- Again ask students to sit comfortably straight on their backs and close their eyes gently.
- Teacher should ask students to focus on the different sounds coming from their surroundings.
- Students should focus on the different sounds in the surroundings. Which all sounds are continuous?
- Don't judge any sound as good or bad just focus on them.
- If any student feels that his mind has wandered off then gently be aware of it and bring your focus back to the sounds.

Get this activity done for 2 to 3 minutes.

2.b. Discussion on Mindful Listening II: 15 minutes

Proposed points of discussion following the activity:

- How did you feel during this activity?
- Was there any difference between the first and the second time of the activity?
- How many feel that you mind wandered off while focusing on sound?
- If your mind had wandered off, were you able to bring back your focus to the sounds?
- What would be the benefit of practicing this activity? (This will help us to listen better when we sit silently. We can hear different sounds which we might not hear normally)

3. Silent Check-out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teacher should not ask any questions at the end.
- If any student wants to share his/her experience, the teacher should give them a chance for the same.



Session 6: Mindful Seeing I

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Mindful Seeing-I: 5 minutes
b. Discussion on Mindful Seeing-I: 15 minutes
3. Silent check-out: 2 minutes

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teacher should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their back and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep their hands on the desk or on their thighs.
- Teachers should tell students that they will start with the **Mindful check-in**. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then take it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing-in and breathing-out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently
- Help in focusing in class
- To realise what's their feeling at the moment (happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share the same.
- During this period discussion can be held with students about their experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students

2.a. Mindful Seeing-I: 5 minutes



Objective: To prepare the students to see the things with focus around them.

Steps of the Process:

- Ask the students:
 - What all things can you see right now? (for eg-chair, table,etc).
 - What all colours and shapes can you see in the classroom?
- The teacher tells students that will describe an object and you have to guess it. (For example ,teacher can say:
 - I can see something black, which is square/rectangular in shape and is in front of you. (blackboard)
 - I can see something in square shape and we use it to keep all our items. (Desk)
- The teacher can use such examples so that the aim of the activity is established.
- Now ask students to speak a few lines about an object and ask their classmates to guess it.

2.b. Discussion on Mindful Seeing-I: 15 minutes

Proposed points of discussion following the activity:

- How was your experience?
- Could you identify the object on the basis of description?
- Had you not focused on the object, could you identify and name it correctly?
- What are the benefits of mindful seeing?

3. Silent Check-out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes.
- During this silent sitting, students will reflect upon the activities done throughout the class.
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teacher should not ask any questions at the end.
- If any student wants to share his/her experience, the teacher should give them a chance for the same.



Session 7: Mindful Seeing II

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Mindful Seeing-II: 5 minutes
b. Discussion on Mindful Seeing-II: 15 minutes
3. Silent check out: 2 minutes

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teacher should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teacher should tell students that they will start with the **Mindful-check in**. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then take it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing-in and breathing-out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class.
- To realise what's their feeling at the moment (happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share about it.
- During this period it can be discussed with students about the experience, challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students

2.a. Mindful Seeing-II: 5 minutes



Objective: To prepare the students to see the things with focus around them.

Steps of the Process:

- Teachers should ask students to see the things, with attention, around them.
- Ask students what all things can they see right now? (for eg. chair, table, blackboard, duster, books, pen, window and door etc).
- Students' attention can be brought to any one object like duster, fan, chair, table, etc.
- Bring the students attention to the object's shape, colour, formation, position in the room, etc.
- If the students' focus is on the desk then the following questions can be asked:
 - Can you see the four legs of the desk?
 - Are all 4 legs the same?
 - Is there any scratch on it?
 - Is the colour of the desk all over the same?
 - How is the desk small or big?
 - How is the desk hard or soft?
 - How is the desk rough or smooth?
 - Are you able to focus on something else as well on the desk?

Teacher in the class can take students' attention to different perspectives about any object.

2.b. Discussion on Mindful Seeing-II: 15 minutes

Proposed points of discussion following the activity:

- How did you feel after paying attention?
- Have you ever seen any object previously with so much attention? (here tell the students that when we pay attention, we are able to see things around us and understand them better.)
- By paying attention, what all things can we learn about the object?

3. Silent Check-out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes.
- During this silent sitting, students will reflect upon the activities done throughout the class.
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teacher should not ask any questions at the end.
- If any student wants to share his/her experience, the teacher should give them a chance for the same.



Session 8: Mindful Seeing III

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Mindful Seeing-III: 5 minutes
b. Discussion on Mindful Seeing-III: 15 minutes
3. Silent check-out: 2 minutes

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teacher should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the **Mindful check-in**. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then take it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing-in and breathing-out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class.
- To realise what's their feeling at the moment (happiness, sadness, anger, etc)
- Tell students that they can write their thoughts in the notebook. Ask some of students to the same.
- During this period discussion can be held with students about their experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students.

2.a. Mindful Seeing-III: 5 minutes



Objective: To prepare the students to see the things with focus around them.

Steps of the Process:

- Tell students that they will do an activity in which they will try to see an object with attention.
- The teacher asks students to take out a book.
- The teacher takes students' attention to the colour of the book and its cover.
- The teacher tells the students to open their book to any page and pay attention to the words written on it.
- Now the teacher can take students' attention on to the sentences and the gaps between the sentences on the given page.
- The teacher can also take the students' attention to the pictures and the colours in it.
- The teacher asks the students to pay attention how the book feels in their hands.

Note for Teacher:

- Motivate all the students to answer.
- The teacher should accept all the answers given by the students.
- No negative feedback should be given.

2.b. Discussion on Mindful Seeing-III: 15 minutes

Proposed points of discussion following the activity:

- Were you able to take your attention to the fonts? Share your experience.
- Were you able to take your attention to the gap between the words? Share your experience.
- Were you able to pay attention to the different colours of the page? Was there a single colour on this page?
- Did your mind wander off during this activity? Were you able to bring it back to the page?

3. Silent Check-out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teacher should not ask any questions at the end.
- If any student wants to share his/her experience, the teacher should give them a chance for the same.



Session 9: Mindful Drawing

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Mindful Drawing: 5 minutes
b. Discussion on Mindful Drawing: 15 minutes
3. Silent check-out: 2 minutes

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teacher should tell students that they will start with the **Mindful-check in**. This will be done for approximately three minutes.
- Students should take their attention to the sounds coming from the surroundings and then take it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing-in and breathing-out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class.
- To realise what's their feeling at the moment (happiness, sadness, anger, etc)
- Tell students that they can write their thoughts in the notebook. Ask some of students to the same.
- During this period discussion can be held students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students.

2.a. Mindful Drawing: 5 minutes

Steps of the Process:

- Teacher should ask students to make any drawing in 10 minutes. To make this drawing they can use any pencil, color, paint, etc.
- Once the drawing is made, ask 1-2 students to come forward and discuss their drawing. No teacher or student should comment on the drawing.
- After this make pair of 2 students and give them time to tell each other about their drawing.

2.b. Discussion on Mindful Drawing: 15 minutes

Proposed points of discussion following the activity:

- Were you able to discuss your drawing?
- When your partner was discussing their drawing were you able to look at it without judging it or giving your feedback.

Note for Teachers: Teachers should accept all answers and they don't have to judge them as right or wrong or give feedback.

3. Silent Check out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class

- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



Session 10: Mindful Smelling

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Mindful Smelling: 5 minutes
b. Discussion on Mindful Smelling: 15 minutes
3. Silent check out: 2 minutes

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



Objective: Through this activity teachers will prepare students to get ready for the class.

Steps of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep their hands on the desk or on their thighs.
- Teacher should tell students that they will start with the **Mindful check-in**. This will be done for approximately three minutes.
- Students should take their attention to the sounds coming from the surroundings and then take it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing-in and breathing-out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class.
- To realise what's going on in the heart (happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share the same.
- During this period discussion can be held with students about their experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students.

2.a. Mindful Smelling: 5 minutes



Objective: To help students identify different smells coming from the environment and take their attention to it.

Steps of the Process:

- The teacher will tell students to practice mindful smelling today.
- The teacher should ask students what smells they sense everyday.
- The teacher can place responses on the blackboard. Eg.

| Serial Number | Smells from the surroundings |
|---------------|-------------------------------|
| 1. | The Smell of the rain |
| 2. | Smell of trees and plants |
| 3. | The Smell of flowers |
| 4. | The Smell of wet mud |
| 5. | The Smell of cooking the food |
| 6. | ----- |

- The teacher tells students that they shall practice mindful seeing for which they will focus on various smells coming from their surroundings.
- The teacher asks students to sit comfortably and close their eyes, inhale 2-3 long deep breaths through their nose and breathe exhale through their mouth.
- With the next breath take your attention to the smells present in your surroundings.
- Keep your focus on the smell and explore how does it make you feel?. How do you feel when you smell it?
- Do you feel any particular emotion due to a smell? Try to stay with that emotion. (teachers wait for 30 seconds)

- The teacher tells the students to bring back their focus on the smell, if it has shifted somewhere else
- The teacher asks students to open their eyes whenever they feel comfortable.

Do's and Don'ts

- The teacher should be aware of the different smells coming from the surroundings so that he/she can take students' attention to it.
- For this activity the teacher can take students to the playground.

2.b. Discussion on Mindful Smelling: 15 minutes

Proposed points of discussion following the activity:

- How are you feeling right now?
- Were you able to smell something particular? Which one?
- When you took your attention to the smell, how did you feel? Can you identify the emotion?
- While paying attention to the smell, could you identify any new smell? Discuss
- What are the benefits of paying attention to smells around you?

Do's and Don'ts

- Motivate all students to answer.
- The teacher must accept all answers given by students.
- The teacher must avoid giving any negative feedback.

3. Silent Check out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class

- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



Session 11: Mindful Standing

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Mindful Standing: 5 minutes
b. Discussion on Mindful Standing: 15 minutes
3. Silent check out: 2 minutes

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they were doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep their hands on the desk or on their thighs.
- Teachers should tell students that they will start with the **Mindful check-in**. This will be done in approximately three minutes.
- Students should take their attention to the sounds coming from the surroundings and observe them..
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teacher can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class.
- To realise what's their feeling at the moment (happiness, sadness, anger, etc)
- Tell students that they can write their thoughts in the notebook. Ask some of students to share the same.
- During this period discussion can be held with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teachers should accept all answers of students.

2.a. Mindful Standing: 5 minutes



Objective: To take students' attention to their standing posture

Steps of the Process:

- The teacher tells students to step away from their desk and stand comfortably.
- All students should let their hands, legs and shoulders relax and focus on their breathing. Take two to three deep breaths and breathe out through the mouth.
- With the next breath they can take their focus to their standing posture. Focus on your legs and see how your feet are touching your shoes. Be aware of any sensation you are feeling in your feet. (wait for 30 seconds)
- Bring back your focus on your feet, if it has shifted somewhere else.
- With the next breath feel the weight of your body. Where can you feel it the maximum? It can be in your legs, your feet or anywhere else. (wait for 30 seconds)
- Take a deep breath in and whenever you feel comfortable, open your eyes.
- Give one minute to the students to return to their places.

2.b. Discussion on Mindful Standing: 15 minutes

Proposed points of discussion following the activity:

- How are you all feeling?
- Were you able to feel sensation in your legs?
- Were you able to feel the weight of your body?
- Was this activity easy or difficult? Why?
- How was normal standing different from mindful standing?

Do's and Don'ts

- Motivate all students to answer.
- The teacher must accept all the answers given by students.
- The teacher must respect all the thoughts of students and should not give any negative feedback.

3. Silent Check-out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teacher should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



Session 12: Mindful Walking

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Mindful Walking: 5 minutes
b. Discussion on Mindful Walking: 15 minutes
3. Silent check out: 2 minutes

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep the hands on the desk or on their thighs.
- Teachers should tell students that they will start with the **Mindful check-in**. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing out.

- Ask students not to change their breathing pattern. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is coming in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class.
- To realise what's their feeling at the moment (happiness, sadness, anger, etc)
- Tell students that they can write their thoughts in the notebook. Ask some of students to share the same.
- During this period discussion can be held with students about their experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teachers should accept all answers of students.

2.a. Mindful Walking: 5 minutes



Objective: To get students' attention on their walking.

Steps of the Process:

- The teacher should tell students that now they will practice mindful walking. (The teacher can take the class outside for mindful walking, if required)
- Ask students to step away from the desk and stand comfortably. All students should let their hands, legs and shoulders relax and focus on their breathing. Take two to three deep breaths and breathe out through the mouth.
- With the next breath they can take their focus to their standing posture. Focus on your legs and see how your feet are touching your shoes. Be aware of any sensation you are feeling in your feet.
- Now with a deep breath slowly take your feet forward. When you are doing this focus on your foot when it goes up in the air till the time it comes back to the ground.
- Now take your focus to your body. How are you standing?
- The teacher tells students to take another step and pay attention to the next step. Now slowly take steps while walking and feel these steps. (The teacher should wait for 30 seconds and let the students continue with the activity.)
- Teachers should tell students that while they are walking they should also pay attention to how changes are occurring in their body. How is their breath right now? Are you feeling any changes in your body parts? (Teachers should wait for 30 seconds and let the students continue with the activity)
- If you feel that your mind is wandering then you can take your attention back to your steps.
- Take a deep breath in and whenever you feel comfortable, open your eyes.
- Give one minute to the students to return to their places.

2.b. Discussion on Mindful Walking: 15 minutes

Proposed points of discussion following the activity:

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

- How are you feeling?
- Have you ever focused before on your walking?
- How did you feel after paying attention to your walking?
- Would anyone like to share one's experience?
- What do you think happens when we don't pay attention to walking?

Note for Teachers: Teachers should accept all answers given by students and not to judge them as right or wrong.

3. Silent Check-out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teacher should not ask any questions at the end.
- If any student wants to share his/her experience, the teacher should give them a chance for the same.



Session 13: Heartbeat

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Heartbeat: 5 minutes
b. Discussion on Heartbeat: 15 minutes
3. Silent check out: 2 minutes

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep their hands on the desk or on their thighs.
- Teachers should tell students that they will start with the **Mindful check in**. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing in and breathing-out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teacher can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class.
- To realise what's their feeling at the moment (happiness, sadness, anger, etc)
- Tell students that they can write their thoughts in the notebook. Ask some of students to share the same.
- During this period discussion can be held with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students.

2.a. Heartbeat: 5 minutes



Objective: Students are aware of their heartbeat and breathing.

Steps of the Process:

- The teacher should ask students to sit comfortably. Students can close their eyes or lower their gaze.
- Ask students to take 3 long deep breaths and breathe out. Breathe in and breathe out (3 times)
- Ask students to keep their fingers or hands on that part of the body where they can feel their heartbeat. Eg:-Side of the neck, below the jaw, wrist, heart
- Ask students to notice how their heart is beating is it slow or fast?
- Ask students to focus on how they are feeling right now?
- Ask students that is this feeling related to the heartbeat? If the heartbeat is fast so other thoughts also different or when the heart beats slow are the thoughts different? (Wait for 20 seconds)
- Ask students to open their eyes gently and and jump 10 times without saying anything alertness stand up.
- Ask students to again sit down and focus on their heartbeat.
- Ask students that are they able to notice any changes in them. Has the heartbeat changed? Has the breathing changed?
- Ask students to close their eyes again and focus on the heartbeat till the time it slows down. (Wait for 30 seconds)
- Ask students to open their eyes whenever they feel comfortable.

Do's and Don'ts

- If any student feels uncomfortable while jumping then there should be no pressure on them to do so.

2.b. Discussion on Heartbeat: 15 minutes

Proposed points of discussion following the activity:

- What difference did you notice before and after jumping?
- Did you feel that your thoughts are connected to your heart beat? Your thoughts are different when your heart is beating fast and they change when your heartbeat slows?
- What changes did you notice in your body and thoughts during the activity? Discuss

3. Silent Check-out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teacher should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



Session 14: Mindfulness of Feelings I

Distribution of time:

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

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teacher should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep their hands on the desk or on their thighs.
- Teachers should tell students that they will start with the **Mindful check-in**. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing-in and breathing-out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teachers can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class.
- To realise what's their feeling at the moment (happiness, sadness, anger, etc)
- Tell students that they can write their thoughts in the notebook. Ask some of students to share the same.
- During this period discussion can be held with students about their experience, challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students.

2.a. Mindfulness of Feelings I: 5 minutes



Objective:

- To identify the feelings.
- To discuss about the feelings and understand them better.

Material Required: Pictures related to different feelings

Steps of the Process:

- Teachers will tell students that they will be talking about their feelings today. (In our lives we experience different kinds of feelings like happiness, sadness, anger, fear, satisfied, tension, etc.)
- The teacher will show different pictures of feelings to students either in the form of handouts or can draw different feelings' faces on the blackboard.
- Ask the students to identify them.
- The teacher tells students that some people are more or less sensitive to a particular feeling..
- No feeling is right/ wrong/good or bad.
- Every human being gets an experience of all feelings at least once in their lifetime.

2.b. Discussion on Mindfulness of Feelings I: 15 minutes

Proposed points of discussion following the activity:

- When you are happy how does your face look like?
- When do you feel happy?
- When you are happy what do you do?
- What do you feel in your body when you are happy?
- How does your face look like when you are sad?
- When do you feel sad?
- What do you do when you are sad?

Do's and Don'ts

- Create a safe environment. Accept and respect each student's feelings.
- Don't show any appreciation for positive thinking or behaviour.
- Don't be biased and judgemental.

3. Silent Check-out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teacher should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



Session 15: Mindfulness of Feelings II

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Mindfulness of Feelings-II: 5 minutes
b. Discussion on Mindfulness of Feelings-II: 15 minutes
3. Silent check out: 2 minutes

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep their hands on the desk or on their thighs.
- Teachers should tell students that they will start with the **Mindful check-in**. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing-in and breathing-out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teacher can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class.
- To realise their feeling at the moment (happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share the same.
- During this period discussion can be held with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students.

2.a. Mindfulness of Feelings I: 5 minutes



Objective:

- To identify the feelings.
- To discuss about the feelings and understand them better.

Steps of the Process:

- Tell all students that you shall do an activity with them which will help them to be happy.
- Now ask students to:
 - Sit in a comfortable position.
 - Straighten your back and let your shoulders relax.
 - Gently close your eyes.
 - Now take a deep breath in through your nose and breathe out through the mouth.
 - Repeat this 1-2 times
 - Take a deep breath in through your nose and breathe out through your mouth.
- Now the teacher asks students to imagine a place or situation where they feel happy and peaceful.
- Ask students what are they doing there? Whom are they with?
- Explore your body and find where can you feel happiness? Is this in your heart, your stomach or in your hands? Keep feeling the sensation of happiness in your body. This can be a very slight sensation.
- Now tell students to breathe in slowly and breathe out. While breathing in think as if you are smiling. While breathing out think as if you are smiling.”
- Now ask students to shift their focus to their surroundings and open their eyes whenever they feel comfortable
- Now look at each other and give a smile.

2.b. Discussion on Mindfulness of Feelings II: 15 minutes

Proposed points of discussion following the activity:

- How are you all feeling?
- Where all could you feel the happiness in your body?
- Which place did you imagine where you get happiness?
- How did you feel after imagining happiness in your body?

Note for Teachers

- To control our feelings we need to know about them first. Its important to be aware of them. Feelings help us communicate with ourselves and others. Feelings affect our behaviour. They help us do our work. Every human in the world experiences different feelings.
- Experiencing any feeling is not good or bad. Its important how we behave according to our feelings.

3. Silent Check-out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teacher should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



Session 16: Breathing Colours

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Breathing Colours: 5 minutes
b. Discussion on Breathing Colours: 15 minutes
3. Silent check out: 2 minutes

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep their hands on the desk or on their thighs.
- Teachers should tell students that they will start with the **Mindful check-in**. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing-in and breathing-out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teacher can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class.
- To realise what's their feeling at the moment (happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share the same..
- During this period discussion can be held with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students.

2.a. Breathing Colours: 5 minutes



Objective: Students are able to take their attention on the emotions through imagination of colours and control their emotions.

Steps of the Process:

- Tell students to sit comfortably and close their eyes. If anybody feels uncomfortable in closing their eyes they can just lower their gaze.
- Now focus on your breathing. Take a deep breath in and breathe out.
- During this activity let your breathing be normal. Don't try to change it.
- Now imagine a colour which you like. It can be any colour which you like.
- Now imagine a colour which you do not like. A colour which makes you angry.
- Now imagine that your favourite colour is all around you. This colour is in the air.
- Now take a deep breath in and imagine that this colour is going inside you while you breathe in and is spreading in your whole body.
- Can you breathe out the colour which you do not like is coming in.
- Now this colour is mixing with your favourite colour in the air and slowly disappearing.
- The teacher tells students to feel that for next 3 minutes their favourite colour is going inside when they breathe in and while breathing out the colour they do not like is coming out.
- Now slowly open your eyes whenever you feel comfortable.

2.b. Discussion on Breathing Colours: 15 minutes

Proposed points of discussion following the activity:

- How are you feeling?
- How did you feel while inhaling the breath?
- How did you feel while exhaling the breath?
- When can you do this activity? (Eg. When you are not feeling well, before sleeping, before studying, etc.)

Do's and Don'ts

- Students can be told that they can learn to pay attention to their breathing with consistent practice.

3. Silent Check-out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



Session 17: Happy Experiences

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Happy Experiences: 5 minutes
b. Discussion on Happy Experiences: 15 minutes
3. Silent check out: 2 minutes

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep their hands on the desk or on their thighs.
- Teachers should tell students that they will start with the **Mindful check-in**. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing-in and breathing-out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teacher can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class
- To realise what's their feeling at the moment (happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share the same.
- During this period discussion can be held with students about their experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students.

2.a. Happy Experiences: 5 minutes



Objective: To make students experience happiness. By doing this activity we increase our awareness-how is our body, our thoughts, our feelings, our behaviour when we are happy. We can do this activity anytime anywhere when we want to feel happy.

Steps of the Process:

- The teacher should tell students that they will do an activity which will make them feel happy.
- Teacher should tell students to sit in a comfortable position. Straighten your backs and relax your shoulders. Gently close your eyes. Take a deep breath in and breathe out through the mouth. Repeat it again for 1-2 Times. Take a deep breath in and breathe out through the mouth.
- Ask students to imagine a place or situation where they feel happy and peaceful. What are they doing in the situation? With who all are you there? (wait for 10 seconds)
- Teachers should tell students to explore where they are feeling the happiness in the body. Is it in the heart, or stomach or in hands. (wait for 10 seconds)
- Teachers should tell students to keep experiencing the happiness in the body. Students should focus on how they are feeling. What is going on in your body?
- Ask students that along with that they should bring your focus to the thoughts. What thoughts are coming in their mind right now? Is there one thought or many? Students should stay with these thoughts for some time. (Wait for 10 seconds)
- The teacher should tell students to breathe in slowly and breathe out. While breathing in think “I am smiling”. While breathing out think “I am smiling”.
- Now ask students to slowly bring their attention back to the surroundings and whenever they feel comfortable they can open their eyes.
- Now ask students to look at each other and give a smile.

2.b. Discussion on Happy Experiences: 15 minutes

Proposed points of discussion following the activity:

- How are you feeling?
- Where all in your body can you feel happiness?
- What were you doing in the place where you imagined that you would be happy?
- What are the benefits of doing this activity? (With regular practice of this activity you can feel positive feelings like happiness, love, satisfaction, gratitude, pride, hope, curiosity, etc. With this we have increased satisfaction and well being.

3. Silent Check-out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



Session 18: Word Association

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Word Association: 5 minutes
b. Discussion on Word Association: 15 minutes
3. Silent check out: 2 minutes

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep their hands on the desk or on their thighs.
- Teachers should tell students that they will start with the **Mindful check-in**. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then take it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing-in and breathing-out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teacher can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class.
- To realise what's their feeling at the moment (happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share the same.
- During this period it discussion can be held with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students.

2.a. Word Association: 5 minutes



Objective: To help students identify their thoughts

Steps of the Process:

- Teachers should say a word and students should express any thoughts or images which are coming to the mind related to this word. Teachers should write the words on the blackboard. Eg- after listening to the word 'cloud' many thoughts come to mind- sky, rain, blue, water, white, dense clouds, etc. All these are thoughts.
- Other words which can be used by the teachers are flowers, food, day, book, friends, teacher, reading, happy, study, etc.
- Teachers can do this activity with 5-6 different words.

2.b. Discussion on Word Association: 15 minutes

Proposed points of discussion following the activity:

- Do you also get different thoughts? (some related to the past and others related to the future? Some thoughts are related to stress worry anger hope and happy. We all get thousands of thoughts of which we are not aware and don't pay attention to them.)
- Have you ever noticed how many thoughts and what kind of thoughts come to your mind?
- When do you get more thoughts and when do you get them less? How do you feel when you get more thoughts and how do you feel when you get less thoughts?
- Scientists have called humans mind as a monkey mind, just like a monkey who cannot sit at one place and keeps jumping from one place to another the same way human mind keeps running.
- Ask students to pay attention to the thoughts and explore whether they have a monkey mind or not?

Do's and Don'ts

- Teachers should use a calm voice when giving instructions.
- If any student does not want to do this activity then don't force them to do.

3. Silent Check-out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teacher should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



Session 19: Mindfulness of Thoughts

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Mindfulness of Thoughts: 5 minutes
b. Discussion on Mindfulness of Thoughts: 15 minutes
3. Silent check out: 2 minutes

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep their hands on the desk or on their thighs.
- Teachers should tell students that they will start with the **Mindful check-in**. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then taking it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing-in and breathing-out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teacher can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class.
- To realise what's their feeling at the moment (happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share the same.
- During this period discussion it can be held with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students.

2.a. Mindfulness of Thoughts: 5 minutes



Objective: To help students identify their thoughts

Steps of the Process:

- The teacher should inform students that they will now do mindfulness of thoughts activity. They will also take their attention towards their thoughts. Now students should sit comfortably. Now keep your hands on your thighs.
- Now the teacher should tell students to take 2-3 deep breaths and close their eyes. Students who don't feel comfortable in closing their eyes can just lower their gaze.
- The teacher should tell students that in this activity they should take their attention towards their thoughts. Students should focus on the coming and going of thoughts. Are these thoughts related to the past or future? All these thoughts can be related to their experiences. (Wait for 1 minute)
- Teacher should tell students that let these thoughts come and go. Don't try to stop the thoughts and don't judge them as right or wrong. If you feel like judging them then also be aware of it and bring your attention back to the thoughts. (Wait for 1 minute)
- The teacher should tell students that the way breathing comes in and goes out the same way thoughts will come and go. Just watch the coming of thoughts and don't try to stop them. (Wait for 1 minute)
- The teacher should tell students to slowly focus on the sitting posture and bring back their attention to the surroundings. Whenever students feel comfortable they can gently open their eyes.

2.b. Discussion on Mindfulness of Thoughts: 15 minutes

Proposed points of discussion following the activity:

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

- How are you feeling?
- What did you learn about your thoughts?
- Was there a single thought or many thoughts?
- Did you find any difference between your thoughts at the beginning and end of the activity?
- Did you find this activity easy or tough?
- Were you getting stuck in your thoughts?
- Were you able to become aware of your thoughts?

Note for Teachers:

Teachers can tell students that through this activity we can be aware of the thoughts in the present and can be aware of the speed and nature of these thoughts. with regular practice of this activity the thoughts become stable and the mind becomes calm. Remember this that through this activity we are not trying to stop or end the thoughts.

Do's and Don'ts

- Teachers should ensure that they use a calm voice.
- If any student doesn't want to do this activity then they should not be forced.
- Don't force students to close their eyes. They can just lower their gaze for the activity.
- Teachers should accept all answers given by students and they should not judge them as right or wrong and no feedback is given.

3. Silent Check out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



Session 20: Thoughts as Traffic

Distribution of time:

1. a. Mindful Check-in: 3 to 5 minutes
b. Discussion on Mindfulness: 10 minutes
2. a. Thoughts as Traffic: 5 minutes
b. Thoughts as Traffic: 15 minutes
3. Silent check out: 2 minutes

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



Objective: Through this activity teacher will prepare students to get ready for the class.

Steps of the Process:

- Teachers should inform students that they are supposed to bring their awareness to the current moment from the task they are doing. They can practice this anytime and anywhere.
- The teacher should tell students that they can sit comfortably, straighten their backs and close their eyes. If someone is unable to close their eyes they can lower their gaze.
- Students can keep their hands on the desk or on their thighs.
- Teachers should tell students that they will start with the **Mindful check-in**. This will be done for approximately three minutes.
- Students should take their attention on the sounds coming from the surroundings and then take it to their breathing.
- Tell your students that sounds can be low or high, continuous or interrupted. (Wait for 20 seconds)
- Ask students to be aware of the sounds. Pay attention to where the sound is coming from. (Wait for 30 seconds)
- Ask students to focus on their breathing. Focus on breathing-in and breathing-out.

- Ask students not to change their breathing patterns. Just be aware of their breathing. (Wait for 10 seconds)
- Ask students to focus on when the breath is going in and when it is going out. Is there any difference between the breath going in and breath going out? Is the breath cold or warm, fast or slow, low or deep? (Wait for 20 seconds)
- Now ask students to slowly shift their focus to their sitting posture and open their eyes whenever they feel comfortable.

Do's and Don'ts

- Give time to students to sit comfortably before starting the check-in.
- If you feel that the focus of a student is being lost during the practice then without taking their name ask the whole class to pay attention.

1.b. Discussion on Mindfulness: 10 minutes



Objective: To know the experience and advantages of mindfulness from students.

Proposed points of discussion following the activity:

- Ask students to think for 2 to 3 minutes about the changes they have experienced due to mindfulness. Ask them to think about the previous week's mindfulness activities, what was the experience and how did they practice it. Also, they should think about how we can use these activities apart from the happiness period.
- After this the teacher can discuss with students how mindfulness has improved their life like
- Low mood occurs less frequently.
- Help in focusing in class.
- To realise what's their feeling at the moment(happiness, sadness, anger, etc)
- Tell students that they can write the thoughts in the notebook. Ask some of students to share the same.
- During this period discusson can be held with students about the experience challenges and questions related to mindfulness practice.
- Discuss the articles brought by students on mindfulness.

Do's and Don'ts

- Ask students to bring good articles on mindfulness that can be discussed in the class.
- Motivate all students to answer.
- Students who hesitate in sharing their experiences can write it down somewhere.
- Teacher should accept all answers of students.

2.a. Thoughts as Traffic: 5 minutes



Objective: To see thoughts as traffic with a calm mind. The Objective of this activity is to be aware of your thoughts with kindness and not to judge them as right or wrong. Through this we will be able to view our thoughts in a better and clearer way.

Steps of the Process:

- Teachers should tell students that they can sit comfortably. Relax their shoulders. Take a deep breath in and slowly breathe out. With the next breath you can slowly close your eyes. if anybody feels uncomfortable in closing their eyes they can lower their gaze.
- With the next breath students will become aware of their surroundings. Attention to the sounds which are coming from around you. (Teacher should wait for 30 seconds)
- The teacher should of students whether they are breathing normally? Ask students to imagine that they are standing near a major road silently. Without any thinking they are just looking at the cars which are coming and going.
- The teacher should ask students to view their thoughts as cars which are coming and going. Every thought is like a vehicle travelling on the road,just like the vehicles are coming and going the thoughts also come and go.
- The teacher should tell students to not label their thoughts as good or bad. Don't try to change or stop the thoughts. View the thoughts as traffic. Thoughts are coming and going and you are viewing them silently.
- Teachers should tell students that it is possible that while they are viewing the thoughts they get stuck with the thoughts or their mind wanders off. In this condition bring your attention back to your breathing.
- Now for next one minute we will view our thoughts. Let the thoughts come and go. Don't stop the thoughts. (Wait for 1 minute)
- The teacher should tell the student that with the next breath they should bring their focus on their sitting posture. Now bring your focus back to the sounds coming from your surroundings. Whenever you feel comfortable you can gently open your eyes.

2.b. Discussion on Thoughts as Traffic: 15 minutes

Proposed points of discussion following the activity:

- How was your experience?
- Were you able to focus on your thoughts?
- What did you feel about your thoughts? What difference did you feel at the start, the middle and end of the activity?
- Did you notice that some thoughts were again and again colliding with each other? How did you feel during this?
- Did you know is that some thoughts stayed in your mind for a longer duration compared to others?

Do's and Don'ts

- Teachers should give full chance to students expression.
- Teachers are requested to hear students, thoughts carefully. No student should be appreciated or depreciated.
- Students' experiences should not be compared with one another as they all are unique.

3. Silent Check out: 2 Minutes



Objective: Students should reflect on the thoughts and feelings generated by the activity.

Steps of the Process:

- The class should be concluded with silent sitting for 1-2 minutes
- During this silent sitting, students will reflect upon the activities done throughout the class
- No instructions to be given during this period.
- Students can choose to close their eyes or lower their gaze.

Do's and Don'ts

- Teachers should not ask any questions at the end.
- If any student wants to share his/her experience, the teachers should give them a chance for the same.



Story Section

Story has been the most popular pedagogy of teaching since humans started to speak. We present our point of view or learning to others in the form of a story. It has been used in the classrooms abundantly and students focus on the content easily, which is narrated to them through a story. They love listening to stories told by parents and grandparents, and love repeating them too.

While creating the content for 'Happiness Curriculum', the question about selection of stories was quite pertinent. We all have been listening to stories of fantasy in which the characters are imaginative. Animals speak, plants think and walk etc. Such stories have not been included in the happiness curriculum. The reason behind this is that we want our students to relate to the situations and characters of the story and develop some qualities with the help of motivational stories included in it. Each story connects to the day to day situations of students. Some of these stories contain dialogues among elderly which give the students a chance to think and reflect appropriately.

Points to remember while telling the story and post that.

- Story must be narrated with proper gestures so that the interest of students doesn't get lost and they relate to the characters of the story.
- Narrate a story in one go.
- It's not a class of language teaching, so do not use the pedagogy of language teaching focus on the essence of the/ story not the language part.
- The discussion after the story is most important, so give ample time for discussion.
- Questions for discussion are a medium to reach the objective of the story. If required you may frame new questions to reach the objective.
- Do not preach the objective to the class like a moral teaching.
- Give an opportunity to students to reach at their own conclusions.
- Include the questions like: when did you feel like the characters of the story, what do you do if faced with a similar situation, or what would you do in similar situations can be a few questions instead of what did you learn from the story.
- Stories are too small to delete or add a line on. Doing this might change the main essence underlying the story.
- Pay attention to where your students relate to these stories in their day to day life.
- Most importantly, no written homework is to be assigned but there is a task under the head, look, ask and Understand. Encourage your students to be mindful and become aware of the

similar situations at home or in the neighborhood and take the discussion of the class to their families and friends.

- Instructions to be given for the second day have been provided at the end of each story. Students must be provided the opportunity to reflect upon and for discussion accordingly.

Each story has been allotted Minimum two days

- On the first day, the story is to be narrated and followed by general discussion with the whole class.
- Students must be guided in the direction to tell the same story at home and also discuss the proposed questions with parents, siblings, neighbours, etc..

Creating Classroom Environment

- Every student must be given a fair chance to participate in discussion.
- No answer is right or wrong, so welcome all the responses .
- Students must understand that each expression is of equal importance.
- The environment needs to be motivating and encouraging so that everyone is willing to share his thoughts.

1. Mom's Specs

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



Objective: Students would understand that true happiness is in relations.

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

STORY

Direction of Discussion:

We all are busy in fulfilling our basic needs and forget to pay attention to our relationships. We also become ignorant of the troubles and challenges our beloved ones pass through. We also forget what they expect from us. We will try to sensitise the students with the help of discussion.

The discussion should bring students' attention to their usefulness at their homes. Recognising this usefulness will ultimately make them happy.

Mridu's maa ,with her spectacles on, was stitching a suit for Mridu since morning. It was Mridu's birthday after all. Mridu, a brilliant child, always cared for her mother. She participated in all the activities of school very enthusiastically.

Mridu's mother had to go for the 'Parents Teacher Meeting' after stitching the suit.

Quickly she finished the suit and started for Mridu's school to attend the meeting. There she met Mridu's class teacher. She said that all the annual day participants were given some prize money and when asked where they had spent that money, someone said," I bought a video game". The other said, "I bought a cricket bat". Someone said, 'I bought a lovely doll". Other one said," I bought books for myself".

Mridu was lost in her dreams. When I asked her what she was thinking about, and where she spent that money, she said," my mother does tailoring work and without specs, she faces a lot of problems. She sometimes pricks her finger because of low vision. She takes a lot of time in threading the needle. I bought specs for my mother".

When I said that your father also could get the specs for your maa, she replied," papa has told her many times but maa always postpones it to next month".

Her mother felt delighted to hear about her daughter's thoughtfulness. She proudly wore those specs there.

Day 1: Questions for Discussion

- Name some things that you know your family members need, but they don't have them.
- Has it happened to you that you wanted to buy something of your choice but your parents did not buy it for you? What could be the reason for doing so?
- Give an example from your life when your parents have given up something to get something else for you
- How is it decided in your house what to buy first and what to buy later?

Observe, Ask and Explore at home (for students)

- Find out the needs of your loved ones. Also, find out what you can do for them.
- Also find out what they want from you. For example, mother doesn't want you to litter the house/ make the house untidy.

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.

- The recapitulation has to be done by the students; the teacher can help them, if needed. Students may discuss in small groups based on the feedback received from their homes.
- The previous day's questions can be discussed with the remaining students again (who hadn't answered in the last session).

More Questions for Discussion:

- Your parents have a requirement but due to some reason they are not getting it fulfilled. Please share the reason if you wish so.
- Have you ever given something to your parents or siblings before fulfilling your requirements? How did you feel while doing this act? (Giving is more pleasurable than receiving)
- Is there any other requirement apart from the material things, which you can fulfill presently? (Motivate the students to think emotionally).
- 4. What requirements of your parents or siblings do you fulfill in day to day life?
- 5. What requirements of your parents or siblings would you like to fulfill when you grow up, which is not in your reach at present?

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

2. Learning is Happiness

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



Objective: The students will understand that there is happiness in learning and it remains with them. Nobody can steal it or snatch it from them.

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

STORY

Direction of Discussion:

Students are expected to live what they have learnt. With the help of discussion, their attention would be brought to the fact that learning in school and understanding/realising our duties towards family and society is more important than scoring good marks. It gives us trust, respect and happiness.

Suraj, a fourteen year old boy roamed about in the village and wasted his time. He did not enjoy going to his fields. If someone asked him to get something from the market, he simply ignored it.

If people asked him why he doesn't go to school, his reply would be, "huh, I go there but there is no use of studying".

One day when his father was talking to labourers about how much paint would be required to paint the walls of their house, they were arguing on the issue. Suraj remembered mathematics class when his teacher taught him how to calculate perimeter. With this thought, he suddenly stood up and brought his maths book. After turning a few pages and looking at the formula of perimeter, Suraj could understand it and quickly calculated the amount of paint required for the job and said, two litres would be required.

His father was surprised and proud of him at that moment. Suraj was happy and enjoyed the moment too.

At that very moment he heard his mother telling his sister, "Leela, please keep the pan on the gas stove to cook the vegetable for lunch.

To this Suraj said, "please use the pressure cooker for cooking because it saves the fuel and preserves the nutrition value of the vegetables".

His mother appreciated his advice and replied, "Thank you son for reminding".

That day, Suraj realized that our learnings in school help us in our day to day lives and also become a reason for happiness. He told his mother that he will go to school regularly.

Day 1: Questions for Discussion

- When you learn something new in school, with whom do you talk about it?
- Share something that you learnt from the school and how it helped you outside the class.
- What learning did you share with your family members which proved to be useful for them?

Observe, Ask and Explore at home (for students)

- Share your learnings of the week with your family members.

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

Day 2:

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

- A recapitulation of the story by the students. The teacher may help in revising it. Students may have discussions in smaller groups on the basis of feedback from their homes.
- The questions of Day 1 can be asked from those students who did not answer the previous day.

More Questions for Discussion

- Did you ever learn something apart from(outside) your school? Share a few of these things.
- Share something which you couldn't understand, taught by your teacher. How do you feel in such a case? What should be done in such a situation?
- Share something which you could understand completely in any of the classes. How do you feel in such a situation?
- Have you ever tried to explain to your friend a concept understood by you? When are you unable to convey it to others
- Please mention a few things you learnt in Hindi, Maths, Science, English or Social Studies class which help you in your day-to-day life (You may talk about cleanliness, nutrition, discipline etc.)

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

3. Raju's Intent

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



Objective: Students would understand that while doing good they must also be aware and alert about the surrounding so that no harm is caused to anyone.

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

STORY

Direction of Discussion: We generally forget if our deeds are causing harm to others by any chance, for which ultimately someone else ends up paying. During the discussion, we would help the students to do their work in a relaxed way so that it may not cause harm to others.

Raju was very fond of plants, birds and animals. There was a peepal tree near his house. Birds had built a nest on the tree. One day the wind blew so fast that the nest fell down. While coming back from school Raju saw the nest on the ground. He could see two little baby birds (chicks) also in the nest. Their mother was chirping loudly near the fallen nest. Raju felt pity for the bird. He put down his bag and took off his white shirt. He then picked up the nest and put it back on the branch of the tree.

Rohit, a friend of Raju, saw him doing all this. He asked Raju, "Why did you take off your shirt on the road? You could have done that job with the shirt."

Raju told him, "If I had climbed the tree by wearing my white shirt, it could have been soiled. My mother does a lot of hard work and I didn't want to give her much trouble."

Rohit appreciated his friend's idea by patting his back and both friends headed towards their homes.

Day 1: Questions for Discussion

- Has it ever happened with you that you wanted to help someone and spoiled your clothes in the process? What reactions from parents or grandparents did you face when you reached home?
- Has it ever happened that you tried to help someone but because of your being inattentive you caused harm to something?
- Narrate an incident of someone helping somebody but it caused some harm or damage to that person.

Observe, Ask and Explore at home (for students)

- Observe at your home as to how your mother, father or any elder person does the work with complete focus so that no unpleasant incident takes place. Discuss with them if such an incident has ever happened where their actions did some harm to someone.

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.

- A recapitulation of the story by the students. The teacher may help in revising it. Students may have discussions in smaller groups on the basis of feedback received from their homes.
- The questions of Day 1 can be asked from those students who did not answer the previous day.

More Questions for Discussion

- Share an incident when you observed your parents doing something with great attention. Had they not been attentive it could have caused some accident.
- Share an incident when you did something good without causing any disturbance to anyone.

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

4. Dilemma

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



Objective: Students would be able to make rational decisions when in dilemma.

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

STORY

Direction of Discussion:

We have taken education as only reading and writing whereas it has an objective of making a good human being. Then only the decision can be taken rationally. We feel happy when we do so.

Education would be a success if we become good humans and contribute towards a wonderful society

Today the English exam papers were shown to students in the class. Everyone was calculating his/ her marks. Meena also calculated her marks. This was the third time that she was adding and turning pages frantically. The teacher had given her 37 marks instead of 34 marks by mistake. She calculated one more time and now she was sure that she had been given more marks due to miscalculation.

She thought of telling her teacher, but then she knew her marks would drop down.

Finally she decided to tell this to the teacher . She was about to get up and go but Mamta,who was sitting next to Meena, stopped her from doing so. She could, by now, make out the situation that Meena had been given more marks. She told Meena,” Why do you want to go and get your marks deducted? Sit quietly.”

Meena stopped for a moment but then said,” I would like to be honest than getting more marks. She went to the teacher and said,” My total comes to 34 marks but you have given me 37 marks”. The teacher was happy at her honesty. She took her copy and started to write something on it.

Day 1: Questions for Discussion

- What do you think Meena's teacher might have written on her paper?
- Has this ever happened to you? What did you do?
- Share a situation when you were in a fix whether to tell someone or not. How did you take that decision?

Observe, Ask and Explore at home (for students)

- Discuss with your parents and siblings about a few incidents when someone amongst you exhibited honesty. Also share what kind of happiness you/they felt while doing so.

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.

- A recapitulation of the story by the students. The teacher may help in revising it. Students may have discussions in smaller groups on the basis of received feedback from their homes.
- Questions of Day 1 can be asked from those students who did not answer the previous day.

More Questions for Discussion

- Why don't people become honest even after getting the education?
- Whatever we do, we do it for our happiness. Why can't we make the right decision (the honest one) in a dilemma?
- Share an incident when you were in a dilemma.

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

5. Problem or Solution

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



Objective: Students would be able to see the opportunity in a problem and they will try to come up with solutions instead of getting nervous.

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

STORY

Direction of Discussion:

Most of the time we get nervous when we face some problem. These problems seem hard to overcome. We generally blame ourselves or others for the situation. We shall be in a better position if we focus on finding various alternatives to deal with the problem

With regular efforts, our problems shall turn into challenges and we would be able to handle our problems thereby becoming happy on finding the solution.

Akram would get nervous and start crying whenever faced with a problem. His father never appreciated this behaviour. He wanted Akram to face the problems in a better way and find their solutions.

One day he saw Akram crying. He went to him, gently caressed his head and asked, "Why are you crying?"

Akram replied, "I didn't go to school last week because I had a fever and couldn't complete my homework. I borrowed Surjeet's notebook to do my work and when I was doing my work I spilt milk on his notebook and it got spoilt. Father tried to console him, "Crying will not help in mending the notebook. But if you think with a calm mind, you may find a solution because we always have the solution to our problems."

Akram asked, "Do we really have the solution to our problems?"

Yes, every problem has a solution. We should look at a problem from all the angles which might help us in getting many alternatives. Now you tell me what solutions do you see to your problem."

Akram thought for a few moments and said, "I will not go to school for a few days and Surjeet might forget that I have taken his notebook." Noticing his father's expressions he quickly changed the statement and said, "I'll tell Surjeet that I have lost his notebook."

Again, after a while he said, "Papa, the best solution would be to do his work in a new copy and tell him about the whole incident. I shall hand over the new notebook to him".

Quickly, he took out a new copy from his drawer and started to do the work. His father went out smiling. While Akram was doing the work, Surjeet came to him. After listening to the whole story he said, "Whatever happened was not your fault. You have already done half of the work and rest of it I'll do myself."

Day 1: Questions for Discussion

- Narrate an incident that made you sad.
- How do you react to a problem?
- Narrate an incident when you were troubled because of a problem and you could think about the different options.
- Find out the solutions for the problems shared in this class.

Observe, Ask and Explore at home (for students)

- In our daily life we face many such situations which could become a problem if we don't pay attention in finding their solutions. These become problems. Observe such incidents in your house that your family members consider to be problems. Try to understand whether they are only worried about the problems or seek their solutions.

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.

- The recapitulation has to be done by students; the teacher can help them, if needed.
- Students may talk in small groups on the basis of the feedback received from home
- The previous day's discussion questions can be used with the remaining students again (who hadn't answered the previous day).

More Questions for Discussion

- Who are the people around you not afraid of facing problems, rather they think about the solution peacefully?
- Whenever you are in trouble, who helps you? Give examples.
- Do you feel happy when you find a solution to a problem? Give examples.

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

6. Little Yet Significant Things

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



Objective: To feel the responsibility of helping your companion (friend) and fulfilling our responsibilities.

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

STORY

Direction of Discussion:

If all of us could understand our role and responsibility towards our family, school, society and then earth would remain suitable for living in a harmonious way. We must maintain an environment for the growth of everyone. We should promote cooperation over competition.

It was the third day that Azra didn't come to school. The class teacher got worried about her. She called Azra's mom. Her mother said that Azra was not well and the doctor has advised rest for another five days.

The teacher thought that Azra will have a loss of five days of study. She wanted some solution to this suffer, so she put all this in front of the class. And said, "We all should help Azra".

As soon as she finished her talk, Geetu stood up and said, "Teacher, I live near her house. I'll help her. A few days ago I too fell sick and Bunti helped me with my work. The Teacher asked, "How will you help Azra?".

Geetu replied, "I'll help her by sharing all that I will learn in class and also help her in doing her homework".

All the students in the class liked the way Geetu came up with the idea. The teacher also praised Geetu. She advised Geetu to tell his plan to his parents at home.

Geetu did the same. He helped Azra in every way with her mother's permission. The teacher too enquired about Azra's progress daily..

Azra joined the school after a week. She thanked Geetu for helping her in front of everyone. The class was delighted when Azra announced, "I'll be the first one to help anyone in need". The class teacher said, "We can help each other anytime not only at the time of need".

Day 1: Questions for Discussion

- Has it ever happened to you that you had to take a long leave? How did you finish your work in such a situation?
- How Geetu must have adjusted her timetable to help Azra? Think and share.
- Have you helped anyone at the time of need? What did you do and how?

Observe, Ask and Explore at home (for students)

- Discuss at home how you all help each other in your family. Also observe your contribution in the smooth running of the house.

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.

- A recapitulation of the story by the students. The teacher may help in revising it. Students may have discussion in smaller groups on the basis of received feedback from their homes.
- The questions of day 1 can be asked from those students who did not answer the previous day.

More Questions for Discussion

- Has anyone helped you in trouble? When and how? Express your feelings towards that person in a few words.
- How can everyone at home help one another or you generally help one another?
- Why do we help someone or someone helps us?
- Should we help a person who doesn't help us?

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

7. Wheelchair

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



Objective: Cooperation can help us build a good environment in our house, school, country or the world.

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

STORY

Direction of Discussion: We are able to understand our utility when we are helpful to others and this way we get happiness too. We should not be busy with our own work in such a manner that we become unaware of the requirements (needs) of others. Many times people are not in a position to disclose their needs to others so as to not disturb them. Being aware in such situations and assuring others about your availability when required is crucial.

If we are able to develop the feeling of ‘let live and live’ instead of ‘live and let live’ then everybody would think about others’ comfort. An appropriate environment would be available for all to live.

Two friends, Roopam and Kanchan lived nearby. Roopam would sit in her wheelchair and roam around to see Kanchan and other students go to school. She thought, “I wish, I could go to school like them”.

On the other hand, Kanchan would think about Roopam not going to school. How much she wished for Roopam to go to school.

One day, she mustered the courage to ask Roopam. She replied that she suffered from polio when she was very small and was crippled. Her wish to attend school could not be fulfilled.

A few days later, the teacher told everyone to bring the students of their respective localities to school. Kanchan told the teacher about Roopam and asked if Roopam could also join the school.

The teacher said, “Why not, every child has the right to education”. Kanchan was happy to know this.

That day she went to Roopam in the evening and told her that she will take her to school the next day.

The next day, Roopam went to school with Kanchan and got admission there. All the students in the class welcomed her and helped her in all the possible ways.

While sitting in the class, Roopam thought, "I always considered this wheelchair to be my only friend and thought that no one would help me. Here all the students are so good and helpful."

As the school got over; Anjali, Kanchan and Monica brought her wheelchair and helped her to sit on the chair and carried her bag and helped her to the school gate.

Roopam was thinking it's not only her wheelchair but also all these people are with her.

Day 1: Questions for Discussion

- Had you been in place of Kanchan, how could you have helped Roopam?
- Do you know anyone who is unable to join the school for any reason? Did you ever think of helping him/ her? If yes, then please share what did you do?

Observe, Ask and Explore at home (for students)

- Observe when members of your family help each other in need. When do they help each other and motivate each other despite being busy in their routine.

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.

- The recapitulation has to be done by students; the teacher can help them, if needed. Students may talk in small groups on the basis of the feedback received from home
- The previous day's discussion questions can be used with the remaining students again (who hadn't answered the previous day).

More Questions for Discussion

- Did you ever help your friends? Why and how?
- Did any of your friends ever help you? When and how?
- How do you feel when you help others?

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

8. Neeta's Pen

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



Objective: To draw the attention of students towards the fact that sometimes we all make mistakes. In such a situation, accepting the mistake is far more gratifying.

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

STORY

Direction of Discussion:

Everyone should pay attention to the fact that no one wants to make a mistake, but it's not always due to lack of mistakes are committed. If there is a mistake, it is not to be hidden, but by accepting the mistake, care should be taken that it is not repeated. For this, we should try to increase our ability.

Kirti was a student of class five. She was a loving child of her parents. Whatever she asked for, she would get it immediately. She was very good in studies. Everyone used to help her but she had a habit. Whatever she liked, her mind used to get stuck on it, even if she did not require that thing.

One day Nita brought a new pen and all the students were admiring her pen. Kirti also saw that pen and liked it. By this time, the prayer bell rang. All the students went to the prayer ground. Kirti stopped for a while and took out that pen from Nita's bag and started looking at it. Suddenly, she got nervous on hearing the sound of someone's footsteps. In the state of panic, she kept the pen in her pocket. She saw Vibha coming back from the prayer ground, the teacher sent her to class because she wasn't feeling well. Keerti did not get the chance to keep the pen back and she quietly kept it in her own pocket and went to the prayer meeting.

When she started her work in the first period, Nita noticed that her pen was not in her bag. Everyone suspected it was Vibha because she was sent back to class. And no one suspected Kirti. Vibha cried a lot. Sitting on her seat, Kirti observed everyone for some time.

Before Vibha said anything, Kirti stood up and confessed her mistake in front of everyone and returned the pen to Nita.

She promised that she would never make such a mistake again and she apologized to both Vibha and Neeta.

Day 1: Questions for Discussion

- Why do you think Kirti accepted her mistake?
- What would have happened to the rest of the students' relations with Kirti otherwise? Please discuss.
- Why do we try to hide our mistakes?
- What is the difference between the results of hiding the mistake and accepting the mistake? Give an example from your life of both the cases.
- How does it feel when others don't believe in us? Give an example.

Observe, Ask and Explore at home (for students)

- If you have made a mistake in school or at home in the past. Discuss that mistake with your parents and promise them that in future you will not do it again.

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.

- A recapitulation of the story by the students. The teacher may help in revising it. Students may have talks in smaller groups on the basis of received feedback from their homes.
- The questions of Day 1 can be asked from those students who did not answer the previous day.

More Questions for Discussion

- Have you ever made such a mistake that you would like to confess? (Ask some students to share.)
- Give an example of how you felt when you hid your mistake ?
- Share the mistakes you made, how you felt then?
- What is the difference between your feeling of confessing or hiding a mistake?

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

9. Finding Happiness

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



Objective: To develop a feeling of cooperation among students.

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

STORY

Direction of Discussion:

Whatever we do involves a lot of effort from others. Helping others and taking help from them can make your life successful. In nature too, plants, animals and humans are interdependent.

Seema was an intelligent student but today she was sad and could not concentrate on her studies. She didn't have a pen because her father had gone out of station and she knew that mother did not have money to buy her a pen.

The Hindi teacher had given homework to be shown the next day. She was worried about how she would do her work. She shared her problem with her seat partner and Anita could overhear from the back. She thought of a prank.

After a while, Seema went out to drink water and Anita thought of hiding one of Seema's notebooks so she won't be able to show her work to the teacher. It would be a lot of fun. She took out Seema's Hindi notebook. Kusum noticed her doing all this. She politely said, "Seema doesn't have money to buy a pen and you will double her trouble by hiding her notebook. Please don't do this. If you want to have fun, you may keep a pen in her bag and watch. Just notice which of the acts give you happiness. And I know you have two pens."

After listening to Kusum, Anita kept a pen in Seema's bag.

Next day, the teacher praised a few students for their good handwriting. Seema was one of them. She became emotional. The whole class was surprised to see this. When asked by the teacher; Seema replied, "I did not have a pen to complete my homework but when I went home I found a pen in my bag. I pay my heartfelt thanks to the one who did this to me." Anita listened to all this and she was going through different feelings and thinking, "a small act of mine has given a lot of happiness to her". A feeling of peace and satisfaction could be seen on her face. She looked at Kusum as if she wanted to say something but could not utter a word.

Day 1: Questions for Discussion

- What qualities of Seema, Kusum and Anita did you like?
- Have you ever helped a friend without even telling him/ her?
- How can friends help each other not only by sharing things at the time of need but also by cooperating?(Sometimes friends need advice, motivation or help).
- What is the difference between ‘helping by giving things’ or ‘helping to understand’? Discuss with your friend.(Hint: what is likely to be finished if shared, goods or knowledge?)

Observe, Ask and Explore at home (for students)

- Notice in your house how works are accomplished with cooperation from one another. How will the work get hampered if people do not cooperate?

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.

- A recapitulation of the story by the students. The teacher may help in revising it. Students may have talks in smaller groups on the basis of received feedback from their homes.
- The questions of Day 1 can be asked from those students who did not answer the previous day.

More Questions for Discussion

- Has anyone helped you by giving something when you needed it? Give some examples. How did you feel at that time? How did you pay the gratitude to that person?
- Tell us the names of people from whom you get help in your life. Tell us what kind of help do you get? Also share how you help these people?
- Have you ever helped someone or received help from somebody? Which condition out of these two gives you more happiness?

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

10. Happy Person Spreads Happiness

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



Objective: To draw the attention of students towards the fact that we can spread happiness only if we are happy.

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

STORY

Direction of Discussion:

We can only share what we possess. For example, if you have twenty oranges and you start giving them one by one to your friends. You might be left with no orange but if you are happy, your friends and teachers are also happy with you. You will go home happily and this happiness remains with you the whole day. It doesn't decrease or finish when you give it away to others. Happiness is the only thing to be spread continuously. A 'Happy Person' will spread happiness and the 'Sad Person' will spread sadness.

Also focus on how the negative environment where you don't prefer to be present can be made better without spoiling the mood.

Pankaj and Kavya were busy. Their aunt was getting married and the day was approaching. Guests were pouring in. Students in a family event had taken the responsibility of serving edibles. A lot of noise could be heard from grandparent's room because all the guests were going there. Their mother called them to serve tea to their uncle and auntie. Both of them followed the instructions happily and sat with their uncle and aunt to chat about their school.

They heard their aunt (mausi) shouting from outside. She had just reached and lost one of her bags in the train. When mother told them to serve tea to aunt (mausi) they looked at each other as if not interested in serving this time. Who will listen to her sad story?

Two days later when Pankaj was walking to school, he was nervous if he had left something important as the house was scattered. He wasn't in a good mood that day. When his friends wished him, he didn't even respond. He didn't talk to anyone properly. No one came to him but talked about his bad mood in low volume. By the time school got over, he was fed up with this kind of behaviour of his friends. That day he understood his aunt's (mausi) changed behaviour.

Day 1: Questions for Discussion

- Has it ever happened with you that you distanced yourself from someone due to his/her bad mood? Share your thoughts.
- Have you noticed that if the other person is in a good mood, you feel free to talk to him or meet him?
- Recall and share when your mood was not good and you found people not talking to you or meeting you.(Maintaining distance with you)

Observe, Ask and Explore at home (for students)

- Observe if you feel comfortable around the people who are happy or you want to spend time with those who are sad or troubled.

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.

- Recapitulate the story of the previous day. The recapitulation has to be done by students; the teacher can help them, if needed.
- On the basis of the feedback received from home, while keeping in mind the discussion questions of the previous day, students have to talk in small groups.
- The previous day's discussion questions can be used with the remaining students again (who hadn't answered the previous day).

More Questions for Discussion

- Would people greet us or distance themselves from us if our mood or behaviour is bad?
- What will you do to create a good environment around you so that your friends stay near you?

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

11. Don't Worry, When I Am Here!

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



Objective: To draw students' attention towards the fact that we don't feel sad because of our problems but because of the absence of a solution.

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

STORY

Direction of Discussion: We often find ourselves surrounded with problems. We feel sad because of not being able to find solutions. Sometimes, it happens that others suggest an appropriate solution for a particular problem and we feel that the solution was quite easy or obvious. Actually, we already have a solution but we are not able to find it because our focus is not on finding the solution. There are only events and incidents in the world outside, but when we don't have solutions we perceive them as problems. When we have solutions we see the same event as an opportunity. Solutions can make us happy and we can find them only by means of true understanding.

Sonu was a sensitive boy so he could not see anybody upset. One day, when he saw his grandfather perturbed, he quickly rushed towards him and said, "Grandpa, what are you thinking? Today, you are not even reading the newspaper which is there in your hands." Grandfather answered, "Son, my spectacles fell on the floor and got broken so I'm unable to read anything without them ." After listening to this, Sonu replied quickly, "Grandpa, don't worry, I am here to find a solution!" He quickly ran and brought his box. He took out a magnifying glass from the box. He handed it over to his grandfather and said, "If you use it, you will be able to see

everything big and clear. You can read the newspaper with it. Meanwhile I will get your specs repaired by this evening".

Similarly, when he saw his grandmother looking for something in the kitchen he quickly rushed to help her. Grandma said, "I have to pour oil into a bottle from this packet. Don't know where I have put the funnel. I am unable to find it. I don't understand how to pour oil into this bottle?"

Sonu took up an empty bottle of a cold drink and cut it from the centre with the help of a knife. He handed over the part with the rim to his grandmother and said, "Take it grandma! Use it to pour the oil. You will have no problem".

One fine day, his mother was hemming the clothes. While threading

the needle it fell off from her hands. She got anxious and started searching for the needle as she was afraid that it might hurt somebody. Instantly, Sonu reached there. Mother told him that she has lost her needle somewhere.

“Don’t worry, I am here mother!” saying this he went running somewhere and brought back a magnet with him. He tied the magnet with a thin wooden stick and started moving it everywhere above the ground. During this activity the needle got stuck to the magnet. Mother became very happy and said, “No problem can stay for long if you are with us.”

The shine of confidence that he can get through any problem in life could clearly be seen on Sonu’s smiling face.

Day 1: Questions for Discussion

- Have you also helped your family members passing through a problem? How?
- Narrate any problem in which you were helped by a friend or a family member to find a solution. How did he/she help you?
- Do you think that the solution which they suggested could be thought of by you also? If yes, then why couldn’t you find the solution to your problem yourself? (many times, we get stuck with the problem itself and don’t try to find its solution. We believe in others more than ourselves.)
- Tell about a problem for which you initially couldn’t think of any solution and then after a lot of thinking you were successful in finding a solution to that problem. How did you feel after doing it? (Resolution is happiness. We all feel happy to find solutions and feel confidence in ourselves too.)

Observe, Ask and Explore at home (for students)

- Observe and find in your house or neighborhood whether people are sad because of problems or due to the absence of their solutions.
- 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.

- A recapitulation of the story by the students. The teacher may help in revising it. Students may have talks in smaller groups on the basis of feedback received from their homes.
- The questions of Day 1 can be asked from those students who did not answer the previous day.
- The previous day's discussion questions can be used with the remaining students again (who hadn't answered the previous day).

More Questions for Discussion

- Have you ever helped any of your friends in finding a solution to a problem? Give an example. Also tell, what did you get by doing so?
- Have you seen such people in your house or neighborhood who don't get upset or anxious with problems rather they try to find a solution with a calm and steady mind?

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

12. My Dear Dad

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



Objective: To inspire the students to keep their spirits steady

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

STORY

Direction of Discussion:

Often parents, elders get angry with kids in order to bring out expected behavior in them. But children forget that elders expect them to behave in a desirable way because they love them. They both share a relationship like a kite and its string. A string when attached to the kite, shows it the right direction and at the same time helps it to fly high in the sky. If we have a relationship, we get trust and if we get trust, we will surely get happiness.

Once, Mita was looking out of the window of her house. Students were playing with their father in the garden of the front house. Mita was thinking, “Are there also fathers who play and laugh with their students and feel happy to throw splashes of water on each-other?” While thinking like this, she fell asleep.

“Mita, where are you?” her eyes opened to listen to the loud voice of her father.

Scared and hesitant, she entered the living room. Her father was sitting on the sofa. He said “Mita, bring me a newspaper and a cup of tea, quickly.” After giving tea and newspaper to her father, Mita went into her room soon. She was still lost in her thoughts and wondered whether a father could be like the one whom she saw from the window of her room. Just after two days of this incident, her grandma fell sick and was admitted to a hospital. Mita used to sleep with her grandma. Today, she was feeling terrified to sleep alone. As soon as she closed her eyes, she started to imagine fierce faces and got scared.

Suddenly, the light went off. Now, she was feeling all the more terrified. But then, she saw a streak of light in the dark and heard her father’s voice, “Mita, are you asleep?”

Mita said, “I am scared.”

Mita’s father sat on the bed, put his hand on her head and while putting his hand on her forehead he said, “It seems, you have high fever.”

He kept putting cold strips on her forehead all night. Mita fell asleep. When her eyes opened in the morning she saw that her father had slept on a nearby chair.

She thought,” Papa has a lot of work to do, therefore he isn’t able to give me much time. How safe I am feeling today with my father! “

Mita’s trust in her father strengthened. She started listening to her father more carefully after that incident and her fear also ended.

Day 1: Questions for Discussion

- Why do your parents or other elders scold you?
- How do you feel when they scold you? Share the thoughts you have, when it happens.
- Name those people whose scolding is acceptable to you. Tell the reason also.

Observe, Ask and Explore at home (for students)

- Find out near your home that when someone scolds you, why does he do this?
- Also find out how you will be able to keep your spirit and feelings steady when your parents scold you.

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

Day 2:

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

- A recapitulation of the story by the students. The teacher may help in revising it. Students may have talks in smaller groups on the basis of received feedback from their homes.
- The questions of Day 1 can be asked from those students who did not answer the previous day.

More Questions for Discussion

- Can you tell, what do your parents think about you when they scold you?
- Do they scold you because they don’t love you? What are the reasons behind their scolding?
- If you firmly believe that your parents love you, will you feel bad on their scolding?
- When you know that your parents scold you for your betterment then what will be the change in your behavior?

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

13. Let's Go For Picnic

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



Objective: To bring student's attention towards the fact that we are able to share our feelings easily with those people with whom we acknowledge our relationships and accept them.

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

STORY

Direction of Discussion:

The story emphasises on coming out of the feeling of “ mine and ours’ and developing a feeling of humanity. Also, with the help of questions, bring student's attention to the fact that we are in a state of happiness when we are with our people. Therefore, when we develop a feeling of humanity, we'll be able to stay happy all the time with everyone.

This was the day for a picnic. All the students were excited to go for a picnic. Although, they used to go for a picnic every year yet they were always enthusiastic to learn more by visiting new places

All the buses had arrived in time. Everybody wanted to sit with their friends for enjoyment.

As it was time to start, the teacher came and told them, “The tyre of one bus is punctured and so we'll have to co-operate by sharing seats with other students. Please cooperate with everybody.” Three students adjusted in place of two on almost all the seats. Some students were still left out.

When Riya got into the bus and tried to sit with Sheetal, who refused her by saying that we three are already sitting on the seat meant for two, so you please find a seat somewhere else. Riya requested again but Sheetal didn't move a bit from her seat. After two minutes, Sheetal's best friend Nidhi got into the bus. She was still trying to find a place when Sheetal caught sight of her. Sheetal became very happy to see Nidhi and shouted from a distance, “Nidhi, come here, I have some space”.

Very easily four students adjusted in a seat for two . Riya was still looking here and there for a seat. Teacher was noticing everything. Although she didn't say anything to Sheetal but called out to Riya, “Riya, come to me, a place can be made here on my seat”.

Day 1: Questions for Discussion

- Why in your opinion Sheetal didn't face a problem in making adjustments for Nidhi?
- Do you share your things with everybody or only with those people whom you consider as your own?
- On what basis do you consider somebody as your own? Discuss with examples from your own life.

Observe, Ask and Explore at home (for students)

- Think about such people in your home or neighbourhood whom you like very much and with whom you can share your things very easily.

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.

- Recapitulate the story of the previous day. The recapitulation has to be done by the students, and the teacher can help them, if needed.
- Students may have talks in smaller groups on the basis of received feedback from their homes.
- The questions of Day 1 can be asked from those students who did not answer the previous day.

More Questions for Discussion

- In your class, how do you feel when the teacher asks you to sit by roll numbers instead of sitting in groups with your friends?
- Can we stay with everybody with a feeling of harmony? What has to be done for that? Discuss.
- Why are most of the people these days advised to develop a feeling of affinity? What are the benefits and drawbacks of that? Discuss.

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

14. Inner Thoughts

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



Objective: Refrain from reaching to a conclusion without knowing the complete incident or event and mutual trust in relationships needs to be strong.

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

Direction of Discussion:

All of us want equality and justice in our relationships. But sometimes we feel that we are denied justice. If we look into our relationships with awareness, we'll find that we are able to mindfully understand the other person's situation. Circumstances when students' feel that they were denied justice in their school or family, could be discussed with them, and they could also be asked about their efforts to understand that particular situation. If we get justice, we are able to respect others.

STORY

Binni saw that, this time too, only her grandmother and grandfather had come for her birthday. Other relatives hadn't come. On the other hand, all their relative always visited on her sister's birthday, every year. She wondered whether her parents liked her sister more as they call all their relatives on her birthday. Although she was annoyed with her parents and sister, she never told anyone about it.

Next day, when her friend Anu saw her unhappy, she asked, "What is the matter?" She shared her inner thoughts with her. Anu thought for a while and said, "Dear, your birthday falls on 26th February, tell me which month does your sister's birthday fall?" Binni told, "In August".

Anu said, "And do you remember, these days my brother's exams are going on and your sister's too. Isn't it?"

"Yes, it's true!" Just by saying this, Binni understood everything. Whatever she was thinking was all wrong, and she ran to her mother. (what do you think, why did Binni run to her mother?)

Binni went close to her mother and said, "Do you call everybody on my birthday, too?"

As soon as her mother said "yes", she hugged her mother and started crying. When her mother asked, Binni told her the whole story about her sad feelings. But now she knew that due to exam time around her birthday many people couldn't come whereas everyone came on her sister's birthday because no exams were held during those days.

Listening to her, mother hugged Binni and said, "Whenever you get any such doubt, never keep it to

yourself. Talk to us about it’.

Binni said smiling , “Ok, mummy ji”!

Day 1: Questions for Discussion

- When inner thoughts are not shared, what damage can they cause? Tell with an example.
- Why do you keep things inside you if you don’t like them? Why do you do so?
- When has it happened with you that you didn’t understand a thing but you couldn’t ask a question, openly? Tell with an example.

Observe, Ask and Explore at home (for students)

- Today we will pay attention that if we had some question or thought in our mind, did we share it with somebody?

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.

- Recapitulate the story of the previous day. The recapitulation has to be done by the students, and the teacher can help them, if needed.
- Students may have talks in smaller groups on the basis of received feedback from their homes.
- The questions of Day 1 can be asked from those students who did not answer the previous day.

More Questions for Discussion

- Has anybody told you about their inner thoughts? Why do you think she/he told only you about it?
- With whom do you like to share your inner thoughts? Why?

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

15. The Man with a Sticker

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



Objective: To motivate students to be sensitive towards human relations and exhibit appropriate behaviour.

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

STORY

Direction of Discussion:

It is not always possible to understand all the people's conditions, who are around you. For this reason, unwanted events happen due to reactions. If we become sensitive towards others' situation, knowing the reason behind their behavior, then we will understand that he / she is exhibiting bad behaviour due to some reason. Nobody wants to commit mistakes knowingly but mistakes happen. Then only we would behave appropriately.

Suman was going to school by van. It was time for the school. A vehicle was moving very slowly in front of the van. Like always, the driver of the van was in a hurry. He wanted to overtake the vehicle. His hand was repeatedly honking. Suman was staring at the vehicle hoping it would make way for their van.

Suddenly, a sticker pasted on the back of the vehicle grabbed her attention. There was written: "Physically challenged- drive slowly". Suman read it loudly, grabbing the attention of all students sitting in the van. She went to the person sitting in that vehicle, which was moving slowly. and felt sorry for her lack of patience.

The driver not only slowed down the van but his behavior also changed. He became protective towards that vehicle.

Somehow they reached the school. Suman was not able to forget about that van. Time and again her thoughts were being overpowered with the thoughts about the incident.

Not only had it impacted Suman but all the other students were also talking about the same incident.

Pardeep said, "Imagine if there was no sticker in the car then what would have happened!"

Supriya said, "The driver of our van was in such a hurry that even a fight could have happened". Gita said, "I am scared of quarrels, guys".

Neha said thoughtfully, “It is not a matter of quarrel, I am thinking that many people of this kind must be driving on road without such stickers”.

Everybody went into deep thoughts.

Day 1: Questions for Discussion

- How did you like the driver’s attitude?
- What could be the reason that he changed his attitude?
- Have you ever faced any physical or verbal fight when you were on the road or any other place with your parents or anybody else? Tell with an example.
- On what sort of issues does a verbal fight occur?
- In such a case does the situation improve if they understand each-other’s circumstances? Discuss. (If nobody is able to give an example then, the teacher should present an example).

Observe, Ask and Explore at home (for students)

- Did it bring any change in the situation of a fight or debate, when you tried to understand the other person’s circumstances? Discuss such situations.

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.

- A recapitulation of the story by the students. The teacher may help in revising it. Students may have talks in smaller groups on the basis of received feedback from their homes.
- The questions of day 1 can be asked from those students who did not answer the previous day.

More Questions for Discussion

- Did you ever realise that your behaviour was inappropriate because you didn’t understand the other person’s situation? Give examples.
- Do you think the same thing happens with others too? Give examples.

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

16. The Umbrella

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



Objective: The story aims at developing empathy and problem solving attitude in students.

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

STORY

Direction of Discussion:

We often keep ignoring a majority of problems, the solutions to which are not that difficult. By finding their solutions, a big section of the society could be benefitted. The discussion will, at least, bring students' attention towards those problems from which a lot of people are suffering.

Whenever it rained, Taraana and her brother would walk to school under the same umbrella. Most of the students of her village could not buy an umbrella, so they often shared umbrella on their way. Most of the students, who shared the umbrella, would get completely drenched before they reached the school. On most occasions, students would reach school either completely drenched or didn't go to school, at all. Taraana, often, used to think about how she could help these students. It didn't take her much time to find a solution to this problem. After working hard for a few days, she made such an umbrella which if held by two students from the two sides, would cover many students under it, and they could reach school without getting wet.

A thought of such an umbrella, of eleven years old Taraana, proved to be very effective. This innovative umbrella could be held by two students from either side and the rest of the students could stay safe from rain by staying under it. In this way, they could go to school without getting wet.

Day 1: Questions for Discussion

- Discuss small problems which you face in your daily routine. (Teacher can make a list on the board).
- Have you solved any of your small problems using your wisdom? Share with an example, how you felt after doing that?
- Give one example from your life when any of your friends helped you to solve your problem.
- What did you get by helping someone to solve his/her problem? Discuss with an example.

Observe, Ask and Explore at home (for students)

- Find out in your school and neighbourhood about people who quickly find solutions for small problems. Also see, how many people are benefited by solving these problems.

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.

- Recapitulate the story of the previous day. The recapitulation has to be done by the students, and the teacher can help them, if needed.
- Students may have talks in smaller groups on the basis of received feedback from their homes.
- The questions of Day 1 can be asked from those students who did not answer the previous day.

More Questions for Discussion

- Did you ever find a solution to such a problem of yours which benefited your friends as well? Discuss with an example.
- Did you understand anything about your usefulness in such a situation? When do you see your usefulness? Explain with an example.
- Give examples of such problems which are affecting others, not just you. Discuss about finding out a solution to such a problem.

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

17. It Makes a Difference

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



Objective: To inspire the students that even a little step put forward by them, makes a difference. Therefore, they should not abandon any work by thinking, "What difference can their individual contribution make?"

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

STORY

Direction of Discussion:

A small step can bring about change. It makes a difference. Do not leave a work thinking you alone cannot do it.

Shastri ji was the head (Sarpanch) of the village which was situated near a sea-shore. A primary school, a hospital and a small post office on the road side.... only this much was available to the village in the name of government facilities. Being the head, Shastri ji realized his responsibilities but a lot of complaints by the people made him restless. Whenever people gathered in the village council (Panchayat) it could be often heard, "Alas! There are a lot of things

to be set right, how can it be done? Where should we start from ? Who all can be helped? Everybody is unhappy here!"

One day he was roaming near the sea shore with similar thoughts, when suddenly he saw some fishes on the sea shore. Some boys of the village were playing there too. Shastri ji saw that a boy, Subhash was picking up the fishes one by one and throwing them into the sea. Then and there, a tide came up and left many more fishes on the shore. Subhash, without getting demotivated, picked the fishes and kept throwing them into the sea, just like before. Subhash's friends were watching him. One of the friends, Ramesh, asked him, "You are throwing fish one by one in the sea, what difference will it make by doing so?" How many fishes' lives will you be able to save?" Subhash answered with confidence, "It will, at least, make a difference to that one fish whom I am throwing into the sea." After saying this, he picked up one more fish and gave it to Ramesh. As Ramesh saw the 'suffering fish' in his own hands, he quickly threw it into the sea. After seeing this, the rest of his friends, too, started picking up the fishes and started throwing them into the sea. All of them were saying together, "It makes a difference to these fishes".

Shastri ji was watching everything silently, as if it had given him a solution to his problems.

Day 1: Questions for Discussion

- Have you ever taken an initiative to do a work which nobody else was doing? Narrate with an example.
- Share some work which you think nobody is doing but the work is not that difficult too.

(There are many plants found on the road which are getting dried up because nobody is watering them, a sharp iron nail is protruding out from the gate of a nearby park which hurts people passing by, people throw garbage outside-around the road-dustbin.)

Observe, Ask and Explore at home (for students)

- Discuss at your home about some changes which have happened in your neighborhood. Also discuss, which other changes, according to you should be made in your lane or locality. Observe and find in your family and neighborhood; what changes can be brought about by your little practices

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.

- Recapitulate the story of the previous day. The recapitulation has to be done by the students, and the teacher can help them, if needed.
- Students may have talks in smaller groups on the basis of received feedback from their homes.
- The questions of Day 1 can be asked from those students who did not answer the previous day.

More Questions for Discussion

- Have you seen anybody around you, taking initiative for a work? Share your feelings for such people.
- You must have seen many people in your school or around your neighbourhood doing cleaning work during the 'cleanliness campaign'. Have you also contributed to such initiatives? If yes, how? If not, then how can you make a new beginning in the upcoming times?

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

18. Gift-Wrap

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



Objective: To bring the attention of the students towards usefulness instead of beauty.

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

STORY

Direction of Discussion:

Today, while choosing any object we get influenced by its physical beauty instead of its utility. Everybody tries to enhance the external beauty rather than paying attention to its usefulness. In this context it is important that we should value things on the basis of their usefulness and admire them. Usefulness exists just in things only but in humans as well. It is important to recognize and value the usefulness of somebody because happiness believes in your own usefulness.

It was Irfaan's birthday. Mira, Puneet, Gurmeet, John, everybody gathered at Irfaan's house. Irfaan's mother had made many dishes. All the friends were enjoying the party. Irfaan's elder brother had arranged many games for their entertainment. Some gifts were kept packed in the next room. Some were wrapped in a newspaper, some in colourful paper and some in polythene. Gurmeet's attention was repeatedly going there. He was thinking that surely, they must be return-gifts for all the kids. He looked at them again and again and decided to take the most colourful packet.

Entertainment was in full swing. Then, the elder brother called out, "Now, everybody take one packet each from me, it contains a gift for you."

All the kids gathered around him with curiosity.

The brother gave one packet to everybody! Gurmeet got the gift wrapped in a newspaper. Gurmeet knew that all the packets will be having similar gifts, but he didn't know why, he wasn't feeling happy on receiving his gift.

Day 1: Questions for Discussion

- When you go to a shop to purchase a pen for yourself, what aspects do you consider while choosing it?
- Share one experience from your life when you or any of your family members paid more attention to the external beauty of an item while buying it.
- Do you give more importance to the packaging of an item or its quality? Why?
- Do you give more importance to the dress of a person or his qualities? Why?

Observe, Ask and Explore at home (for students)

- With your siblings, make a list of items whose external beauty doesn't matter to you.
- At the end of the class, sit silently for 1-2 minutes and reflect on the conclusion of the discussion.

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.

- Recapitulate the story of the previous day.
- The recapitulation has to be done by the students, and the teacher can help them, if needed.
- On the basis of the feedback received from home, while keeping in mind the discussion questions of the previous day, students have to talk in small groups.
- The previous day's discussion questions can be used with remaining students again (who hadn't answered the previous day).

More Questions for Discussion

- Give an example of any such object, which you had bought due to its beauty but it didn't prove to be useful for you.
- Giving examples of a specific object, discuss whether it is the good-looks or not-so-good-looks that impacts its usefulness.

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

19. Road Block

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



Objective: To develop a feeling of awareness in students towards their society, country and world.

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

STORY

Direction of Discussion:

All of us remain busy in our everyday life and we become insensitive towards people around us. Sometimes we even wait for others to complete a petty work because we don't consider it as our responsibility. It is attempted through the discussion that the students become aware of their environment and develop a feeling of taking initiative.

Mayank was going to school with his father. It was his daily routine. He saw that cars, scooters, buses, trucks, rickshaws were standing everywhere on the road. No vehicle was moving. He asked, "What is the matter, Papa? Why is the traffic not moving?"

Papa said, "I don't know. Perhaps the road is blocked".

Yes, the road was blocked because a tree had fallen in the middle of the road due to last night's storm. All the people in the cars, buses, rickshaws were waiting, and blaming either the government or other people. Nobody dared to come forward and push the tree aside. That very moment, a child came out of a car and started to push the tree. The tree was very heavy. It was not in his capacity to move the tree. But, looking at the child pushing the tree, many students reached out to help him in this work. Many people looked at this sight and couldn't stop themselves from coming out of their vehicles and pushing the tree aside. After the hard work of so many people, the tree moved a little bit. Then, someone called a 'crane' via phone. Now a small passage was made through which everybody could go on their way.

That day, a small child taught a lesson to everyone.

Day 1: Questions for Discussion

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Observe, Ask and Explore at home (for students)

- Find out in your neighborhood, about any such work in which you can contribute along with your friends.

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.

- Recapitulate the story of the previous day. The recapitulation has to be done by the students, and the teacher can help them, if needed.
- Students may have talks in smaller groups on the basis of received feedback from their homes.
- The questions of Day 1 can be asked from those students who did not answer the previous day.

More Questions for Discussion

- Have you seen anybody around you, taking initiative for a work? What feelings or thoughts come in your mind about them?
- Share an example when you wanted to take initiative for a work. How did your parents, siblings, etc. react to it?

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

Activity Section

While doing activities, all students feel involved. They try to perform to the best of their capacity and interest in accomplishing the task. The learning with such activities remains with them forever because it is gained through some experience. It is observed that if students are involved in the act or they are witness to the act, the learning becomes easy. That is why activities have been taken into account while creating the content for the happiness curriculum.

Due care has been taken to ensure that these activities are age appropriate and according to the mental level of the target group so that students feel motivated to take part in these. It helps them to ponder on the questions during the discussion on the given activity.

The main objective of these activities is to develop critical thinking among students and enable them to see things as they are. They will be able to think out of the box and make balanced decisions in life.

These activities can be conducted in the classroom itself. No specific teaching materials are required to conduct them successfully.

Points to Remember while Conducting Activities:

- The 'Objective' and 'Note for the Teacher' in the activities are only meant for the teacher's reference. Do not read or explain these to students.
- Teachers should develop self clarity by reading the 'Purpose' and 'Note for the Teacher' before conducting the activity.
- Steps of activity should be conducted after reading thoroughly and strictly as given in the handbook for teachers.
- Let students present their views. Welcome all the responses without presumptions and judgment.
- Ensure that all the students participate in the related discussions.
- Teachers should also participate in order to encourage the students for active participation.
- Let the students deduce their own conclusions. Do not give them a final conclusion.
- One may adopt different and innovative ways to conduct activities but the objective has to remain unchanged.

1. Snakes and Ladders

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



Objective: To motivate the students to choose the right actions keeping their goals in mind.

Material required: No specific material required.

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

Note for the Teacher:

Once we know what we want to achieve, we have to prioritise our goals. We want to reach our goal. Whenever we do something, we either succeed or fail. For this, we keep on trying constantly but sometimes we stop trying midway because we feel that we have deviated from our aim and it is not the work we should do to achieve our aim. This is the process which keeps going on whole life and we are not able to reach our goal. This activity helps us to know whether we are heading to our goal or not.

Students should be encouraged to give their opinion as per their wish on the given statements. At this stage, do not judge them whether they are right or wrong.

Steps for Activity:

Instructions to Be Given

- Teacher: Let's play Snakes and Ladders.
- Before starting the game, the teacher may talk about the Snakes and Ladders game, which will arouse curiosity in students.
- Teacher's: I will say a few statements and with your gesture of snake or ladder you will indicate whether the work will lead you towards given goal (like a ladder) or deviate you from the given goal (like fear of snake).

(The teacher may guide the students about making gesture of ladder and snake with hand movements).

Announcement of Goal

- Objective for today's activity is 'To Save the Environment'.

Put forward the following statements before the students - (Write these statements on the blackboard as well.)

- Care for plants.
- Use of polythene.
- Cleaning your house and throwing garbage out of the house.
- Bringing plastic cups, glasses, bottles from the garbage and planting seedlings in it.
- Make paper envelopes and use them.
- Making curtain with used shawl or dupatta.
- Buying new clothes on every occasion.
- To prepare many types of dishes for a single meal.

Day 1: Suggested Questions for Discussion

- The ones you thought to be ladders, why are those ladders, and the ones you thought to be snakes, how do they seem to take you away from the aim?
- Everyone will set a goal for themselves and share it with the class.
- What obstacles are likely to come in achieving that goal?
- Which of these obstacles are created by you only? (Due to not being able to control your desires)
- Has it ever happened that your heart wants something different and you strictly controlled your mind to focus on accomplishing your targets? Give examples from your life.
- When you play Snakes and Ladders game, does anyone get disappointed ? (Due to his/her defeat)
- What is there in this game that no one is disappointed at the end of the game?

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

2. Three Corners

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



Objective: Let everyone pay attention to the fact that some actions take place in our body on our own and some we do consciously. Enable students to notice that some of our actions take place voluntarily and some involuntarily.

Material required: No Specific material is required.

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

Note for the Teacher: In our body, many kinds of activities go on and on automatically. We do not have to make any effort for these. All these activities are necessary to keep us alive. There are some actions for which we have to make thoughtful decisions .

The thing to be noted is that there are two types of actions, the first are automated actions like hunger, others are those that we decide, such as what, when and how much to eat.

In this activity, an effort has been made to bring attention to both types of actions.

Steps for Activity:

- ‘Three Corners’ game will be played with students.
- Three corners will be specified in the classroom.
- Now say some statements that will indicate a situation or action.
- Students will choose one of the three corners on the basis of their understanding and try to show that those things happen in our body on their own, they do it consciously or they don’t know.
- The three corners that are supposed to be fixed and can be tagged as:
 - » Automatically
 - » Intentionally or Consciously
 - » Don’t know
- Write these statements of students on the board as well.
- Choose some of the following statements according to the time limit.
 - » Feeling hungry
 - » Breathing

- » Playing cricket match
 - » Thinking
 - » Hearing the sounds of the surroundings while walking
 - » Making friends
 - » Eating Samosa
 - » Getting idea
 - » Digestion of food
 - » Blood flow in the body
 - » Respect for elders
 - » Obey the teacher
 - » Serving parents
 - » Help someone
 - » Advise someone
 - » Make an effort to be happy
- Give students full opportunity to choose their place thoughtfully, discuss it with peers in the corner you have chosen and change the corner if needed.

Day 1: Suggested Questions for Discussion

- What are the tasks that you can decide on your own? What are the statements you decided on immediately?
- What are the tasks that took you time to decide? Mention the tasks you decided about after thinking a little longer.
- What are the tasks that you could not decide till the end?
- What are the functions without which the body will not be able to survive?
- What are the functions which even if you do not do your body will remain alive?
- If these tasks are not necessary to keep the body alive, then why do we do them? (Whose requirements are these?)
- What are the things that you think happen on their own but you want to control them? Why do you want to control them?
- What are the things that you do consciously and you want to control them? Why do you want to control them?

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

3. Material Things or Respect: What is Your Preference

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



Objective: Through this activity, students will be able to realize that their physical needs may vary, but they all have the same emotional needs.

Material required: No specific material is required.

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

Note for the Teacher: Our choice in physical needs may vary, it is natural. For example we all need clothes but our choice may vary. Our emotional needs like respect, love and trust are common. The purpose of this activity is to direct students' attention to physical and emotional needs and their differences.

Steps for Activity:

- Divide the class into groups of 4-5 students.
- Ask each group to discuss the following questions for 3-4 minutes.
- In discussion, make sure that each student must express his/her own ideas in their respective groups. After the group discussion, each group may be given a chance to present the conclusions of discussion.
- For presentation one question at a time should be taken in front of the whole class and each group should express their views on those points.

Day 1: Suggested Questions for Discussion

(Expected answer is not intended to be given to students).

- What are the material things that we need in everyday life?
- What do you like to eat? what's your favourite dish? (Expected answer: pasta, chowmein, bread-vegetable, ice cream, etc.)
- Does everyone like to eat the same thing? (Expected Answer: No)
- What kind of house do you like to live in? (Expected answer: big, small, village house, city house, bungalow, flat etc)
- What is your favourite colour?
- Does everyone like same colour?
- Teacher, "Thus we are able to see that our choices may be different which is natural."
- What are the needs that we all have?(same needs)

(Divert students' attention to emotional needs such as affection, trust, respect, etc.)

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

4. Value addition

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



Objective: To attract students' attention to their surroundings and motivate them to make appropriate use of the available resources.

Material Required: Water bottle, Piece of wood, Leaves etc.

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

Note for the Teacher: Today it has become very important that everyone works for the betterment of the environment. By understanding that everything available in the environment has its usefulness, and adding value to it, we can be a contributor in creating a better environment. Through this activity, students will notice the best (appropriate) use of various things and they will move forward in that direction. They will also be motivated to add value to different things.

Steps for Activity:

- Divide the class into four-five groups. Make available some items from their surroundings for each group. (such as a bottle filled with water, food items, leaves, pieces of wood etc.)
- Let the students discuss in groups: How can the usefulness of available goods be increased? (For example, when a water bottle is not usable, small plants may be grown in it)
- Let them write the discussion outcomes on paper.

Day 1: Suggested Questions for Discussion

(Expected answer is not intended to be given to students).

- What are the uses of the things available on your table?
- How can you make these things more useful?
- What tasks may we have to perform to make them more useful?
- What materials would you need to do this?
- Who can support you in doing this task?
- Are you able to increase the usefulness of these items?
- Pay attention to other items around you and discuss how you can help in increasing the usefulness of those items for the betterment of the environment. (Teacher may give some examples. Such as use of waste plastic cups and bottles thrown in, planting in them increases their usefulness.)

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:

- Instruct students to collect some items one day prior to the activity.. Go to the groups, help them to understand what else could be the usefulness of the items available on their table?

5. Cooperation

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



Objective: To develop a sense of cooperation among students. Through this activity students will be able to understand how well they can do all the work with cooperation and coordination. If they work together no task seems to be difficult.

Material required: Paper, pencil or colour, sketch pen

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

Note for the Teacher: The teacher may try to bring the attention of students towards cooperation so that the students live together in harmony.

Steps for Activity:

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

- Divide the class into groups of five or six students and ask each group to take a paper and pencil or a coloured sketch pen.
- Give one of the following topics to each group.

(Each group has to complete a picture. To make the picture, all the members of the group will have a topic but without consulting each other, each member will have a chance to draw a thing of his/her choice from the scenery. Finally, they will collect all the pictures and complete the scenery from the cuttings of drawing they have made. Some topics are given here for example. Teacher may choose the topic according to the class level of the students.

- » Playground
- » Any Festival
- » Picture of the Fair
- » Nature's View
- » Picture of a School
- » Picture of a Village
- Now all the pictures should be displayed. Students should be given an opportunity for gallery

walk where they can see all the pictures displayed in the class.

- Have a discussion in the end.

* Gallery Walk: In this activity, pictures made by all the students in the class are displayed. All the students roam around, watch the displayed items and enjoy learning.

Day 1: Suggested Questions for Discussion

(Expected answer is not intended to be given to students).

- What did you like or dislike in all the pictures?
- Tell us about the shortcomings you observed in your pictures and what may be the reasons behind these shortcomings.
- If you were given the same picture to recreate, what would you do differently to make it better?

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:

- Once again, groups are formed as on the previous day and give the same pictures to draw again.
- This time it should be instructed that before drawing a picture, plan with each other for a better drawing.
- Share with each other, define everyone's role that who will do what in the task, for improvements. Someone may draw a good picture with a pencil and the other one may colour it well and someone may draw a good border.
- Someone's imagination can be great, someone can lead the group in the right direction.
- After completing the task paste your pictures on the wall like the previous day. If possible, paste it near your previous picture.
- Now ask the pictures to compare their both pictures.

Day 2: Suggested Questions for Discussion

- What difference did you notice in drawing a picture collectively and drawing it individually?
- What could be the reason of this difference?
- Can we also get a better solution of problems if we work together like this task?
- Have you ever encountered any such problem in which all your family members or your friends have found a solution together? Share the incident.

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

6. Good Qualities/ Habits of My Partner

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



Objective : Students may develop self confidence and a sense of respect for each other.

Material Required: No specific material is required.

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

Note for the Teacher: It is good to notice strengths (positive traits) of others. With this, we are able to respect each other. This will help in improving their relationships. Our attention often turns to others when they make a mistake. Only seeing mistakes of others can cause a rift in the relations. Every individual has some good traits,if we take notice of these we will not get affected by their shortcomings. It is also important to notice shortcomings, but once we start counting the positives then we don't end up being affected by their shortcomings. It helps us in boosting self confidence. Once the self confidence is boosted we can manage our relations well. Once we are acquainted with our strengths then instead of getting upset about our shortcomings we focus on their solution.

Steps for Activity:

- Make all the students of the class be seated in pair.
- Firstly ask students to think and then tell two strengths of their partner .After listening to his strengths the second students will say 'thank you' to his partner.
- Now the second student would also say two strengths of the first student and the first student will say "thank you" to the second.
- Ask some pair of students to share their conversation about each other's strength/qualities in front of the whole class.

Proposed Points for Discussion

- Have you ever focused on someone's strengths even before doing this activity? Describe any one.
- Do we focus more on the strengths of others or on their weaknesses? Why?
- How can we improve our relations?
- Give an example of a friend or a classmate, towards whom your attitude changed after knowing his/her strength.
- Should we focus only on our strengths or weaknesses or both ? Why do you think so?

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

7. What is more Important-Goods or Goal

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



Objective: The utility of goods is to achieve our goal. The goal is important, not the goods.

Material Required: Pictures or samples of some food items, pictures of some clothings.

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

Note for the Teacher:

Before conducting the activity in class, practice role play in three groups. Instruct students that the material required for the first role play is 'different types of bags' and different types of pens. Students can be asked to bring some shirts from home for second role play, for the third role play some tiffin boxes can be used.

Welcome all types of responses. Encourage students to discuss that the limited or unlimited means do not determine our happiness, rather the goal is important. Knowing your goal can give you lead to happiness.

Steps for Activity:

- The teacher should prepare the students for three types of role plays in advance.

First Role Play

- First student expresses a lot of trouble, taking out different pens from the bag, annoyingly and putting them back in the bag. Sometimes he does not like the colour of the pen, sometimes he is not comfortable holding the pen, sometimes he feels that his pen is old, sometimes he thinks that his pen is very simple and his friends have very fancy pens. He was upset all the time thinking about the pen and could not complete the class work.
- Second student took out a pen from the bag and completed all the work done in the class and got praise by showing the task to the teacher.

Second Role Play

- First student: (some pictures or models of different food items may be used) Despite having different types of food in front of him, he does not like to eat the meal served to him (or he doesn't find the food according to his taste) and he is unable to eat enough to his requirements. He leaves for school empty stomach.
- Second student: After happily eating what his mother served, he left for school.

Third Role Play

- First student speaks to himself :Today I have to go to a birthday party let me see the dresses I have. Take out several dresses one by one from the cupboard (some clothes pictures can be used if real dresses are not available.)But does not like any of those. He is upset. In the meanwhile the party time gets over. He gets even more upset.
- Second student: He wears one of the two dresses kept in his wardrobe and goes to the party happily and has a lot of fun out there

Discussion of questions should be started only after completion of all the three role plays.

Day 1: Suggested Questions for Discussion

- What did you see in the role plays? What thoughts did you have while watching the role plays? Let students discuss in groups first, then ask them to share in whole class.
- Was there a problem with the first student in each group? What was that?
- What did you see in the second student in each group that was different than the first student?
- What was the common thing in all three role plays?
- Have you ever felt like the first student? (Invite some students to share)
- Have you ever felt like the second student? (Invite some students to share)

At the end of the class, sit silently for 1-2 minutes and reflect on today's discussion

8. Turn by Turn

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



Objective: To develop the skill of careful listening . Making students feel that listening carefully to their partner may also be a way of respecting them.

Material Required: No specific material is required.

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

Note for the Teacher:

In this activity, two or more students will weave the story together. The structure and design of this activity is also such that in which the story will be made only with the contribution of both the partners. Teachers can tell students that there is a beginning of a story, a conflict or problem in the middle, and an end in which a solution is seen. Students can also be told that a conflict / problem in the story and its solution in the end, makes the story interesting.

Steps for Activity:

- Ask students to choose their partner. The two partners will create a story together, which they will present to the whole class. It can also be done in groups of 4-5 students.
- One of the two students will say one sentence and the other will move on to the next sentence

For Example

Student-1: One day when I reached school, Neha was looking very upset.

Student-2: I asked Sumit, Does he know the reason why she is upset?

Student-1: But Sumit also did not know the reason.

Student-2: Then Rosy said that

- In this way the story will move forward. For this activity, give 10 minutes to each pair or group to make a story of 10 to 15 sentences.
- After 10 minutes, encourage the students to tell their story. If any pair or group wants to present a story in the form of a play / song or in some other way, allow them to perform

Day 1: Suggested Questions for Discussion

- How did you feel when you were creating a story with your partner? Tell one thing which you liked while doing this task and one thing which you didn't like.
- Did you give your partner an opportunity to speak? Did your partner give you an opportunity to speak?
- How do you feel when no one gives you an opportunity to speak? Why so?
- Share an example from your life, when no one has given you an opportunity to speak.
- When someone listens carefully to you, do you feel as if he / she has shown respect to you?
- Which people around you do you listen carefully? Why?
- Is there anyone around you whom you do not listen to carefully? Why?
- Do you think that listening carefully to others is also a way to give them respect? Discuss

At the end of the class, sit silently for 1-2 minutes and reflect on today's discussion

Do's and Don'ts:

- • Teachers make sure that all students participate in story making.
- • Teachers encourage students to choose different topics for story making.
- • When a student is sharing his / her story, note that the rest of the students do not interrupt but listen carefully and observe.

9. Gift of Inventions

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



Objective: Students should develop a sense of pride for the people who have made very useful inventions for mankind.

Material Required: No specific material is required.

Begin the class with mindful breathing for 2-3 minutes

Note for the Teacher: There have been many great people who have made inventions that are very useful in our daily life. How much efforts must have been put by them into making these items? Knowing this, students will be able to understand and appreciate their efforts.

Steps for Activity:

- This activity should be started by discussing the inventions made by some scientists and their usefulness
- Ask students to look around the classroom and choose an object. (Such as tiffin box, food in the box, books, notebooks, bags, water bottles, etc.)
- All students will place the items on the teacher's table so that everyone can see the objects placed on the table.
- Now, divide the class into groups of 5 or 6. Each group decides what they want to discuss.
- Ask all the groups to discuss the following questions about their chosen item.

Proposed Points for Discussion

- How is it useful?
- Who would have made this item?
- How is this item made? According to you how many people might have contributed in making it?

Day 1: Suggested Questions for Discussion

- Imagine what our world would look like, without these things? Students share their ideas in class.
- How do we feel for those who have created/ invented these things?

(Teachers should divert the attention of students towards the contribution of those great inventors. Ask them how they feel about those people.)

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

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

10. Think Differently

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



Objective: To prepare students/ to develop the ability to take decisions in different situations.

Material Required: No specific material is required.

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

Note for the Teacher: We all take decisions in different situations of our daily life which can be either beneficial or harmful for our family, society, nature and for us. Some people are able to take right decision, how do they do it? (What is in their thinking that makes them different from others)?

This task is to be done through circuit activity.

(Circuit activity: In this activity some slips with tasks written on them are kept on each desk. Group of students go to each desk one by one and complete it, then move to next desk. In this way each group shall be able to complete the tasks kept on all the desks.

Steps for Activity:

- Teacher will divide the class into six groups. Each group has to think about following situation
- There are some statements made by Beenu on different situations
- Write each statement on slip and keep the slips on different tables. Each group will discuss, what they would have done had they been in place of Binu. (Responses of each member may be different)

Statements:

1. Why should I waste time cleaning this room? Let me go and play outside.
2. I am feeling very hungry. So what, if my hands are dirty, I am going to eat cookie's only.
3. I don't know how to do good preparation for maths test. I am very weak in maths . I can't score good marks. Let me play now, I shall study later.
4. I don't like this vegetable at all. I just can't eat it .
5. No mom, I am in a hurry. My friend is waiting for me in the park. Doesn't matter if I don't drink/take milk today.

6. Oh, no problem! What if I sleep some more, I shall be just a little late for school

After the discussion all the groups give their presentation what was discussed in their group

Day 1: Suggested Questions for Discussion

- What else can be done or thought in the above given situations in addition to what Binu did?(Discuss all situations one by one)
- Is it difficult to do something different in the above given situations? If yes, why?
- Have you ever faced any of the situations given above? What was your reaction at that time? Share it.
- Share an incident when you made the right decision. Also tell how you are able to do so

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

11. My Journey?

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



Objective: Students would be able to see the journey of an object and how to contribute in keeping this journey in accordance with nature. (Harmony with nature)

Material Required: No specific material required.

Begin the class with mindful breathing for 2-3 minutes

Note for the Teacher: There is a journey of everything/ every entity from its origin or making to its disposal. It is never discussed with students. How did any object you have, come into being, whether it was purchased or gifted? Was it borrowed? What is its usefulness? How and when will this object be disposed of? When will this object reach its end and what would be its end(disposal)? We will discuss such things through this activity.

Steps for Activity:

- Divide the students into small groups. Give a list of items to all groups. The list of items may include the following items. water bottle, school bag, register, board games like chess, snake and ladder, pencil box, newspaper, old clothes polybag. You can also add other items to the list.
- You can ask the groups to make a story of each of the items in the list. The story of its making its disposal. (in the form of events)
- Give students 10 minutes.

Day 1: Suggested Questions for Discussion

- Where do things, used in our daily life, come from?
- Which of these is biodegradable, i.e. does it get mixed into soil or not?
- How many of these items can be reused?
- Think of items that you can use at home in some other form instead of throwing them away?
- What do we do with our useless items? (no proper disposal increases the burden of waste on Nature) does nature want it?
- Can we change the method of disposal of these items?
- How do you feel when our surroundings are clean and when you are confident that the natural products will be able to be used for many generations, for a very long time?

At the end of the class, sit silently for 1-2 minutes and reflect on today's discussion

12. Respect or Recognition

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



Objective: To draw the attention of students toward the belief that the basis of respect or recognition is not looks, position, power and wealth but usefulness/ ones worth and good conduct.

Material Required: No specific material is required.

Begin the class with mindful breathing for 2-3 minutes

Note for the Teacher: Today we see the various basis of honour/ recognition. For gaining respect or honour or recognition we are engaged in efforts to strengthen such grounds. First, we have to see whether the basis of respect/ recognition is a 'material things' such as looks, wealth etc or it is something beyond that. Can our conduct be the basis of respect? This is the point that is being discussed through this activity.

Steps for Activity:

- Ask the students to take two pieces of paper to make a Yes and a No card. You can make them with two different coloured paper.
- Now ask everyone to think of someone other than their family members whom they respect very much. (Give them some time to think.)
- Now ask the following questions. (Tell all students to answer by showing Yes or No cards.)

Day 1: Suggested Questions for Discussion

- Do you recognize people for their good looks? Do you respect them for the same reason?
- Do you know people for their being rich?
- Do you respect them for the same reason?
- Do you know people who hold high positions? Do you respect them for the same reason?
- Are they very powerful? That is why you respect them?
- It is important that students understand that the answer to these questions is mainly 'yes' or 'no'.

At the end of the class, sit silently for 1-2 minutes and reflect on today's discussion

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

Day 2: Suggested Questions for Discussion

- On what grounds do you respect someone? (expected answer: behaviour, love, cooperation etc.)
- Do you see these grounds (good behaviour, love, cooperation) in yourself?
- Have you seen someone living on these grounds of love, good conduct, cooperation? If yes, share about them.
- Can these grounds/ideals be adopted in our life?

13. It Feels Good When....

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



Objective: Through this activity students connect with their environment in a meaningful way. This would also generate a sense of awareness and responsibility towards their environment.

Material Required: No specific material is required.

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

Note for the Teacher:

In this activity there has been an attempt to explain the importance of taking small initiatives to keep our surroundings clean. Cleanliness means protecting your environment and yourself from harmful elements such as dirt, germ etc. Teachers and students together will think of some ways by which they can keep their surroundings clean

Steps for Activity:

- Ask students to close their eyes and think about their favourite place. Ask them to think about each of the things that make the place a special one.
- Help them reach their favourite place in fantasy. Tell the students what activities or tasks can contaminate/ pollute that place(like garbage, litter, pollution etc)
- Tell the student to discuss the following questions with their partner.
 - How did they feel when they thought of their favourite place? Why is that place special to you?
 - How do you feel when you find this place dirty?
 - If that place is not clean would you like to go there?

Day 1: Suggested Questions for Discussion

- Have you seen the activities that pollute the environment or have you heard about them? When did you see or hear about these?
- Can these activities be stopped individually or collectively in your community?
 - If yes, how?
 - If not, why?
- Describe the ways by which we can keep our surroundings clean?
- How will it make the environment better?
- How will society be benefitted from this? Will it impact our happiness?

At the end of the class, sit silently for 1-2 minutes and reflect on today's discussion

14. My Needs/ Wants

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



Objective: No specific material is required.

Material Required: This activity will help students differentiate the needs of body and self.

Begin the class with mindful breathing for 2-3 minutes

Note for the Teacher:

Students will understand that bodily needs and self needs are different at the quantitative level. If we pay attention then we are able to know that bodily needs are at times necessary but these may sometimes lead to ill- health. For example, food is essential for the body but eating more than the requirements can cause adverse effects on our body. On the other hand love, affection, fondness, belief etc are needs of self which are required all the time. (We do not accept disgrace, hatred even for a moment).

Steps for Activity:

Ask all the students to form pairs.

- I can eat halwa all day.
- I always want to live with faith.
- I can wear woollen clothes all year.
- I always feel happy when I help others.
- I can drink water all day.

Day 1: Suggested Questions for Discussion

- Which are the things that we need /time to time during a day? (hint: food when we feel hungry, warm clothes when we feel cold)
- Which are the things we need always/all the time? (continually, without break)? (hint: affection, love, belief/trust, fondness)
- Why temporary needs such as wearing warm clothes can not be permanent /continual need?

(Discuss some more needs which are temporary ask the students why these needs cannot exist permanently)

- Which are the needs which can cause ill effects on our health if not fulfilled?
- Your parents, brother, sister, teacher love you all day but rebuke/ scold you once in front of others. Would you approve /accept their behaviour?

At the end of the class, sit silently for 1-2 minutes and reflect on today's discussion

15. Rules for Convenience

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



Objective: To understand the importance of rules in maintaining order.

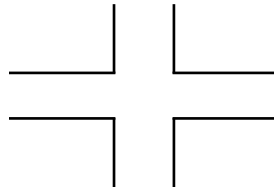
Material Required: Red and Green cardboard (if available)..

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

Note for the Teacher: With the help of traffic rules, convince the students that rules are for our convenience, whether it is rules to be followed at home, school or any other institution.

Steps for Activity:

- Teachers should ask any four students to come forward.
- Four students will make an intersection of a road by straightening their hands, one in front of them and the other one side at 90 degrees (in letter L shape). This way four-four students would be able to make a crossing



- Half of the remaining students in the class will be standing on one road and the other half on the other road.
- Now, considering themselves as a car, students will cross the road crossings/ square as they wish. There will be a possibility of colliding and it will take more time to cross.
- In the second situation, two students will stand with red and green cards. One road will be given red and the other one will be given a green signal like any traffic cop does. Now students will not be afraid to collide with each other and they will be able to cross the square quickly and safely.
- This activity will be conducted two to three times.
- Basically you have to create a scene of crossing a road.

Day 1: Suggested Questions for Discussion

- What will happen if the following rules are not followed in school? For example:
 - If there is no fixed time to start school.
 - If there is no fixed time to end school.
 - If the time table of various subjects is not followed.
- Why should the rules be followed?
- In which places have you seen people following some rules very strictly? What rules should we follow in school?
- What are the rules in your house that all members of the family follow such as dinner time, sleep time, TV time, etc?

At the end of the class, sit silently for 1-2 minutes and reflect on today's discussion

Do's and Don'ts:

- Keep in mind that all students should participate in the activity.
- Note that when a student is sharing something, the rest of the students do not interrupt him and listen to him carefully.
- Instructions given to the students should be clear.

16. Is It Good or Not?

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



Objective: Trying to draw the attention of students to the point that being good is long-lasting and looking good is temporary/momentary./ Effect of good conduct last longer than mere good looks.

Material required: No specific material is required.

Begin the class with mindful breathing for 2-3 minutes

Note for the Teacher: Often the things we like give us happiness only for a short span, and the things that are good in reality, give us happiness for a long time. We make a lot of daily decisions which are based on these two things. Through this activity students' attention will be drawn towards these decisions. Teachers should note that there may be differences between students opinion about feeling good but actually the good things would be the same for all.

Steps for Activity:

- The teacher makes a big '+' on the board.
- The four-quadrant. indicates the following:

| | |
|-----------------------------------|-------------------------------|
| Looks good but it is not good | Looks good and it is good |
| Looks not good and it is not good | Looks not good but it is good |

Suggested Questions for Discussion

- Now teachers should encourage students to think 3-4 situations to put in every quadrant.
- If the students do not visualize the situations then the teacher may read the following situations and ask the students 'In which quadrant it can be put? And why?'

Situations:

- Watching TV till late at night, when you have to go to school the next morning.
- Eating no fruits and green vegetables.
- Studying well in advance before exams.
- Practising your game/dance before the competition.
- Eating junk food.
- Feeling to be responsible/guilty yourself for not completing your homework
- Playing video games for a long time
- Playing in the park
- Exercising
- Drinking chilled water after coming from heat
- Eating Daal and Roti
- To hiding things from parents
- Spoiling time sitting idle at home
- Eating Salad
- Upset stomach after eating a lot of spicy food
- To get annoyed with someone
- Making fun of others' shortcomings in their absence
- Causing pollution
- Fights with family members
- Getting sick

For Example:

“Watching movies till late night, when you have to go to school the next morning”. It may seem good to watch a movie in this situation, but it is not good because we have to get up early in the morning but without improper sleep, we remain lazy in class.

In this manner, teachers may discuss with students taking some other examples.

Suggested Questions for Discussion

- Which of the decisions in daily life do you make because you feel good and which of the decisions you make because those are good in real life? Which of these decisions is more in number? And Why?
- Which of the things that are looking or that are good give us more happiness?
- Do you repeatedly choose things that look good over what is good? (appears fascinating but not useful.) If yes, why?

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

Do's and Don'ts:

- Teachers should encourage students to suggest and think of situations other than the situations given above.
- Students' views may vary in all situations. Teachers should keep in mind that he/ she should have to ask the students only the basis of their ideas, not to state their ideas as true and false. (Provide Unconditional, non-biased positive regard to students)
- It is also possible that a situation can be put in more than one quadrant

17. Anger ----- Strength or Weakness?

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



Objective: To be aware of our beliefs and to know anger as our weakness.

Material required: No specific material is required.

Begin the class with mindful breathing for 2-3 minutes

Note for the Teacher: All of us think that anger is a natural process and it is our strength. But when we think deeply we come to know/ realize that it is neither a natural process nor our strength. There is a greater chance of getting our relationship/work worse when we react angrily. If we do not react angrily and take a decision after due deliberation our relationship is strengthened and we get happiness from it.

Steps for Activity:

- Divide the class into two groups. Students shall choose their group themselves according to their beliefs
- Group 1 (in favour of view): In this group are those students who have a firm belief that anger is their strength. (If students are not clear about this view then they may be made understood that anger is their strength because they get their things done and make others agree to their views through anger)
- Group 2 (against the view): In this group are those students who have a firm belief that anger is not their strength.
- All students collect in their group and discuss about their group views for five minutes. One student may write views that emerged from the consensus in his notebook. If any group has a greater number of students they can be further divided into smaller groups for discussion.
- On completion of the stipulated time, each group is asked to take their turns to present their arguments logically in favour of their view.
- Teachers dividing the blackboard into two parts can write the main points of reasoning of all groups.
- After the presentation of each group, the students may be given freedom to change their views and groups

Day 1: Suggested Questions for Discussion

- When are you able to do a work better ---- in anger or peace? Discuss this question relating it to some incident in your life.
- When do you get angry? When you are not able to do any work or when you are able to do any work?
- How do you feel when someone tries to get a thing done from you by getting angry?
- How did you feel when you got someone to agree to your view by getting angry?
- Can work be done without getting angry?

If any of the students change their views/opinion after discussion of these question let them be given a chance to change their groups and see any wrong belief changes after in-depth discussion.

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

Do's and Don'ts:

- • Everyone's point of view may be respected. Keep in mind that it is not a competition for victory and defeat based on right or wrong. So, it is not a celebration for the bigger group but an opportunity made available for discussion.
- • If all of them do not come to one view even then do not give your judgment and tell them that from now onwards they will observe their thoughts and behaviour. Next day or after some days their changed thoughts may be again shared.

18. To Do or Not to Do

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



Objective: Students would be able to learn the value of speaking the truth and live without stress.

Material required: No specific material is required.

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

Note for the Teacher: Telling the truth brings inner joy. Confidence in relationship increases. The person remains stress-free.

Hiding the truth resolves the problem in a moment and your image gets better in front of others but its far-reaching consequences are very harmful. You not only lose the trust of your parents, siblings, teachers and friends but it also creates a rift in your relationship.

Steps for Activity:

- The teacher shall divide the class into six groups. Each group shall be given the following situation/circumstances (one situation to each group).
 - Your brother is going out of the house at night to meet his friends and he is asking you not to tell your parents if they ask about it. if mom and dad ask anything about him, do not tell them anything. Also do not tell them that he has gone out of the house some were. You obey your brother and hide the truth from your parents to save him then------(what will be good and what is bad?)
 - If you make a mistake and do not tell it to others. For example, your brother has made a project file and he has to submit it to school the next day. You drop colour on it(what good thing or bad thing will happen by telling or hiding the truth?). What solution will you come out with in such a situation?
 - Your friend is asking for help to cheat in the examination. You considering yourself as a benefactor helps him(what good or bad thing will happen from this)

Second Step

- All groups discuss among themselves and share their views before the class.
- Let their ideas be written on the blackboard.

Day 1: Suggested Questions for Discussion

- If you speak the truth, what will be its far-reaching consequences on your relationship such as parents, brother, siblings, teachers, friends etc for a longer time?
- Many times you do not speak the truth for fear of punishment. What can be the possible punishment when you speak the truth after you have made a mistake?
- How long does the effect of punishment for speaking the truth remain when you made a mistake? Take an example from your life and share it with your friend.
- How long do you fear getting caught in a lie? Take an example from your life and share it with your friend.
- If you tell a lie then how much faith will people have in you?
- If someone tells a lie how much can you believe them?

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

19. I was Happy, When...

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



Objective: To draw the attention of students towards permanent happiness and motivate them to achieve it.

Material Required: No specific material is required.

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

Note for the Teacher: We often become happy about small things and soon our happiness goes away. We all want to be happy all the time but don't understand how it is possible. Actually we do not understand that many things are such that we have received as a gift or are in our jurisdiction but then we did not understand its importance. Love, faith, understanding are something/feelings that always gives us happiness. The need is to just pay heed to it.

Steps for Activity:

- Divide the class into five groups
- The teacher writes the word Happiness on the board and draws a picture of Happy Child beside it and asks students to think about those moments when they are happy (the expected answer is eating, playing, sleeping, roaming, eating chocolate, going for a walk etc.)
- The teacher writes the responses of each group on the board.
- The teacher discusses one or two of the happiness items mentioned by each group. Make the class aware that some objects give happiness for a while and some for a longer time. For example, reason of happiness eating chocolate.
- Ask students how would you feel if we give them chocolate to eat? But if you only have to eat chocolate all day and nothing else to eat, for how many days will it keep you happy?
- Parental love brings happiness. Discuss about this that if your parents love you only today, and not tomorrow or any day after that then how would you feel? The more parental love you get the happier you become.
- Ask students to discuss in their groups the various reasons for students to find happiness
- Ask students to divide these examples into temporary and permanent happiness.

Divide the examples of happiness in this way.

| Permanent Happiness | Temporary Happiness |
|---------------------|---------------------|
| | |

- All groups share their responses in class. After a group presentation, the rest of the groups can discuss or comment on it.

Day 1: Suggested Questions for Discussion

- What do we need according to the time table? (Food, water etc)
- If we get things of our own choice all day will they continue to give us the same happiness? (Chocolate, TV etc.)
- Why should the things that are needed sometimes, not needed all the time(24 hours)?
- What is it that can give us the same happiness even happiness everytime we receive it (love, respect)
- Is it difficult to get all these things all the time? (Things: love, affection, respect, kindness, understanding)

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

20. Feeling Good and Being Good

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



Objective: Students will understand the difference between feeling good and being good.

Material required: No specific material is required.

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

Note for teacher: Feeling good is a different from being good. Feeling good is momentary while being good is long-lasting. By understanding this, our focus remains on being good. It also does not mean that things that look good are not necessary, but it should be clear that it will not give the happiness that lasts long. By this activity, it has been tried to develop this kind of understanding.

| Feeling Good | Being Good |
|--|---|
| Momentary happiness (eg. eating chocolate) | Long-term happiness (eg. living with belongingness in relations) |
| Different for everyone (someone likes sweet, someone likes salty) | Same for everyone (Nutritious food is good for everyone) |
| Varies (Sometimes chocolate and sometimes ice cream and sometimes gulab jamuns etc.) The joy of eating chocolate is only for a few moments, So we look for something else to eat or do to feel happy again) | Constant (The happiness in belongingness in relations remains constant over time and space, it does not change) |

Steps for Activity:

- The teacher asks students:
 - What do you like (Such as playing, walking, reading, writing, ice cream, cartoon shows, meeting friends, crafts etc.)
 - What do you not like? (Such as bathing in winter, scolding, taking exams etc.)
- Teachers should write all the answers on the board and again ask:
 - Things that look good, are always good? (you feel good when you eat ice cream, but is it good for all seasons?)

| Feeling Good | Being Good |
|---|--|
| Eating, dancing, singing, ice cream, chocolate, walking, learning new things, understanding, exercising | Nutritious food, keeping things with care, building trust, getting respect, friendship, joy, affiliation, producing some things, cleaning, planting trees. |

Day- 1 Proposed Questions for Discussion

- What we like is always good too? Give an example from your life.
- Things that are good always look good? Tell how? (For example, some students do not like eating green vegetables but green vegetables are good for breathing. Some students do not like to study, while we study very carefully, we may become a successful person in future.)
- What are the things that look good and are good? (Like- breathing fresh air, cleaning your surroundings, making good friends, understanding things)
- What is the difference between 'feeling good' and 'being good'?
- Which one is more stable?
- Happiness is found longer whether in 'feeling good' things or in 'being good' things.
- Are we different or similar in feeling good?
- Are we different or similar in being good?
- Do we come under pressure to 'look good' like others? (Teacher encourage students to talk openly)
- When we go to buy clothes, we buy on the basis of - being good (like clothes material) or looking good (like a brand). The teacher should motivate students to answer spontaneously, not what is right and what is wrong.

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

21. Riddles / Do You Know?

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



Objective: To understand the difference between right and wrong behaviour.

Material required: No specific material is required.

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

Note for teacher: Education does not only mean reading, writing and scoring good marks rather taking into your life what is learnt by understanding and bringing out the desired change in the behaviour.

Steps for Activity:

- The teacher shall utter the following statements and students shall tell whether an individual's behaviour is right or wrong by doing/signalling thumbs up or thumbs down.

Statements:

- A lawyer throws a packet of chips on the road while driving a car.
- Someone travels in a bus without a ticket.
- A rickshaw puller stops a rickshaw at a traffic signal when the light is red.
- Mom immerses/sheds remaining/leftover incense, incense sticks and flowers in the nearby canal.
- A boy leaves the room with all the lights and fans turned off.
- Papa keeps a tap on while shaving.
- A child crosses the road using the zebra crossing.
- An industrialist misbehaves with employees/ labourers working in his factory
- The head of the locality takes great care of cleanliness and every week gathers garbage in one corner and burns it.
- Raju who is working in a hotel keeps dry and wet garbage (biodegradable and non-biodegradable) separately.
- Now divide the class into two groups to initiate the discussion of what should be the right behaviour in their opinion.
- Get all groups presentations

| Feeling Good | Being Good |
|---|--|
| Eating, dancing, singing, ice cream, chocolate, walking, learning new things, understanding, exercising | Nutritious food, keeping things with care, building trust, getting respect, friendship, joy, affiliation, producing some things, cleaning, planting trees. |

Day- 1 Proposed Questions for Discussion

- Where do you use what you learn from your family or your school?
- Give an example when you found an educated person not behaving properly.
- Why is it that even after being educated people do not behave properly? (do not follow in their life what learnt)
- How do some illiterate people come to know how to behave properly?

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

Expression

Section Note

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 know each other. With the help of expression besides others we also get clarity about how we think and feel. Only humans can express their feelings and understanding to others with such great clarity. Expression always gives great satisfaction to a person. (A person feels satisfaction only after expressing his feelings.) So Expression is an essential part in the life of a person.

Why to express?

Every unit in nature has a definite role/purpose. We identify its role as the utility of that unit. The utility of that unit doesn't change with time, place and situation. e.g. We recognise the utility of rice as a nutritional food for our body. The utility of rice 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. He plays that role as his responsibilities in family and society. E.g. parents play their role in upbringing of their children. When children grow up they take care of their elderly parents. Parents in old age guide their children. Teachers educate their students. Siblings and friends cooperate with each other. Our cooperation to make others' lives happy is our value in their life. We feel these values as emotions in our life. Every human being universally feels happy about the emotions of noticing the contribution of parents, brother-sister, teachers, friends etc. and also, their contribution in others' life. Therefore, in this section the basis of expression is considered our feeling in the form of universal values. E.g. feeling of gratitude, feeling of respect, feeling of affection etc.

When we see these feelings in our relationships we feel happiness. Whenever we feel happiness we want to share it with our dear ones. So our happiness deepens. So for happiness in life we need to identify, feel and express these feelings. Also we need to be aware about the practice for the stability of these feelings 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. So for the complete development and happy life of a person expression of feelings is very essential. That's why expression is a part of the happiness curriculum.

What to express?

In this section for class V four values have been identified to explore, to experience and to express. These are

1. Gratitude
2. Affection
3. Care
4. Respect

20 sessions have been designed for the above values.

Basis of Expression:

- Only expression of feelings (universal human values) will be there in all sessions.
- Expression will be centred on students' own life which includes their working, behaviour and experience.
- There will be no discussion based on feelings expressed by students. Some particular type 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? In happiness class stories are reflective, activities promote thoughtfulness and expression for feelings.
- Questions in expression sessions are based on four situations students in their relationships
 1. what do they observe
 2. how do they behave
 3. what responsibility do they bear
 4. how do they feel
- Generally the expression should be based on the experience in the recent past week , but previous experience may be shared in some situations.
- Questions in every session are suggestive only. Considering the purpose of expression, more questions may be asked by the teacher.

How to Express?

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 the experience in pair
- Sharing the experience in small groups

Ways of Expression

Generally use individual oral expressions in the whole class. Sometimes according to the question or situation of the class sharing in pairs or in small groups may be used.

- 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 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 the question related previous experience.
- Choose students to answer the question randomly or by changing order frequently. Sometimes from the front row sometimes from the back sometimes from the middle of the row.
- If 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 only when the first has been 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 asked to the whole class.
- Number of days for one session is mentioned with the respective session or the session may be continued till the teacher is satisfied with the discussion.

Do's and Don'ts:

- 'Aim' and 'teacher's notes' in every session is only for teacher's 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 by students is to provide the right environment to the students and to ask questions 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 discourage him for sharing. or it may also happen next time that he/she doesn't share his true feelings/experience.
- Affectionate and motivating behaviour of the teacher will be more effective in the happiness class during expression.

1. Gratitude

Session 1.1

Duration : Minimum one day or till the teacher's satisfaction.



Objective: To seek the attention of students towards the contribution of family members who are taking care of their food and health.

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

Note for the Teacher: Our parents and other family members take care of the nutrition of our body to keep us healthy. We understand the importance of such relations if we notice these things. It promotes the feeling of gratitude and improves our behaviour. This is the objective of this Session.

Reflection by students:

- Who cooked food in your home this week?
- What things were kept in mind while cooking food?
- Who else contributed while preparing food?
- How was the mood of person while serving food? (Was he/she smiling or tense or in stress or irritated).
- How did you feel while having your meal?
- Did some day happen that food prepared was not tasty but it was good for health? What did you do at that time?
- Who is the last person to eat food in your family most of the time? Why is this so ?

Task for Next Expression Day:

This week we shall observe some people other than family members in our school and neighbourhood who have taken care of our health and food. How did they take care of our health and why did they do so? Talk to these people to find the answer.

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

Session 1.2

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



Objective: To seek the attention of students towards people other than family members who are taking care of their food and health.

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

Note for the Teacher: Now-a-days people are becoming self-centred or family-centred. On the contrary, there are so many people contributing to an individual's good health. When we are able to observe and understand their contribution then we are filled with the feeling of gratitude towards them. This is the objective of this session to seek the attention of the students towards people other than family members who are taking care of their health.

Reflection by students:

- Did someone look after your food? (mid-day meal or some other type of food). Who were these people ?
- What did they keep in mind while serving you food? (Quality of food, seating arrangement, cleanliness and hygiene).
- Why did they do these things? (Motivate students to talk to these people to find answers to these questions).
- Did someone look after your food in your neighbourhood? Who were these people?
- Why did they do so?
- Did you go to any of your relatives' places this week? Who looked after your meal there? Why did they do so?
- Did someone stop you from eating anything? Name those items for which they stopped you. Why did they stop you?

Task for Next Expression Day:

This week we shall observe such people who look after us when we are ill and people who prevented us from getting hurt or helped us after getting hurt. Talk to these people and try to find out why they help you?

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

Session 1.3

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



Objective: To seek the attention of students towards people who take care of their body.

Begin the class with mindful breathing 2-3 minutes.

Note for the Teacher: There are so many people in our family, neighbourhood and school who take responsibility for taking care of our body. When we are able to see their contribution, we are filled with a feeling of gratitude towards them and there is a change in our behaviour towards them.

Reflection by students:

- Who took care of your health when you were ill? How?
- Who took care of your playing activities this week? Who went to park with you? Why did they do so?
- Who prevented you from being hurt this week at home? How? (keeping pointed objects away from your reach, preventing the floor from being slippery).who saved you from being hurt this week at school and neighbourhood? How?
- Were any of you hurt this week? Who helped you in this situation? How?
- Why did they take care of you?

Task for Next Expression Day:

This week we shall observe such people at home or in school who have helped us in studies or supported us to learn something else.

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

Session 1.4

Duration : Minimum two days or till the teachers satisfied .



Objective: To seek the attention of students towards who contributed in their learning.

Begin the class with mindful breathing 2-3 minutes.

Note for the Teacher:

Learning and understanding is an appealing process in itself. It is also helpful for a person to live happily. It helps the students better to live in relationships when they understand the contribution of people towards their learning.

Reflection by students:

- Who are the people who support your learning in school? How?
- Who helped you to learn anything at home? How?
- Tell about some incident when after learning or knowing something you felt very good. Who helped you to learn that?
- Who takes the responsibility of maintaining a better learning environment at home? How?

Task for Next Expression Day:

This week we shall observe our feelings and emotions for people who took care of our food, education and other needs.

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

Session 1.5

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



Objective: To help students to have a feeling of gratitude towards others.

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

Note for the Teacher: When we are able to see contribution of people around us then it generates the feeling of gratitude that helps to live with graceful behaviour. This session will help the students to observe.

Reflection by students:

- You were hungry and food was served in time?
- Did it ever happen that you were very hungry and food was not served in time? How did you feel at that time?
- Did you try to find the reason behind delay? What was the reason?
- How did you feel about the person who made all the necessary arrangements for your food.
- Which needs of yours were fulfilled this week?
- Who took care of your needs?
- How did you feel for these people?
- How did you feel when you were able to understand any concept or anything this week? What were your feelings for the person who helped you to understand? Give one example.

Task for Next Expression Day:

This week we shall try to observe ourselves as to how we express our feelings of gratitude towards people from our family, neighbourhood or school who helped us in any way.

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

Session 1.6

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



Objective: To motivate students to express the feeling of gratitude towards others.

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

Note for the Teacher: It is necessary to see and feel one's contribution towards us as well as an expression of the feeling of gratitude that grows from it. It prepares to live together and bring harmony in relationships. The students express their gratitude towards people who are responsible for their nurturing, protection /safety and learning. This session will give them an opportunity to share this among themselves.

Reflection by students:

- In the last few days, your attention has gone towards the contribution of which family member? How did you feel towards them?
- How did you show gratitude towards them? How did you feel after showing gratitude?
- Whom did you express gratitude in your class, school or neighbourhood this week and why?
- What did you do to show gratitude?
- Describe any one person, after seeing his contribution in your life, your behaviour towards him changed.

Task for Next Expression Day:

This week we will note those people who have contributed in many ways in our lives. Which of them would you like to meet and thank again.

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

Session 1.7

Duration : Minimum one day or till the teacher's satisfaction.



Objective: Motivate students to express the feeling of gratitude towards others.

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

Note for the Teacher: This session is an opportunity for the students to express the feeling of gratitude towards others. Creating a card or writing a letter will give them an opportunity to relive their experiences and thoughts.

Reflection by students:

- Make a 'thank you card' for the person to whom you want to express your gratitude and if possible, send this card to them.
- Write a letter to a member of your family, your teacher or a friend expressing your gratitude and send it to them or read it out for them

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

2. Affection

Session: 2.1

Duration : Minimum one period but can be extended if required.



Objective: Students should be able to notice that visibility of relations becomes the basis of the value, 'affection'.

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

Note for the Teacher: Our behaviour is different with people whom we consider our own. The behaviour changes with the same person once we recognise the relation with him. Affection is reflected with the feeling of oneness which becomes the basis of happiness.

Questions for discussion:

- Think about a friend of yours. How did you become friends.
- How was your behaviour with him before you became friends? How did your behaviour change with him after you became friends?
- When did you last go to a relative's house?
- Was someone introduced to you as a brother or sister, like cousins etc?

Task for Next Expression Day:

This week we will notice if we get annoyed with someone? What was the reason for this annoyance? Who came forward to make peace?

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

Session: 2.2

Duration : Minimum one period or till the teacher is satisfied.



Objective: Students should be able to notice that they get angry with each other but if you have affection for the person, you try to resolve the issues.

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

Note for the Teacher: When we are together, we get angry, confront each other or get annoyed. But to live happily, it is important to resolve the issues with right understanding.

Questions for discussion:

- Did you ever get annoyed with your brother or sister? How long did it last?
- Did you ever get angry with your friends?
- What was the reason for being angry?
- Who tried to resolve the issue and how .
- Did anyone ever got angry with you? Who was that?what was the reason for him to be angry?Did the issue got resolved? How?

Task for Next Expression Day:

This week we will notice if we get annoyed with someone? What was the reason for this annoyance? Who came forward to make peace?

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

Session 2.3

Duration : Minimum one period or till the teacher is satisfied.



Objective : Students should be able to notice with whom they share their happiness or troubles.

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

Note for the Teacher: Our parents and People around us take care of our food and nutrition. We acknowledge their importance when we understand their contribution and this brings in us the feeling of gratitude and we behave in humility . The session has been kept with this objective

Questions for Discussion:

- With whom did you share your happiness or sorrows during the last week?
- Why did you choose them for this sharing?
- With whom did you share your happiness and sorrow in your school?
- Why did you tell them about your happiness or sorrows?
- Is there anyone in your neighborhood with whom you shared all this? Share the details of the person if you wish to.
- Why did you choose him to share

Task for Next Expression Day:

Notice the acts of playing, eating etc. with your siblings or friends during the week.

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

Session: 2.4

Duration : Minimum one period or till the teacher's satisfaction.



Objective: Students should be able to draw the attention of the students that they want to spend time with those students , with whom they feel affection.

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

Note for the Teacher: The value of affection is present when we want to spend time with someone while eating or playing. Students would be able to see that happiness is when we spend time with our near and dear ones.

Questions for Discussion :

- With whom(brother,sister,cousins or friends) did you sit and have your meals?
- Why did you choose these people to sit with?
- With whom did you play any games this week?
- Why did you choose them to play with?
- Which are all activities that you did with these people?
- Who was being benefited with these activities?
- Why did you all do these works together?

Task for Next Expression Day:

We will observe what are the things or incidents that we shared with others. Also notice which visitors in your house made you happy.

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

Session 2.5

Duration : Minimum one period or till the teacher is satisfied.



Objective: To be able to notice that we share happily with people whose are near and dear to us. Sharing your feelings with someone gives you happiness but that also is done comfortably when you feel the value of affection.

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

Note for the Teacher: We share the things comfortably and happily with the people we are close to. Sharing our thoughts and feelings with someone is also a happy experience but it can be done with ease in an environment of affection.

Expression by students:

- Did you share something of yours with your siblings, neighborhood or a friend? How did you feel at that time?(Take the sharing about parents, siblings and neighborhood one by one).
 - Tell us about an incident when you shared your favourite thing with someone, that may be your favourite dish, toy or even offering your seat.
 - Why did you do that?
- With whom did you talk a lot during the last week?
 - Why did you choose these people to spend time with?
 - Did you have a visitor with whom you sat and talked leaving your favourite activity like watching TV or playing outside? Who was that visitor?
 - Why did you do this?

Task for Next Expression Day:

Notice the instances where you did not have inhibitions to take and use their items(may be food or toys or stationary etc.)

Also notice how did you feel if somebody took your items to use for their purposes? What did you do ?

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

Session 2.6

Duration : Minimum one period or till the teacher is satisfied.



Objective: To be able to understand that we share happily with people who are near and dear to us.

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

Note for the Teacher: When we have affection, it doesn't matter using things which are not owned by us. The only concern is of correct and cautious use. This concern also can be put forward in a humble way.

Questions for Discussion:

- Has your brother or sister ever used your things without your permission?
 - How did you feel when you came to know about it?
 - What did you do at that time?(How did you react/respond?)
 - Have any of your friends taken something of yours without your permission?
 - How did you feel?
-
- How did you react/ respond
 - Has anyone else, apart from your brother, sister or friends taken your things without your permission?How did you feel?
 - How did you react/respond to this?
 - Did you ever take somebody's things without his/ her permission?
 - Did you return the things to the concerned person? Did you tell the person while returning or not?

Task for Next Expression Day:

Notice the instances whose company do you enjoy while going to school or anywhere else?

Also think why do you like this company?

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

Session 2.7

Duration : Minimum one period or till the teacher is satisfied.



Objective: To be able to understand, seeking someone's company is a sign of affection to that person.

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

Note for the Teacher: We seek the company of people while coming to school or going anywhere, with whom we have the feeling of affection.

Questions for Discussion

- With whom did you walk to school during the week?
- Has it happened any of the days that your friend was absent and it bothered you?(You felt his/ her absence)? Why did you feel so?
- Did you visit any of the places during the last week? With whom did you spend most of your time?
- Did you feel somebody's absence at that place? Why did you feel so?

Task for Next Expression Day:

Notice during the week who were the ones to help you or did you help someone? What were the occasions that you thanked them? What was the result of thanking or not thanking at that time?

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

Session 2.8

Duration : Minimum one period or till the teacher is satisfied.



Objective: To be able to understand that when we have the feeling of affection then we don't intend to make them realise the favour made by us.

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

Note for the Teacher: When we have the feeling of affection we intend to co-operate and also expect cooperation but do not intend to make others realise they are doing favours. Paying the gratitude orally feels good but it is not necessary. The feeling of cooperation remains always if the feeling of affection persists.

Questions for Discussion

- Whenever you help your brother, sister or friends, how do you feel?
- Recall an incident when you helped someone and he thanked you. How did you feel?
- Would you offer your help again? Tell us reasons for your answers.
- Recall an incident when you helped your brother, sister or friends but they did not say thanks. How did it feel?
- Would you like to help the person again? Give reasons for your answer.
- Has it ever happened that someone helped you and you did not say thanks.
- Do you think in such case the behaviour of that person changed towards you?

Task for Next Expression Day:

Notice around you, who are the people taking care of your food and health.

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

3. Care

Session 3.1

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



Objective: To Motivate students to notice and feel the things done for them with care.

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

Note for the Teacher: Care is to take responsibility for nurturing and safety or security of someone. Many people in home, neighbourhood or school are carrying out such responsibility very effectively. In this session, the attention of students will go to this and they will be able to develop the ability to live in harmony in relation.

Reflection by students:

- The last few days, has anyone in your house fallen ill? Who has taken care of their food, drink and medicines?
- Was anything else done to take care of them? Who did all those things?
- Why would they have done all that? (To know this, students should be asked to talk to those members of their family. Their views can be heard in the next expression class).
- A. Who cares about your needs at home?
- Which of your needs were taken care of this week without asking? Who were the people who took care of them?
- Did it ever happen that any of your needs were met late? What might be the reason behind this? What efforts were done to fulfil your need?
- Is there anyone in your own neighbourhood or school who cares for you just like your parents ? Share a previous incident when you felt like this.

Task for Next Expression Day:

This week we will notice those people for whom we are taking care of or food or any other requirement.

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

Session 3.2

Duration : Minimum one day or till the teacher's satisfaction.



Objective: Students should express with a sense of care.

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

Note for the Teacher: The student himself also performs many such tasks in which he is with a feeling of care towards someone. The session will help him to see these tasks and be motivated to present himself with care before his younger ones.

Reflection by students:

- In the last few days, have you taken care of anyone's food, drinking, wearing etc and how?
- Have you ever taken care of someone when they are hurt or ill? How?
- Have you ever taken care of someone to get up, to sit or to walk or to play and how?
- Why did you do that ?
- Which of these tasks do you do regularly?

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

4. Respect

Session 4.1

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



Objective: Motivate students to notice that using their skills or understanding to be useful to others gives themselves good feelings. This is also self-respect.

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

Note for the Teacher:

Whenever we are able to help someone when they need it, we feel good. He is useful to understand that getting our work done well by our understanding or skill shows our utility. Whenever we prove to be useful for our parents, brother/sister or someone else then we help them as well as at the same time we honour ourselves.

Expression by students:

- Who were you able to help during this week? How?
- How did you feel after doing that work?
- Did you tell anyone about this before today? Whom did you tell? Why did you tell this?
- Is it so that if we tell others about incidents we feel more happy? Why or why not?

Task for Next Expression Day:

This week we will see whether we have bought something which is very special to us. Did we feel like showing it to others? We will also try to find out why we show it to someone else?.

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

Session 4.2

Duration : Minimum one days or till the Teacher's satisfaction.



Objective: The student can see how much efforts made by him /her to get respect were appreciated.

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

Note for the Teacher: We all want respect. To achieve this, some people are involved in beautifying their body, some are trying to show their physical strength, some are trying to glorify their property & wealth. While others have assumed that a higher position is the basis of getting respect. This session will give students an opportunity to examine their efforts. They will be able to introspect that which effort of theirs was successful to attain respect for themselves.

Reflection by students:

- Have you brought any such item in the last few days that you wanted to show to others and tried to get respect out of it? How did you feel after doing this?
- Has it ever happened that when you wanted to show something special to someone, he did not even notice? How did you feel at that time?
- What did you do then?
- Why did that person ignore you at that time?
- What other things you did this week that could give you respect? What was the result of your efforts?

Task for Next Expression Day:

This week we will notice those people in our family, neighbourhood or school who inspire us and we want to be like them. We will also try to find our behaviour towards them.

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

Session 4.3

Duration : Minimum one days or till the Teacher's satisfaction.



Objective: The students should pay attention to such people in their family, school or society whom they find exemplary.

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

Note for the Teacher: We respect those people whom we have accepted as great personalities and talent. Our behavior is self controlled and polite towards those whom we respect. In this session, students will be able to see which people are respected on the basis of their superiority and how their behaviour is towards such people.

Reflection by students:

- Describe a person from whom you get inspired. (Anyone from your family, neighborhood or society).
- Which of their qualities inspire you?
- Tell me about a person you want to be like. (Anyone from family, neighbourhood or society).
- Which of their qualities inspire you?
- Name a person from your family, neighbourhood and society with whom you behave with humility. Why? (Try to discuss about only one person at a time).

Task for the next Expression day:

This week let us identify whether we felt like being compared or discriminated against. Also pay attention to someone who is just like you at home or at school.

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

Session 4.4

Duration : Minimum one day or till the teacher is satisfied satisfaction.



Objective: To get the attention of students that it is also showing respect when you treat everyone as equal human beings.

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

Note for the Teacher: Every person has a common desire not to be discriminated against, on any basis whether on physical appearance or level of understanding. Treat everyone equally is showing respect to all.

Reflection by Students:

- Were you being compared to anyone at home or school this week? On what basis were comparisons being done, habits, studies or behaviour?
- How did you feel when compared?
- Have you also compared a person to someone else ? Why did you do that?
- How did you feel after doing that?
- Identify some people from home or school who you think are just like you.
- Which of their qualities or habits do you think are similar to yours?
- How do you feel like being with them?

Task for Next Expression Day:

This week observe different ways of respect around you.

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



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