

Grade Nur-K.G.

TEACHER'S HANDBOOK FOR HAPPINESS CLASS



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

Grade Nur-K.G.

TEACHER'S HANDBOOK FOR HAPPINESS CLASS



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

©SCERT, Delhi
January 2022
ISBN: 978-93-93667-71-7
1100 Copies

Patron

Sh. Manish Sisodia

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

Chief Advisor

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

Advisors

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

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

Guidance

Sh. Nahar Singh, Joint Director Academic SCERT, Delhi

Chief Editor

Dr. Anil Kumar Teotia, Chairman, Happiness Curriculum Committee

Editors

Dr. Shyam Sundar, Assistant Professor, DIET Daryaganj

Dr. Karamvir Singh, Assistant Professor, DIET Daryaganj

Publication Officer: Dr. Mukesh Yadav, SCERT Delhi

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

Published by: State Council of Educational Research and Training, Delhi

Printed by: M/s Star Forms, Delhi # 9810520802

Teacher's Handbook for Happiness

Class Nur-K.G.

ISBN : 978-93-93667-71-7

Chief Editor

Dr. Anil Kumar Teotia

Chairman, Happiness Curriculum Committee

Editors

Dr. Shyam Sundar

Assistant Professor, DIET Daryaganj

Dr. Karamvir Singh

Assistant Professor, DIET Daryaganj

Contributors

Dr. V.K. Pathak

Assistant Professor, SCERT, Delhi

Ms. Asha Rani

Mentor Teacher,

Dte of Edn, GNCT of Delhi

Vipul Kumar Verma

Mentor Teacher,

Dte of Edn, GNCT of Delhi

Asha Khurana

Lecturer English,

Dte of Edn, GNCT of Delhi

Dr. Ajay Kumar

Assistant Professor, DIET, Dilshad Garden, Delhi

Dr. Geeta Misra

Mentor Teacher,

Dte of Edn, GNCT of Delhi

Dr. Madhvi Bahuguna

Principal (Retired),

Dte of Edn, GNCT of Delhi

Ms. Shruti Gupta

Dream a Dream



State council of Educational Research and Training

Varun Marg, Defence Colony, New Delhi -110024

MANISH SISODIA

मनीष सिसोदिया



सत्यमेव जयते

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

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

नई दिल्ली-110002

Email : msisodia.delhi@gov.in

D.O. No. DYCM/2021/203
19th August, 2021.

Date : _____

MESSAGE

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

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

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

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

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



-2-

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

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

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

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


(MANISH SISODIA)

**H. RAJESH PRASAD
IAS**



सत्यमेव जयते

प्रधान सचिव (शिक्षा)

राष्ट्रीय राजधानी क्षेत्र

दिल्ली सरकार

पुराना सचिवालय, दिल्ली-110054

दूरभाष: 23890187 टेलीफैक्स : 23890119

Pr. Secretary (Education)

Government of National Capital Territory of Delhi

Old Secretariat, Delhi-110054

Phone : 23890187, Telefax : 23890119

E-mail : secyedu@nic.in

MESSAGE

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

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

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

(H Rajesh Prasad)

HIMANSHU GUPTA, IAS
Director, Education & Sports



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

MESSAGE

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

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

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

My best wishes to Team Happiness!

(HIMANSHU GUPTA)

Rajanish Singh

Director



**State Council of Educational
Research and Training**

(An autonomous Organisation of GNCT of Delhi)

Varun Marg, Defence Colony, New Delhi-110024

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

E-mail: dir12scert@gmail.com

Date : 16/8/2021

D.O. No. F.NO.16(1)/Dir. (S&T)/58

Message

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

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

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

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

(Rajanish Singh)

Dr. Anil Kumar Teotia
Chairman



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

DIET, Daryaganj New Delhi-110002

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Acknowledgement

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

Index

Brief Outline of Happiness Curriculum	1
Note for Teachers	7
Mindfulness Section	8
Session 1: Understanding Breathing	12
Session 2: Simon Says	17
Session 3: Vocalization	21
Session 4: Working according to Instructions	25
Session 5: Mindful Listening – I	29
Session 6: Mindful Listening - II	33
Session 7: Mindful Listening – III	37
Session 8: Mindful Listening – IV	41
Session 9: Mindful Seeing I	45
Session 10: Mindful Seeing – II	49
Session 11: Heartbeat Activity	53
Session 12: Mindful Touch	57
Session 13: Mindful Scribbling	61
Session 14: Mindful Walking	65
Session 15: Mindfulness of Feelings	69

Brief Outline of Happiness Curriculum

1. Why Do We Need Happiness Curriculum?

1.1 Context & Background

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

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

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

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

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

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

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

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

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

Happiness – In School Setting

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

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

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

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

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

on standardized tests.

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

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

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

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

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

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

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

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

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

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

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

CONCEPT:

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

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

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

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

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

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

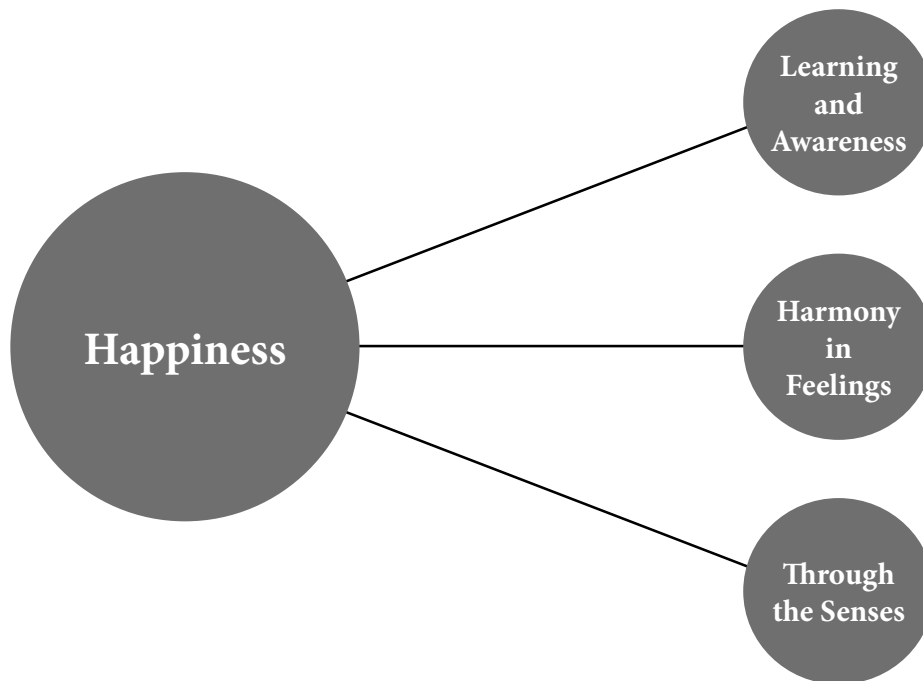
The Triad for Happiness:

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

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

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

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



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

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

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

3. SYLLABUS OUTLINE:

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

CLASS Nur-K.G.

The happiness curriculum designed for Nursery and K.G. consists of only mindfulness activities. This is done keeping in mind their developmental age as these students are active, have limited attention span and learn through sensory exploration.

S.No	Units	Modules & Sessions
1	Exploring Happiness through Learning and Awareness	<ul style="list-style-type: none"> • Learning to be aware of one's emotions • Learning to be mindful

Note for Teachers

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

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

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

Children are always curious there eagle to know about everything. They have unlimited potential of learning and understanding the things. At this age they are non judgemental and completely free from the agony of the past, disagreement with the present and tension about the future. The learned through imitation and following the conduct the sea in their surroundings. So if they start practicing mindfulness at this stage itself, it might help them learn to improve concentration and focusing on their present moment. Ultimately they will be performing every task with utmost focus and care. Hence only mindfulness has been accommodated in pre primary classes.

Mindfulness Section

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

Mindfulness: An introduction

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

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

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

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

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

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

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

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

Children and Mindfulness (Mindfulness)

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

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

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

There are many benefits of practicing mindfulness:

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

Kindly understand the following important points for this class

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

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

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

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

Mindfulness practice for students

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

Points to remember

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

Important points to remember for Teacher

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

just during class, but outside classrooms as well.

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

Session 1: Understanding Breathing

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

Distribution of Time:

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

1.a) Mindful Check in: 5 minutes



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

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

Dos and Don'ts

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

b) Introduction to Mindfulness – 5 to 8 minutes



Objective: To introduce students to the concept/practice of paying attention

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

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

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

Dos and Don'ts

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

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



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

Steps for Practice:

Begin the practice by asking students the following questions:

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

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

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

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

Proposed points for discussion:

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

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

b. Focus on breathing



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

Steps of Activity :

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

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

Proposed Points of Discussion:

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

Don't:

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

3. Silent Check out: 2 minutes



Objective: The Objective of this activity is to help students so reflect on their thoughts and feelings arising from this Mindfulness activity.

Steps of Activity:

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

Dos and Don'ts

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



Session 2: Simon Says

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

Distribution of Time:

1. a. Mindfulness Check-in: 3 - 5 minutes
b. Introduction to Mindfulness and discussion on the same 5 to 8 minutes
2. Simon says activity and discussion: 15 minutes
3. Silent Check- out: 2 minutes

1.a) Mindful Check in: 5 minutes



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

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

Dos and Don'ts

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

b) Discussion Mindfulness – 5 minutes



Objective: To introduce students to the concept/practice of paying attention

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

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

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

Dos and Don'ts

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

2. Simon Says: 15 minutes



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

Activity stages/phases:

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

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

Simon says (or without taking Simon’s name)

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

Proposed points for discussion on the activity:

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

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

3. Silent Check out: 2 minutes



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

Steps of Activity:

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

Dos and Don'ts

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



Session 3: Vocalization

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

Distribution of Time:

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

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



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

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

Dos and Don'ts

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

b) Introduction to Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindful Listening

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

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

Dos and Don'ts

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

2. Vocalization: 15 minutes



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

Dos and Don'ts:

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

In this activity the students have to say “aa” depending upon the speed of the teacher's hand.

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

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

Proposed points for discussion on the activity:

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

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

3. Silent Check out: 2 minutes



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

Steps of Activity:

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

Dos and Don'ts:

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



Session 4: Working according to Instructions

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

Distribution of Time:

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

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



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

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

Dos and Don'ts

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

b) Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness

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

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

Dos and Don'ts:

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

2. Working according to instructions: 15 minutes



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

Dos and Don'ts:

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

Stages/Phases of the activity:

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

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

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

Teacher says, "Jump" but they are sitting.

The activity needs to be taken forward in this manner.

Proposed points for discussion in the activity:

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

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

3. Silent Check out: 2 minutes



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

Steps of Activity:

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

Dos and Don'ts

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



Session 5: Mindful Listening – I

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

Distribution of Time for the 25-minute class has been done as follows:

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

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



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

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

Dos and Don'ts

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

b. Discussion on Mindfulness



Aim: To introduce students to the practice of mindfulness

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

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

Dos and Don'ts

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

2. Mindful Listening - I: 15 minutes



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

Stages/Phases of the Activity:

- In this activity, the teacher may ask students which are the places where there is a lot of noise and which are the places which are very quiet
- Teachers may give this example:

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

- Teachers may tell students that we will now do an activity to identify and listen to different sounds
- Teachers may now call some students in front of the class and ask them to take out different types of sounds and the rest of the class children will try to identify by paying attention to that sound (like a cat's sounds, the sound of the lion roaring, train sound, car sound, running sound etc.)
- When the children identify the sounds, the teacher may repeat the same activity by closing the eyes of the students and asking the students to identify which children had taken out which all sounds
- 4-5 students may be called forward to get this activity done

Proposed Points of Discussion:

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

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

3. Silent check out: 2 minutes



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

Steps of Activity:

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

Dos and Don'ts

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



Session 6: Mindful Listening - II

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

Distribution of Time for the 25-minute class has been done as follows:

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

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



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

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

Dos and Don'ts

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

b. Discussion on Mindfulness: 5 minutes



Aim: To introduce students to the practice of mindfulness

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

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

Dos and Don'ts

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

Mindful listening – II : 15 minutes



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

Phases of the process:

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

(The teacher here stops for a few seconds.)

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

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

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

Proposed points for discussion on the activity:

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

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

3. **Silent check out: 2 minutes**



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

Steps of Activity:

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

Dos and Don'ts

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



Session 7: Mindful Listening – III

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

Distribution of Time for the 25-minute class has been done as follows:

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

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



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

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

Dos and Don'ts

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

b) Discussion on Mindfulness: 5 minutes



Aim: To introduce students to the practice of mindfulness

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

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

Dos and Don'ts

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

Mindful Listening – III : 15 minutes



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

Phases of the process:

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

Dos and Don'ts

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

Proposed points for discussion on the activity:

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

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

3. Silent check out: 2 minutes



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

Steps of Activity:

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

Dos and Don'ts

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



Session 8: Mindful Listening – IV

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

Distribution of Time for the 25-minute class has been done as follows:

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

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



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

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

Dos and Don'ts

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

b. Discussion on Mindfulness: 5 minutes



Aim: To introduce students to the practice of mindfulness

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

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

Dos and Don'ts

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

Mindful listening – IV: 15 minutes



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

Phases of the activity:

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

Dos and Don'ts

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

Proposed points for discussion on the activity:

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

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

3. Silent Check out: 2 minutes



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

Steps of Activity:

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

Dos and Don'ts

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



Session 9: Mindful Seeing I

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

Distribution of Time:

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

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



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

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

Dos and Don'ts

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

b) Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness

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

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

Dos and Don'ts

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

2. Mindful Seeing-I and discussion: 15 minutes

Teachers can ask the students that how do they see things? (With their eyes)

Teachers can ask the students where are our eyes? (Indicate your eyes)

Teachers can ask the students what all things can you see in the classroom? (Table, chair, books, etc.)

Teachers can say- "You all may sit in your places. I am going to say few sentences in front of you and based on those sentences, you can tell me which object am I talking about."

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

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

Dos and Don'ts:

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

Proposed points for discussion on the activity:

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

3. Silent Check out: 2 minutes



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

Steps of Activity:

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

Dos and Don'ts

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



Session 10: Mindful Seeing – II

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

Distribution of Time:

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

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



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

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

Dos and Don'ts

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

b) Discussion on Mindfulness



Objective: To introduce students to the practice of Mindfulness

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

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

Dos and Don'ts

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

2. Mindful Seeing and discussion: 15 minutes



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

Dos and Don'ts

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

Stages/Phases of the activity:

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

Dos and Don'ts: What to do and not to do:

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

Proposed points for discussion on the activity:

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

3. Silent Check Out: 2 minutes



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

Steps of Activity:

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

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

Dos and Don'ts

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



Session 11: Heartbeat Activity

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

Distribution of Time:

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

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



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

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

Dos and Don'ts

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

b) Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness

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

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

Dos and Don'ts

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

2. Heartbeat Activity and discussion: 15 minutes



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

Steps of Activity:

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

Proposed Points of Discussion:

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

Dos and Don'ts

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

3. Silent Check Out: 2 minutes



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

Steps of Activity:

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

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

Dos and Don'ts

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



Session 12: Mindful Touch

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

Distribution of Time:

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

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



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

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

Dos and Don'ts

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

b) Discussion on Mindfulness



Objective: To introduce students to the practice of Mindfulness

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

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

Dos and Don'ts

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

2. Mindful Touch and Discussion: 15 minutes



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

Steps of Activity:

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

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

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

Proposed point of discussion in activity:

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

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

3. Silent Check out: 2 minutes



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

Steps of Activity:

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

Dos and Don'ts

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



Session 13: Mindful Scribbling

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

Distribution of Time:

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

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



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

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

Dos and Don'ts

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

b) Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness

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

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

Dos and Don'ts

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

2. Mindful Scribbling and discussion: 15 minutes



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

Materials required: Paper, crayon

Steps of Activity:

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

Proposed points of discussion:

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

3. Silent Check out: 2 minutes



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

Steps of Activity:

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

Dos and Don'ts

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



Session 14: Mindful Walking

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

Distribution of Time:

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

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



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

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

Dos and Don'ts

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

b) Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness

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

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

Dos and Don'ts

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

2. Mindful Walking and discussion: 15 minutes



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

Dos and Don'ts

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

Steps of Activity:

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

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

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

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

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

Proposed Points of Discussion:

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

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

3. Silent Check Out: 2 minutes



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

Steps of Activity:

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

Dos and Don'ts

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



Session 15: Mindfulness of Feelings

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

Distribution of Time:

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

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



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

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

Dos and Don'ts

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

b) Discussion on Mindfulness: 5 minutes



Objective: To introduce students to the practice of Mindfulness

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

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

Dos and Don'ts

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

2. Mindfulness of Feelings and discussion: 15 minutes



Objective: ✧ Introduction to Feelings ✧ Discussion on feelings and understanding them better

Dos and Don'ts

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

Steps of Activity:

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

Proposed Points of Discussion:

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

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

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

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

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

3. Silent Check Out: 2 Minutes



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

Steps of Activity:

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

Dos and Don'ts

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



[illegible]



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