

Grade I

**TEACHER'S
HANDBOOK FOR**
**HAPPINESS
CLASS**



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

Teacher's handbook for Happiness grade-1 (English ver.)

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In today's changing world, our goal in education remains the same: to guide our students towards academic success, be responsible citizens, and lead fulfilling lives. However, the rise in literacy levels over the past few decades has been accompanied by a declining concern for pressing societal issues. It is in this context that the Happiness Curriculum, a cornerstone of Delhi Government schools, has emerged as a solution to challenges posed by contemporary human behaviour through holistic education.

Amidst our pursuit of academic excellence, it is evident that our current education system sometimes falls short in nurturing well-rounded individuals. To bridge this gap, the Happiness Curriculum was introduced in 2018 across all Delhi Government schools. Now, five years since its inception, the Curriculum's resounding success has reinforced its relevance in our ever-evolving world. It transcends conventional teachings, placing emotional well-being and inner resilience at the forefront. From its inception, the Curriculum's positive influence was palpable – students embraced a newfound sense of joy, engagement, and freedom from stress. The classroom environment shifted, becoming a haven of growth and exploration.

Since its implementation, school administrators have reported a remarkable increase in student attendance, happiness, and a significant reduction in stress levels. Teachers and peers alike have attested to the Curriculum's positive impact on student engagement, fostering an environment conducive to academic focus. Importantly, the Happiness Curriculum has instilled an enduring sense of self-confidence in our students – a testament to its efficacy. Parents have reported notable transformations in their children's behaviour – enhanced respect for family members and an evolving sense of responsibility. These changes echo the fundamental essence of education – shaping individuals towards becoming responsible, empathetic and compassionate human beings. Just as a computer's operating system determines the efficiency of its applications, a student's mindset is the bedrock of their academic and personal achievements.

As the Delhi Government's commitment to world-class, holistic education garners recognition both nationally and internationally, let us continue our collective endeavour to refine teaching and learning practices. In this regard, I am delighted to formally introduce the English edition of the Teacher's Handbooks for the Happiness Curriculum. This valuable addition to our educational resources can further amplify our united efforts in cultivating individuals with a well-rounded and holistic outlook.

In this moment of reflection and celebration, I extend my heartfelt gratitude to Shri Manish Sisodia Ji, the visionary catalyst behind the ground-breaking Delhi Education Revolution. His insight paved the path for the Happiness Curriculum, benefiting countless children across Delhi.

I also extend my warmest congratulations to all those who contributed to the development of the Happiness Curriculum. Your dedication has sown the seeds of positive change and progress. As we forge ahead, I am steadfast in my belief that the Happiness Curriculum will continue to mould content, responsible citizens who will contribute significantly to building an educated and capable nation.

Warmly,

Atishi ..

Atishi

अशोक कुमार, भा.प्र.से
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MESSAGE

The primary objective of education is not just to acquire theoretical knowledge and achieve high grades to attain prestigious positions. Instead, the purpose of education goes beyond that, focusing on the holistic development of human beings by nurturing skills along with understanding, behaviour, and lifestyle is the ultimate goal of education.

Over the past few decades, it is being observed that physical comforts and conveniences are increasing rapidly but human values and inter-personal relationships are declining. Stress and depression among the younger generation is increasing day by day. Respect for teachers is deteriorating and Teacher-taught relations are straining.

In the quest to resolve such serious issues, the govt of Delhi introduced the Happiness Curriculum in its schools in 2018. The initial results of the Happiness Curriculum after five years have been very encouraging and positive. The program has increased concentration among children, helped them understand the value of labour and recognize others' contribution in their lives.

On this occasion of introducing the English version of the Happiness Curriculum Handbooks for teachers, I would like to extend my heartfelt congratulations to all the members of the Cell for Human Values and Transformative Learning (CHVTL), SCERT Delhi and the entire team of the Happiness Curriculum who have tirelessly worked day and night to complete these books timely.

Best Wishes

(ASHOK KUMAR)

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MESSAGE

Happiness is all about being happy. In this digital era when life has become a race, it is the need of the hour to relax and be mindful instead of being mind full. With this vision, Happiness Curriculum in the schools of Directorate of Education was introduced in 2018 to let the students be mindful about their emotional health.

I am feeling extremely happy to present the English version of Happiness Curriculum books to the teachers for all the schools under the Directorate of Education.

Based on the Co-Existential Learning propounded by Mr. A. Nagraj, this curriculum seems to be effective in establishing the importance of humanisation of education in children.

At present, the attention of most of the people is engaged in the education system is focused on making the students capable of cramming information, scoring marks & earning money. On the other hand, the strained relations in the society, increasing Depression and tension in the young generation compel one to think that why education is actually deviating from its original purpose.

The Happiness Curriculum is a wonderful initiative in the direction of establishing the real value of education in the life of human beings. It is an attempt to take young generation out of the glare of materialism and cut-throat competition. Research studies conducted on the Happiness Curriculum at national and international level show that his course is proving helpful in improving concentration levels of children as well as in understanding the importance of inter-personal relationship in school, family and society by practicing such behaviour.

On this occasion, I congratulate everyone who worked day and night to prepare these handbooks.

I hope that in the times to come, the Happiness Curriculum will achieve its original objective i.e. humanisation of education.

My Best Wishes!

(HIMANSHU GUPTA)

NANDINI MAHARAJ, IAS
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MESSAGE

The Happiness Curriculum has been acclaimed worldwide during the last 5 years and as a testimony for the same many educational researchers have also conducted research studies on this unique intervention of the Government of Delhi. The present Teachers' Handbooks in English medium on the Happiness Curriculum are indeed an additional feather in the cap of the Directorate of Education, GNCT of Delhi. These books will certainly help in internationalising and expanding the horizons of this innovative educational experiment running in the Government schools of Delhi. These handbooks will also be helpful for the national and international delegates to explore and experience the concept of the Happiness Curriculum to a greater extent.

I congratulate the entire Team Happiness and the Cell for Human Values and Transformative Learning (CHVTL), SCERT for their untiring efforts in bringing this new edition of the Teachers' Handbooks on the Happiness Curriculum with topics on Mental Well Being imbedded into it.

I wish all these take holders a brighter future.

Nandini

Nandini Maharaj

Dr. Rita Sharma
Director SCERT



स्वाध्यायान्मा प्रमदः

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Message

Dear Readers,

It is with great pleasure that I welcome you to explore the impact of the Happiness Curriculum. At CHVTL, SCERT our commitment to nurturing holistic education has led us to work on this unique curriculum that aims to cultivate not just knowledge, but also the seeds of happiness and emotional well-being.

In a world filled with challenges, uncertainties, and ever-evolving complexities, the need for a curriculum that fosters resilience, compassion, and a positive outlook is more evident than ever. The Happiness Curriculum serves as a beacon of hope, guiding our students towards a more balanced, meaningful, and joyful life.

Within these chapters, you will discover the philosophy, methodology, and success stories that make the Happiness Curriculum a transformative force in our educational landscape. We believe that education is not confined to textbooks alone, but extends to shaping well-rounded individuals capable of contributing positively to society. This curriculum strives to empower our learners with the tools to navigate the world with empathy, self-awareness, and a sense of purpose.

I extend my heartfelt gratitude to the educators, students, parents, and all stakeholders who have embraced and supported the journey of the Happiness Curriculum. Your dedication and enthusiasm have played a pivotal role in making this vision a reality. As we continue to learn and evolve, let us work hand in hand to ensure that the values of happiness and well-being remain integral to the foundation of our education system.

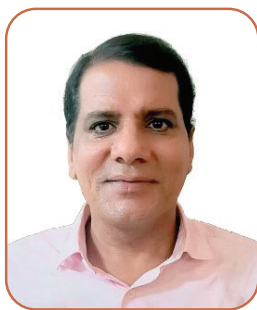
With warm regards

Rita Sharma

(Dr. Rita Sharma)

Dr. Anil Kumar Teotia

Chairman



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ACKNOWLEDGMENT

I am extremely happy to present the English version of Teachers' Handbook on the Happiness Curriculum in your hands. This book is the result of the vision of our former Deputy Chief Minister and Education Minister Sh Manish Sisodia that he had envisioned as the Education Minister. In this journey of the creation of the Happiness Curriculum, not only did we get an example of his vision and political willpower but we also got his creative support. Several stories and activities of this handbook are witnesses of his creative skill and deep understanding of education. We shall always be grateful for this contribution.

I am grateful to our Minister of Education, Ms. Atishi who has been the architect of Delhi Education revolution and its strong structure. Her inputs and work plan have guided us right from the beginning of the creation of the Happiness Curriculum till now.

We are thankful to our Secretary (Education), Sh. Ashok Kumar, who has always given his unparalleled support. Without the able guidance of our visionary Director of Education, Sh. Himanshu Gupta, this work would not have been possible. We are indebted to Additional Director of Education (Happiness), Ms. Nandini Maharaj, from whom we received not just administrative support but who also gave meaningful creative support to make this handbook more meaningful by adding the SEL related content.

We are appreciative of the Director (SCERT), Dr. Rita Sharma and the Joint Director (SCERT), Dr. Nahar Singh, who gave us regular guidance and support. We are thankful to Sh. Shailendra Sharma, Principal Advisor to the Director of Education whose critical and sharp vision did not permit anyone to be disoriented. This journey of the writing of the Handbook would not have been so easy without the support of Dr. B.P.Pandey, OSD (Happiness). He has always been on their toes to make this material a reality.

We are grateful to Sh A. Nagraj, propounder of the philosophy called Madhyasth Darshan or Co-existentialism. The principles of this philosophy were helpful in the creation of this curriculum. We are also thankful to Sh. Somdev Tyagi (Prabodhak, Jiwan Vidya), Sh. Ankit Pogula, Sh. Shravan Kumar Shukla, and Sh. Sanjeev Chopra who have constantly guided us in the creation and development of this material.

My special and heartfelt thanks are due to Ms. Poonam Sharma, Vice Principal SV FU Block, Pitampura, Ms. Bhanu Choudhary, TGT, Ms. Chhavi Jain, TGT, Ms. Harsha, TGT, Mr. Shribhagwan, TGT, Ms. Bharti Malhotra, Lecturer Ms. Vandana Pawar, Lecturer English and Ms. Deepika, MT, who worked day and night and helped in finalisation of these books.

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We are grateful to Abhyudaya Sansthan, Dhanora, (Hapur, Uttar Pradesh), Abhyudaya Sansthan, Achhoti, (Raipur, Chattisgarh) for providing an opportunity for the development of the ability of the team of this curriculum. We also express our sincere thanks to all non governmental organisations - Dream a Dream, Bengaluru, Blueorb Foundation, New Delhi, Abhibhavak Vidyalaya Raipur Chhattisgarh and Labhya Foundation New Delhi for their contribution.

The entire content of this curriculum has been created at DIET Bholanath Nagar and Sarvodaya Vidyalaya FU Block Pitampura. I would like to extend my heartfelt gratitude for the efforts put in by the Head of the School and the entire team of SV FU Block Pitampura school. I am also indebted towards the faculty members and other staff members of the DIET Bholanath Nagar for their incredible support to have this task completed.

I am deeply indebted to the families of the content creation team who have also contributed equally and without whose help this task would not have been possible. Apart from this, I would also like to thank all those people who directly or indirectly contributed but whose names have not been mentioned here.

I am also grateful to the students of Delhi who have welcomed this entirely new curriculum with open arms. The positive stories of their behavioural changes have started coming from the schools which motivates the happiness team to do even better.

We have tried to incorporate the suggestions and feedback from the bright readers in the current issue and tried to make it accessible, simple, and fruitful. The readers and the teachers delivering the content in the classrooms can tell how successful this attempt has been. The happiness team has tried to give its best. While writing, every writer or the team tries to give its best, but the top spot always remains empty. This is the first English edition of these handbooks but not the last one. Going forward, there is always a scope of improvement and your suggestions and support for the same are expected.

With warm regards

Dr Anil Kumar Teotia
Chairman, Happiness Curriculum Committee &
Cell for Human Values and Transformative Learning

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We wish to understand everything.
We have endless strength to understand

We remain happy always by understanding
We need opportunity and cooperation to understand



Brief Outline of Happiness Curriculum

Why Happiness Curriculum?

Context and Introduction

Every child in the world is born as a curious being, he is a seeker of justice and happiness, willing to indulge in all right kinds of behaviour and acts and he also has a natural tendency to speak truth. Having been born and raised in different environments, children lose these innate fundamental qualities with the passage of time. The environment in which all students grow up today is inconsistent and unstable. With our ever changing social and economic dynamics, it is hard for us to imagine what will be the future for these students. How will they live and work?

In this fast paced modern world, we struggle hard to achieve success, but in spite of all our struggles for success, happiness eludes us. If we learn to be happy with ourselves, our stress levels will decrease; and we will develop a deeper insight not only of ourselves, but also of others too. As a result, there will be happy beings with deeper insights who tend to have a greater inclination for self discovery.

According to the World Happiness Report, 2023, India is counted as one of the least happy nations in the world. In world ranking, out of 136 countries, India's position is 126.

The above given facts, force us to think that the aim of education is something more than bookish knowledge. So, in India, it is the need of present times to execute a curriculum that not only helps in the development of languages, literacy, numeracy and arts but also pays attention to their well-being and happiness.

Happiness in School Environment

Education has quite a broad aim, so we cannot view education as separate from the burning needs of present day society. So much research and innovations point towards the fact that the primary aim of education is to create happy individuals who are confident, aware and responsible. Such individuals will join together and create a happy and balanced society. In the present day world we are struggling for happiness. The fact is that we will gain enough respect if instead of getting happiness after completing our task, we do our work happily.

National Curriculum Framework 2005 also mentions this fact that education would make the students self-sufficient. NCF 2005, while mentioning the goals of education says, "Education would be viewed as a process of self discovery and understanding oneself deeply."

National Education Policy 2020 says, "Teachers will also pay attention to the social and emotional aspects of students' lives as these are totally essential for their overall growth."

This document also talks about life skills like interaction, cooperation, collaborations and resilience which are the mantras for a happy living.

In the present day world people consider self deception and self ignorance as self discovery and self knowledge. As a result, man has become a victim of his own ego and is entrapped in a whirlpool of deception towards self and others. The main aim of education is to free our students from exploitation, suppression and deception. In the present day, Happiness is an important issue for global policy. They are carrying out research to show that students learn better when they are happy. In this context we need to understand that in the whole world a lot of stress is given to make our students mindful or at least be aware of it.

In the present times, Mindfulness means to pay attention, in a specific way, to some particular activity without being judgemental. Jon Kabat- Zinn, (1982) said, “Mindfulness is the practice of paying attention to all our thoughts, emotions, and activities happening within and without.

UNESCO’s fundamental four pillars of learning for reconstruction of education provide guidelines for educators on the fundamental aspect of learning. These four pillars are :

- Learning to know.
- Learning to do.
- Learning to live together.
- Learning to be.

Aristotle said, “Happiness is both the meaning and purpose of human life. Happiness is also the complete aim and consequence of human existence”. Crisp, (2000) said, “Attaining happiness is the only independent achievement of education.”

Indeed, all human endeavours starting from birth till death is to establish happiness within, happiness is seen as something being positive, living in strong friendships, and strong relationships. Dorothy Nolt (1998) said, “Children learn what they live through.” So, it is apparent that both theory and wisdom prove that children’s childhood experiences in learning, understanding and living decide the quality of their development.

So, keeping the well-being of children, their mental health and long term social issues beforehand, the Delhi government has introduced a happiness curriculum from class nursery to class eighth. As Mahatma Gandhi has also said, “ If we want real peace in the world then we must begin with the children.” So with this aim, this curriculum was initiated in all the schools and the government has ensured that children are in the process of self-discovery. If we sow the seeds of happiness in the children at a very young age then they will surely develop as stress free and happy individuals. This curriculum will prove to be a milestone in the direction of establishing a positive, energised and happy society.

CONCEPT

Happiness is the underlying aspiration behind all human activities. On this point, there is unanimity among the human race. There are some questions which relate to every child or an adult. The questions like: Is happiness something to be understood, experienced or achieved or does it come to us on its own? Do we have the possibilities of happiness within us or outside?

According to A. Nagraj, "Happiness is a state of synergy, harmony within self and acceptance." He also states when one is in harmony within self and the world outside, he experiences a state of no struggle within and lives in synergy. The person feels the need to make this state a sustained situation. This way harmony within self is a background for a happy society consisting of happy individuals."

Generally, we derive happiness with the fulfilment of our desires. Many of our desires are fulfilled through our five senses like: when we play a game, listen to good music, eat delicious food, smell a flower etc. we have a sense of satisfaction and happiness derived through these sensory pleasures. Besides, we also experience happiness and satisfaction when we get emotions and feelings of trust, respect, security, love, affection and care in our relationships.

If we look at this in detail, as children grow up, their cognitive, psychosomatic and affective abilities continue to develop. According to Piaget's theory of cognitive development (1983), theoretical and hypothetical thinking and abstract reasoning develop during these developmental days. In this stage, children develop curiosity for knowledge, curiosity to understand the world and a strong desire to know the purpose and meaning of life.

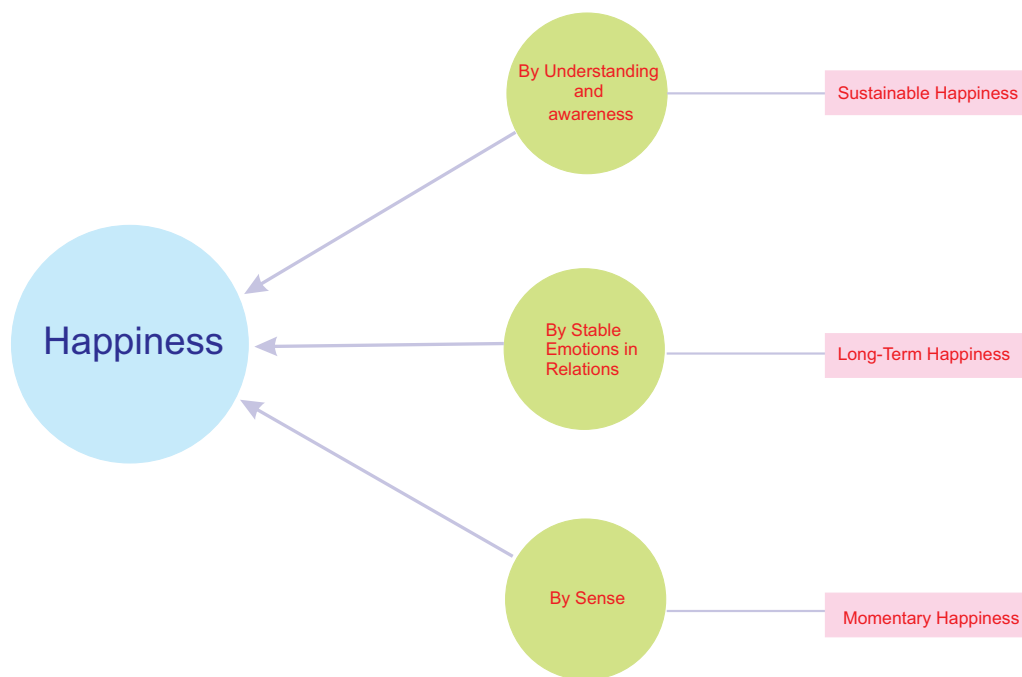
A. Nagraj (1999) proposed a Happiness model. According to this model Human living is the integration of four dimensions of human life like: work, behaviour, thoughts and experiences. Our sensibilities, feelings, power to understand and awareness are all interlinked with these dimensions. Put together, this forms the Happiness Triad. In other words, we can say it is expected that a human being will have a feeling of fulfillment if he is living in all these dimensions in a balanced way. This feeling of fulfillment is reflected in the form of peace and satisfaction in human life, and this is real happiness.

HAPPINESS TRIAD

- **Through our senses:** This is a kind of pleasure that we derive through our five senses, which include senses of sight, sound, touch, smell and taste. We find that we derive happiness by eating good food, watching a movie, and listening to your favourite music. But this happiness derived from sensory pleasures is only for sometime. The happiness derived from eating a sweet, watching a good movie lasts from a few seconds to a few hours. So such happiness is considered short-term or momentary happiness..
- **Through stable feelings in relationships:** In all our relationships, we expect to get affection, care, love, gratitude, trust and respect. These emotions give value to our relations. So these are termed as values. We expect that all of us will show these values with our fellow beings in our behaviour. This expectation cannot be met with any material or worldly goods, only expressing our emotions for each other can fulfil this. We get happiness when our expectations for these emotions are met. Whenever we express our affection, trust, respect and gratitude towards someone, we feel happy.

This happiness lasts with us for a longer duration. So this is known as Long-term or deeper happiness. This deeper happiness affects our mind for longer times, and this helps us to live in all relationships.

- **Through understanding and Awareness:** This happiness relates to our being aware of our thoughts, being mindful of our actions, and being in a state of no conflict, and harmony within. This kind of happiness relates to our being wise. We reach this state when we solve a problem, learn something new, understand a concept and understand its meaning. Such kind of happiness stays within in a sustained way so this is known as Sustainable Happiness. Hence, Sustainable happiness includes clarity of thoughts, deeper understanding of self, focusing on reality, thinking deeply, understanding the cause and purpose, and connecting all these things to our life.



Sustainable Happiness borne out of our wisdom is an antidote to all social, emotional and behavioural difficulties and helps one to find their solutions. A person who derives happiness from constructive understanding is capable of sustaining this happiness, such a person faces all difficulties with patience and peace. Such an individual is empathetic, affectionate and kind, he understands his own goal and the aim of human life.

Happiness curriculum has been framed with an objective that our students understand the difference between momentary happiness, happiness in relationships and sustainable, happiness. With this understanding a child will live in harmony with self; in relationships and society. With this effort, a child is enabled to find happiness in his own self and learns to live in values, instead of finding it in the outside world. Our students will become a fountain of happiness instead of being a seeker of happiness.



Note for the Teachers

If anyone is asked, “Do you need happiness?”, their answer is surely going to be, “Yes, I do”. It does not matter to which religion, caste, section, country, gender or age group the person belongs to, everyone seeks happiness and is in its pursuit, knowingly or unknowingly. However, the second question, “Are you always happy?”, in all likelihood, the person will go into deep thought. Unlike the previous question, everyone won’t have the same answer. Everyone wants happiness, but why don’t they get it? To solve this mystery, the Department of Education (Delhi) and SCERT (Delhi) collaborated with some academicians, and volunteers dedicated to education, to create the Happiness Curriculum. With the regular practice in class, students will be inspired to be always happy and they will not only learn to be happy but will also take more interest in various subjects and studies in general. The content of the curriculum has been woven with mindfulness, stories, activities and expressions. Teachers will follow the directions in the Teacher’s Handbook to implement this curriculum in class.

In formal education, the way students are coached in science, math, history, languages etc. Similarly, the practice of happiness can also be cultivated. Perhaps, it was not possible to proclaim it twenty years back, but today a number of schools are working on it across the globe. Through this curriculum, an effort has been made to develop the students in such a way that they are always happy and contribute to the happiness of others.

To ensure happiness among students, it has been included as a compulsory subject in school curriculum. Our happiness is linked to our thoughts, feelings and our state of mind. That is why the dimensions like mindfulness (awareness based), stories (contemplation based), activities (thoughts based) and expression (emotion based) have been integrated in this curriculum.

Mindfulness Section: Through the process of paying attention, we become aware of our environment, thoughts, feelings and emotions. By practising it, children perform better in academics. They are emotionally stable and move towards peace and happiness. With this practice, a student learns to stay calm even in unfavourable circumstances and makes a decision after thinking peacefully and wisely rather than reacting.

Stories and Activities Section: Stories and activities have been included in this section. This curriculum has the kind of stories through which the students’ behaviour could be changed for the better. Stories have been written and compiled to give some food for thought to the students. The purpose of these stories is to inspire the student to become a better person through self-evaluation.

Through activities, the students would easily understand their roles for themselves, their families, the society and the environment. They will cultivate better analysing power, rationality and decision making. They will be able to see the situations and reality the way they are. Through this curriculum, an attempt has been made to create a conducive environment for the growth and development of a happy and useful personality.

Expression Section: Under this section, on the last working day of the week, students will be given an opportunity to express their feelings. They will also share the positive changes experienced in their lives so that they can inspire each other. Questions for the expression section have been framed in a way that the students can see the roles of others in their progress and also inspire themselves towards contributing in the growth of others. In this way, the teachers will be able to evaluate the changes in the thinking and behaviour of the students.

Weekly Implementation of Happiness Class

Nursery & K.G.

Monday	Thursday
Mindfulness	Mindfulness

Classes: 1- 2

Monday & Saturday	Tuesday - Friday
Mindfulness	Story & Activity

Classes: 3- 8

Monday	Tuesday - Friday	Saturday
Mindfulness	Story & Activity	Expression

Note: If there is a holiday on Monday, mindfulness will be done the next day. In the same way, if Saturday is a holiday, expression will be done on the working day just before Saturday.

Time Distribution of Happiness Class

Steps for the Class	Mindfulness Days	Story & Activity Days	Expression Days
Beginning of the class	2-3 minutes	2-3 minutes	2-3 minutes
Discussion on Mindfulness	5-7 minutes	-----	-----
Experiences at Home	-----	5-7 minutes	5-7 minutes
Main activity of Mindfulness/story	5-7 minutes	5-7 minutes	5-7 minutes
Discussion/ Sharing of Experiences	5-7 minutes	10-15 minutes	10-15 minutes
Observe, Ask & Explore at home	1-2 minutes	1-2 minutes	1-2 minutes
End of the Class	1-2 minutes	1-2 minutes	1-2 minutes

MINDFULNESS ACTIVITIES TO BE DONE DAILY IN HAPPINESS CLASS

□ **Beginning of the Class**

Begin the class with 2- 3 minutes of mindful breathing and after that 2- 3 students would be asked to share their experiences.

□ **Objective**

Through this activity, the teacher will prepare students for happiness class.

□ **Note for the Teacher**

Tell the students that they will always begin the happiness class with mindful breathing activity. They will do it for about 5 minutes. For this activity, they will take their attention off the work they were doing before and bring it to the present. Then, focus first on the sounds they can hear around them and be attentive to their own breathing. This exercise can be done by the students anywhere and at any time.

□ **Steps of the Activity**

- Welcome to the class of mindfulness. For the next 5 minutes, we will focus upon mindful breathing that means being attentive to our own breaths. First of all, we will bring our attention to the sounds around us and then focus upon our own breaths.
- Sit in a comfortable position. Straighten your back and let loose your body, close your eyes softly. If someone is feeling any difficulty in closing their eyes, they can look downwards.
- One deep breath in... and out slowly... (wait for 2 seconds)
- Now bring your attention to the sounds around you. The sounds can be soft or loud... they might be intermittent or continuous... (wait for 10 seconds)
- Keep your focus on the sounds and try to observe from where they are coming... which sounds are coming from near and which are from far.... (wait for 10 seconds)
- Now keep your attention on your breaths. Be attentive when you are inhaling and exhaling. Feel the touch of air... (wait for 10 seconds)
- Do not change the rhythm of your breath. Just be aware and focus on them.
- Is there any difference between the breath you are taking in and out? Are the breaths cool or warm? (wait for 10 seconds)

Dos and Don'ts

Before beginning the class, give ample time to the students to settle down.

During the activity, if you observe a student getting distracted, without naming them, ask the whole class to pay attention.

End of the Class

At the end, students would be asked to sit quietly for 1-2 minutes and reflect on things that they noticed in today's class.

Objective

The objective of this activity is to make the students able to reflect upon the thoughts and feelings generated by the activities of Happiness Class.

Steps of the Activity

The mindfulness class will end sitting quietly.

During this, students will reflect upon the thoughts and feelings generated by today's activities.

Do not give any other instruction during the activity.

Students may close their eyes or look downwards as per their convenience.

Dos and Don'ts

The teacher would not ask any question after the end of the class.

If a student wants to share their experience, they may be provided with an opportunity to do so.

Teachers are requested to follow the above instructions to begin and end the Happiness Class on all days.



Mindful Section

❑ MINDFULNESS- An Introduction

To read this book, we will do something different....

If you too leave the introduction page of any book like me, you are requested to do this experiment once as mentioned below-

While reading, pay attention to where your focus is. Be aware of the book you are holding right now in your hands. Observe, if you are able to feel the weight of this book. Observe the colour of the pages of the book, pay attention to the difference among the paragraphs, sentences and even observe the formation of the letters.

Now, slowly focus on your seating position and if you are sitting on a chair, feel the touch of your body with the chair. Be attentive to whatever you are feeling now. If there are some thoughts and feelings in your mind, pay attention to them for a while. Without being drifted by any thought, pay attention to the breath while inhaling and be attentive to the sounds around you while exhaling.

Appreciate yourself for the moments spent with yourself. Whatever you have experienced right now, is an example of Mindfulness.

When we take our attention to ourselves and the environment around us, we experience a new energy and stability within ourselves and that develops our insight.

Like any other skill, the process of mindfulness can also be learnt. As learning to drive, music, dance etc. properly requires constant practice, mindfulness also requires constant practice. Through mindfulness, we can experience stability and balance of mind.

❑ What is Mindfulness?

To understand this, you need to get the meaning of two words clearly.

- Are you mindful or is your mind full?
- The meaning of being mindful is being completely aware of the present.
- The meaning of having your mind full is that you are distracted by multiple thoughts and are not aware of the present situation.

Hence, to live in the present and be aware of what's happening now is Mindfulness



What is the difference between the girls in the given picture?

❑ **Benefits of Practicing Mindfulness in Students:**

- Development of sustained attention
- Improvement in academic performance
- Improvement in emotional stability
- Feeling of sustained happiness
- Reduced hyperactivity
- Less anger
- Development of feeling of empathy
- Development of living in the present
- To make decisions wisely

❑ **Points to Remember (for Teachers)**

- The students would not be asked to chant any mantras or words while doing this activity.
- Students are not required to sit in a specific position. They may sit comfortably in any position.
- There would be no expression of stress in the mindfulness class, for example, no student would be scolded or instructed in an unpleasant tone or pressured over anything.
- The teachers are required to participate actively during the activity. Like - while getting the students to practice mindfulness, the teachers must practice mindfulness themselves.
- Be aware of your mental state when you enter the class. Try to keep your thoughts and feelings stable. Remember, students do notice their teachers' behaviour.
- Be polite, loving and humble to the students and talk to them modestly.

- Before you begin the mindfulness activity, ensure that the class is peaceful and each student is comfortable.
- The objective of this activity is not to get away or suppress our thoughts and feelings. The idea of this activity is to make the children aware of their environment, emotions, thoughts and feelings so that they can give a better response in their general behaviour.
- There are many activities related to Mindfulness. The teacher can take a different activity every week or can repeat any of the activities as per the need.

❑ Methodology for Mindfulness Class

Practicing mindfulness is based on universal and democratic values. It has no relation with any religion, community, caste or section.

During mindfulness activity, a 35 minute period will have following 5 main steps:

1. **Beginning of the Class:** Begin the class with 2-3 minutes of mindful breathing. After some days, this time can be extended up to 5 minutes.
2. **Discussion on Mindfulness:** Every week for 5-7 minutes, students would be given the opportunity to share their experiences of reflections and discussions at home. The teachers are requested not to suggest any expected outcome to the students, but support the students to find the answers on their own.
3. **Main Activity of Mindfulness:** During mindfulness, 5-7 minutes will be given to get the activities for paying attention to physical sensations, thoughts or feelings done. These activities are different for each session. The purpose of different activities of mindfulness is not only that the students will take interest in that or they will be familiarised with different activities but its purpose is that students can practice any of these activities in their daily life according to their interest and need.
4. **Sharing of Experiences:** After this weekly practice, the teachers are requested to motivate different students for 10-15 minutes to share their experiences and it would also be taken care of that in 3-4 weeks, every student gets a chance to share the experiences.
5. **End of the Class:** At the end of the class, students would sit quietly for 1-2 minutes and reflect on things that they noticed in the class today and also what understanding they developed.

❑ Discussion on Mindfulness

Every week in mindfulness class, after the beginning of the class, students must be given the opportunity to discuss mindfulness for 5-7 minutes so that it can be known whether they are living with awareness and they can be motivated from each other's achievements and could have solutions to their problems.

❑ Objective

To know the experiences of students on the process of mindfulness, its challenges and benefits

❑ Proposed Points for Discussion on Mindfulness

- Ask students to think about the changes in themselves after practicing mindfulness. Ask them

to think about the experiences and practice of the activities of mindfulness done last week. They will also think where and how they used this activity besides happiness class.

- After this, it can be discussed what improvements they are experiencing in their lives after practising mindfulness. Like-
 1. Reduced stress.
 2. Retained attention in classrooms.
 3. Improvement in mutual relationships.
 4. To feel what they are experiencing within- happiness, sorrow, anger, etc.
- Ask the students to write their thoughts in their happiness diary or notebooks. After that, ask some students to share their thoughts.
- During this, a discussion on the experiences of students on the process of mindfulness, its challenges and benefits can also be held.
- Articles on mindfulness brought by the students, experiences of members of their family will also be discussed.
- Experiences of practising the specific activity can be asked with the help of these proposed questions.

□ **Example: Mindful Eating**

1. What was there in the food yesterday? Was that sweet, sour or bitter? Were you able to feel its taste that time?
2. Were you doing something else while eating? Whether your attention was more on the food or on the other work?
3. When you were doing something else while eating, were you able to feel the taste of your food completely?
4. Were you able to feel its aroma while eating? Are some of your memories associated with that aroma?
5. Did you feel any change in the food while chewing it? If yes, what was the change?
6. Did you feel the food going through your mouth to your stomach?
7. What are the benefits of mindful eating?
8. While eating, did you think about the people who have contributed to get this food reach you?
9. While eating, did you feel any emotion for the person who cooked this food?

The teachers can frame such types of questions for other activities too in advance and can use them for asking the experiences of the students.



Session 1 : Understanding Breathing

Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Understanding Breathing: 5-7 minutes
4. Sharing of Experiences: 5-7 minutes
5. End of class: 1-2 minutes

□ Beginning of the Class

Begin the class with 2–3 minutes of Mindful breathing.

□ Discussion on Mindfulness

The teacher will conduct a 5- 7 minutes discussion on students’ experiences, challenges and benefits of Mindfulness that they are practising at home.

Activity: Understanding Breathing

□ Objectives

- The objective of this activity is to make students aware about inhaling and exhaling process of breathing.

□ Steps of the Activity

- Begin the activity by asking students the following questions:
 - ✦ Which body part helps us to smell? (Our nose)
 - ✦ Where is your nose? (You may point towards your nose.)
 - ✦ What are the different objects that you have smelled?
 - ✦ Have you ever smelt a flower? Which flower do you like the most? (Rose, Marigold, Magnolia/Champa)
- Practise the activity yourself while giving instructions to the students, and ask them to do the same.
- Place one hand under your nose. Imagine that you have a flower in your hand. Now try

to smell this flower. Notice that as you smell the flower in your hand, you are breathing in. Now let's blow away the flowers. Notice that when you are blowing the flower away, you are breathing out. All of you must have noticed that we inhale/breathe in from our nose and we exhale/breathe out from our mouth or nose.

- This flower activity will be carried for at least 2 weeks. When you feel that students have become aware about inhaling and exhaling then this activity can be stopped.

❑ **Points for Sharing Experiences**

(Teachers can frame some questions themselves so that the objective of this activity can be achieved.)

1. Students! What was there in our hands?(Flower)
2. How did we smell the fragrance of flower? (By our nose)
3. From where do we inhale? (From our nose)
4. For smelling the fragrance, did we inhale or exhale?(inhale)

Activity : Focusing on Breathing

❑ **Objective**

The objective of this activity is to draw the attention of the students on their breathing while inhaling and exhaling.

❑ **Steps of Activity**

- Student will be told that in Mindful breathing, we focus on our breathing and pay attention to each and every breath we inhale and exhale. This is the basic practise of mindfulness, and we will do it every time.
- Ask the Students to sit comfortably and close their eyes.
- Ask them to put their one hand on their belly.
- In this picture, the student will bring their attention to their belly along with focusing on their breath. Ask the students to notice what happens to their belly when they breath in and breath out. Does it expand or contract?
- In the meantime, if it appears that students' attention has shifted from their breath and belly then the instruction may be repeated.
- After getting the activity done for 1-2 minutes, ask the student to repeat the activity by placing their hand on thier belly.



❑ Points for Sharing Experiences

(Teachers can frame some questions themselves so that the objective of this activity can be achieved.)

1. Were you able to feel your belly inflated?
2. Were you able to feel your belly deflated?
3. When did you feel your belly deflate? (While exhaling/breathing out)
4. Have you ever paid attention to your belly inflating and deflating while breathing?
5. When we pay attention to our belly along with focusing on our breath, we notice that our breath becomes slower and deeper. We can practice this anytime and anywhere.

❑ Dos and Don'ts

- Ensure that every student is aware of the process of breathing.
- Be sure that students understand the rhythm between inhaling and exhaling and belly inflating and deflating simultaneously.
- Both the activities can be taken up on different days.

❑ Practice at Home

Students will practise today's Mindfulness activity with the members of their family at home daily. It will be discussed in class next week.

❑ End of the Class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things they noticed in today's class.

Session 2 : Saima Says

Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Saima says: 5-7 minutes
4. Sharing of Experiences: 5-7 minutes
5. End of class: 1-2 minutes

□ Beginning of the Class

Begin the class with 2–3 minutes of Mindful breathing.

□ Discussion on Mindfulness

The teacher will conduct a 5- 7 minutes discussion on students’ experiences, challenges and benefits of Mindfulness that they are practising at home.

Activity Saima Says

□ Objective

The objective of this activity is to increase students’ alertness and make them more focused on the instructions being given.

□ Steps of the Activity

- Begin by explaining the rules of the activity to the students. Students have to follow the instructions given by Seema only. For example, when you are told "Seema says jump", then only you have to jump. When the teacher simply asks you to jump, you will not jump because Seema did not say so.

Now start the activity. You can make use of the following instructions:

Saima says (or without taking Saima’s name):

- ✦ Raise your hands
- ✦ Blink your eyes.

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



☐ **Points for Sharing Experiences**

(The teacher can ask questions from her side in order to achieve the objectives of the activity.)

1. Which part of your body helps you to hear or listen? (ears)
2. In order to follow the teachers' instructions correctly, what did you do? (listen attentively)
3. Was this activity easy or difficult?
4. Did you face any difficulty in doing the activity? Why?
5. How will this activity benefit you? (If we pay attention to whatever we are listening to, we are able to understand it better.)

☐ **Practice at Home**

Students would practise today's Mindfulness activity with their family at home daily. It will be discussed in class next week.

☐ **End of the Class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things they noticed in today's class.



Session 3 : Aalaap

Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Aalaap: 5-7 minutes
4. Sharing of Experiences: 5-7 minutes
5. End of class: 1-2 minutes

□ Beginning of the Class

Begin the class with 2–3 minutes of Mindful breathing.

□ Discussion on Mindfulness

The teacher will conduct a 5- 7 minutes discussion on students' experiences, challenges and benefits of Mindfulness that they are practising at home.

Activity: Aalaap

□ Objectives

The objective of this activity is to bring focus of students to the instructions given by the teacher and to introduce them to the concept of mindful seeing.

□ Steps of the Activity

The teacher would get the activity done by giving instructions in the following way:

- The teacher says, "Students, pay attention to my hands. As the difference between my two hands increases, you have to increase the volume of the "aaaaa" sound. And as the difference between my two hands decreases, you have to decrease the volume of the "aaaaa" sound." When she joins her hands the students have to remain silent.
- Tell the students to keep two fingers on their throat to feel the vibrations there. (The teacher may first demonstrate the same.)
- If a student is unable to feel the vibrations in his or her throat, then the teacher would help the student do the activity in the correct way, or she may ask the student to put their hand on their neck to feel the vibration.

- This activity will be practised with different levels of hand movements (up/down).
- As a second alternative, if teacher wishes then he/she can give directions like this- while joining both the hands together, Be quiet and increase the sound of Aalaap while increasing the distance between them.
- As the third alternative, the teacher may ask a student to come forward and do this activity with the students by replacing the "aaaaa" sound with the sound of the first letter of their name.



☐ Points for Sharing Experiences

1. Did you notice the speed of my hands?
2. Did you feel the vibrations in your throat?
3. How did you feel while experiencing the vibrations?
4. Did you feel the vibrations at high volume?
5. Did you feel the vibrations at low volume?
6. Was there any difference in the vibrations when the volume was high or low?
7. Have you ever noticed the vibrations in your throat before?
8. Where did you have to pay attention while doing this activity?

☐ Dos and Don'ts

- Pay attention to the fingers placed on the throat, no student would press their throat with force.
- Let the students express themselves freely during this activity (for example, with a smile or with happiness).
- Do not make changes in the level of your hands in a fast manner. Increase or decrease the level slowly.

☐ Practice at Home

Students would practise today's Mindfulness activity with their family at home daily. It will be discussed in class next week.

☐ End of the Class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things they noticed in today's class.



Session 4 : Do as Directed

Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Do as Directed: 5-7 minutes
4. Sharing of Experiences: 5-7 minutes
5. End of class: 1-2 minutes

□ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing.

□ Discussion on Mindfulness

The teacher will conduct a 5-7 minutes discussion on students' experiences, challenges and benefits of Mindfulness that they are practising at home.

Activity: Do as Directed

□ Objectives

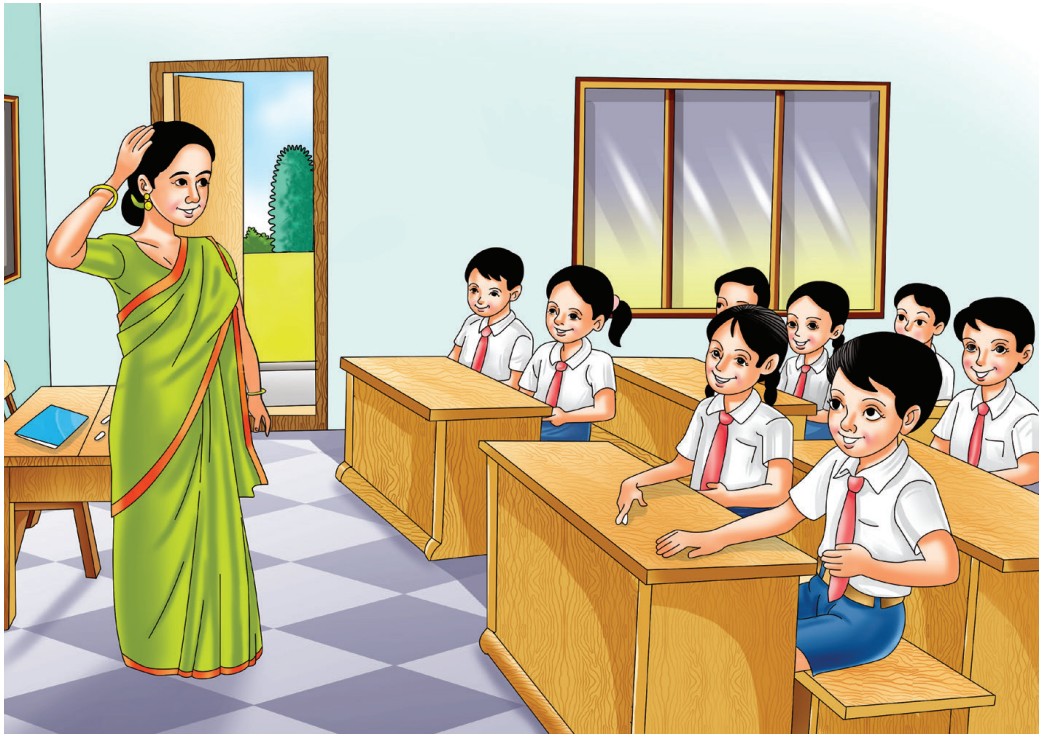
The objective of this activity is to increase the awareness of the students and help them focus on the instructions that have been given.

□ Steps of the Activity

In this activity the teacher will give different instructions to the students and do some other actions themselves. Students only have to follow the instructions given to them.

For example:

- Teacher will instruct the students to keep one hand on their belly, but keeps his/her hand on the head.
- Teacher instruct – keep your hand on your shoulder, but keeps his/her hand on the belly.
- Teacher instructs – 'Jump', but remains sitting.
- The teacher instructs 'Sit', but remains standing.
- The teacher instructs 'Keep your eyes open', but keeps his/her eyes closed.
- The teacher instructs, 'Put your hands on your waist', but keeps his/her hands on shoulders
- This activity needs to be taken forward in this manner.



Points for Sharing Experiences

1. Did you find any difficulty in this activity?
2. Was this activity easy or difficult?
3. Which body parts did you use to do this activity?
4. Which part of the activity were you able to do properly?

Dos and Don'ts

- Let the students enjoy this activity; let them have fun; let them play; don't stop them.
- Make sure that no student is being mocked and that no one gets hurt.

Practice at Home

Students would practice today's Mindfulness activity with their family at home daily. It will be discussed in class next week.

End of the Class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things they noticed in today's class.



Session 5 : Mindful Listening - I

Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Mindful Listening-I: 5-7 minutes
4. Sharing of Experiences: 5-7 minutes
5. End of class: 1-2 minutes

□ Beginning of the Class

Begin the class with 2–3 minutes of Mindful breathing.

□ Discussion on Mindfulness

The teacher will conduct a 5-7 minutes discussion on students' experiences, challenges and benefits of Mindfulness that they are practising at home.

Activity 5: Mindful Listening - I

□ Objectives

The objective of this activity is that students start paying attention and become aware of the sounds around them.

□ Steps of the Activity

- In this activity, the teacher will ask the students which places are there with a lot of noise and which are with silence.
- These kinds of examples can be given to students:

Places with a lot of Noise	Places where silence is there
Noise of Traffic	While sitting in garden silently
Voices of people in Market	While sitting alone in a room
At the time of dispersal in school	In Library

- Now, the teacher will tell the students that we will do one activity to hear and identify the different sounds.
- Now ask some students to come forward and share different types of sounds and the rest of the students will try to identify the sounds by paying attention to them. (Like meowing of cat, roaring of lion, sound of car, sound of running etc.)

- When they have identified the sounds then the teacher will let the students do this activity again with their eyes closed. Then the teacher will ask them to identify which sound was articulated by which student.
- The teacher can call 4-5 students forward to conduct this activity.



Points for Sharing Experiences

1. What kind of sounds do we hear every day?
2. Are these sounds different or alike?
3. Is it easy to hear the sounds at noisy places or in a quiet place?
4. How did you like this activity?
5. What can be the benefits of listening to the sounds around you carefully?

Dos and Don'ts

Ensure the participation of all the students.

Practice at Home

Students would practise today's Mindfulness activity with their family at home daily. It will be discussed in class next week.

End of the Class

In the end, students would be asked to sit quietly for 1-2 minutes and reflect on the things they noticed in today's class.



Session 6 : Mindful Listening - II

Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of Mindfulness: 5-7 minutes
3. Mindful Listening-II: 5-7 minutes
4. Sharing of Experiences: 5-7 minutes
5. End of class: 1-2 minutes

□ Beginning of the Class

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

□ Discussion on Mindfulness

The teacher will conduct a 5-7 minutes discussion with students' experiences, challenges and benefits of Mindfulness that they are practising at home.

Activity: Mindful Listening-II

□ Objective

The objective of this activity is that students start paying attention and become aware of the sounds around them.

□ Steps of the Activity

- In this activity, the teacher will tell the students that, "Today, we will practice mindful listening where we will pay attention to the sounds around us."
- "All of you may sit in a comfortable position keeping your back straight. You may put your hands either on the desk or on your legs."
- The teacher will then asks the students to take 2-3 long breaths. He/she may demonstrate it first.
- Now ask the students to close their eyes and if they feel uncomfortable then they may look down, keeping their eyes open.
- Now, draw your attention to the different sounds coming in the classroom. These sounds can be of fans, traffic, birds, animals, someone's voice, students' laughter etc. (Stop here for a few seconds to let students listen to the sounds and do not give any instructions).
- The teacher will tell the students if they feel distracted they can bring back their attention to the sounds coming from the class.

- Now, ask the students to take a long deep breath and slowly open their eyes whenever they feel comfortable.



☐ Points for sharing Experiences

1. How are you feeling?
2. What sounds did you hear?
3. Were all these sounds different or alike?
4. Were these sounds far away from you or close to you?
5. How many sounds were you able to hear at a time? One or more than one?
6. Were you able to hear any sound that you haven't heard before?

☐ Practice at Home

Students will practise today's Mindfulness activity with the members of their family at home daily. It will be discussed in class next week.

☐ End of the Class

In the end, students would be asked to sit quietly for 1-2 minutes and reflect on the things they noticed in today's class.



Session 7 : Mindful Listening - III

Distribution of Time

1. Beginning of the class: 2-3 minutes.
2. Discussion on mindfulness: 5-7 minutes.
3. Mindful Listening - III: 5-7 minutes.
4. Sharing of Experiences: 5-7 minutes
5. End of the class: 1-2 minutes

□ Beginning of the Class

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

□ Discussion on Mindfulness

The teacher will conduct a 5-7 minutes discussion with students' experiences, challenges and benefits of Mindfulness that they are practising at home.

Activity: Mindful Listening-III

□ Objective

The objective of this activity is to make students practice to focus their attention on one sound only.

□ Steps of the Activity

- In this activity, the teacher will tell the students, "Now we will practice mindful listening by paying attention to the sounds around us."
- The teacher will then ask the students to bring their attention to their sitting posture. Now sit comfortably keeping your back straight and take 2-3 long breaths.
- Now ask the students to close their eyes and if they feel uncomfortable then they may look down, keeping their eyes open.
- Now take a long deep breath and turn your attention to sounds coming in the classroom from outside or from the classroom itself. These sounds can be of talking to someone, the sound of someone's steps, sound of dropping of something or the sparrow sitting outside (Let the students listen to the sound for a few seconds.)
- Now tell the students to pay attention to any one continuous sound coming from outside or inside of the class (for e.g., sound of fan, chirping of birds, sound of traffic etc.)
- In between the instructions, the teacher may make some sounds and while making those sounds, he/she will keep maintaining a pattern in them.

For example:

- ✦ Teacher can clap 3 times
- ✦ Teacher can snap fingers 2 times,
- ✦ Teacher can tap the ground with his/her feet 4 times etc.
- The teacher will now tell the students, “Can you all hear different types of sounds?”
- Now the teacher will ask them to notice whether the sounds they heard were same or different? loud or slow? coming from near or far away?
- The teacher can get this activity done in the class 4-5 times using different sounds.



Points for sharing Experiences

1. How are you feeling?
2. Did you hear different kinds of sounds?
3. Did all of you hear the sound of clapping?
4. How many times was the clapping done?
5. Did all of you hear the sound of snapping?
6. How many times was the snapping done?
7. Were there some sounds which were produced with different objects? Can you name those objects?
8. Can you count these sounds?

Dos and Don'ts

- Ensure participation of all the students.
- Teachers would pay attention to the counting pattern of the sounds made by them.

Practice at Home

Students will practise today's Mindfulness activity with the members of their family at home daily. It will be discussed in class next week.

End of the Class

In the end, students would be asked to sit quietly for 1-2 minutes and reflect on the things they noticed in today's class.



Session 8 : Mindful Listening - IV

Distribution of Time

1. Beginning of the class: 2-3 minutes.
2. Discussion on mindfulness: 5-7 minutes.
3. Mindful Listening - IV: 5-7 minutes.
4. Sharing of Experiences: 5-7 minutes
5. End of the class: 1-2 minutes.

□ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing.

□ Discussion on Mindfulness

The teacher will conduct a 5-7 minutes discussion with students' experiences, challenges and benefits of Mindfulness that they are practising at home.

Activity: Mindful Listening-IV

□ Objective

The objective of this activity is to make students aware and bring their complete attention to the given instructions.

□ Steps of the Activity

- In this activity, the teacher will tell the students, when he/she snaps the fingers, they will stand up.
- When the teachers claps they will sit down.
- When the teacher taps the desk they will jump.
- Now the teacher will do different actions and the students have to sit, stand and jump according to the instructions given. The teacher may increase or decrease the speed of his actions and may also interchange the sequence of his actions. For example, on snapping they will sit, on clapping they will stand, on the tap on desks they will jump etc.



❑ Points for sharing Experiences

1. Was this activity easy or difficult?
2. What efforts do you have to make in order to do this activity properly? (Mindful listening and mindful seeing)
3. Did you enjoy this activity?
4. How many times did you get the activity right and how many times did you miss it? Why?

❑ Dos and Don'ts

- Ensure participation of all the students.
- Teacher will conduct the activity according to the sequence.

❑ Practice at Home

Students will practise today's Mindfulness activity with the members of their family at home daily. It will be discussed in class next week.

❑ End of the Class

In the end, students would be asked to sit quietly for 1-2 minutes and reflect on the things they noticed in today's class.



Session 9 : Mindful Seeing - I

Distribution of Time

1. Beginning of the class: 2-3 minutes.
2. Discussion on mindfulness: 5-7 minutes.
3. Mindful Seeing – I: 5-7 minutes.
4. Sharing of Experiences: 5-7 minutes
5. End of the class: 1-2 minutes.

□ Beginning of the Class

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

□ Discussion on Mindfulness

The teacher will conduct a 5-7 minutes discussion with students' experiences, challenges and benefits of Mindfulness that they are practising at home.

Activity: Mindful Seeings-I

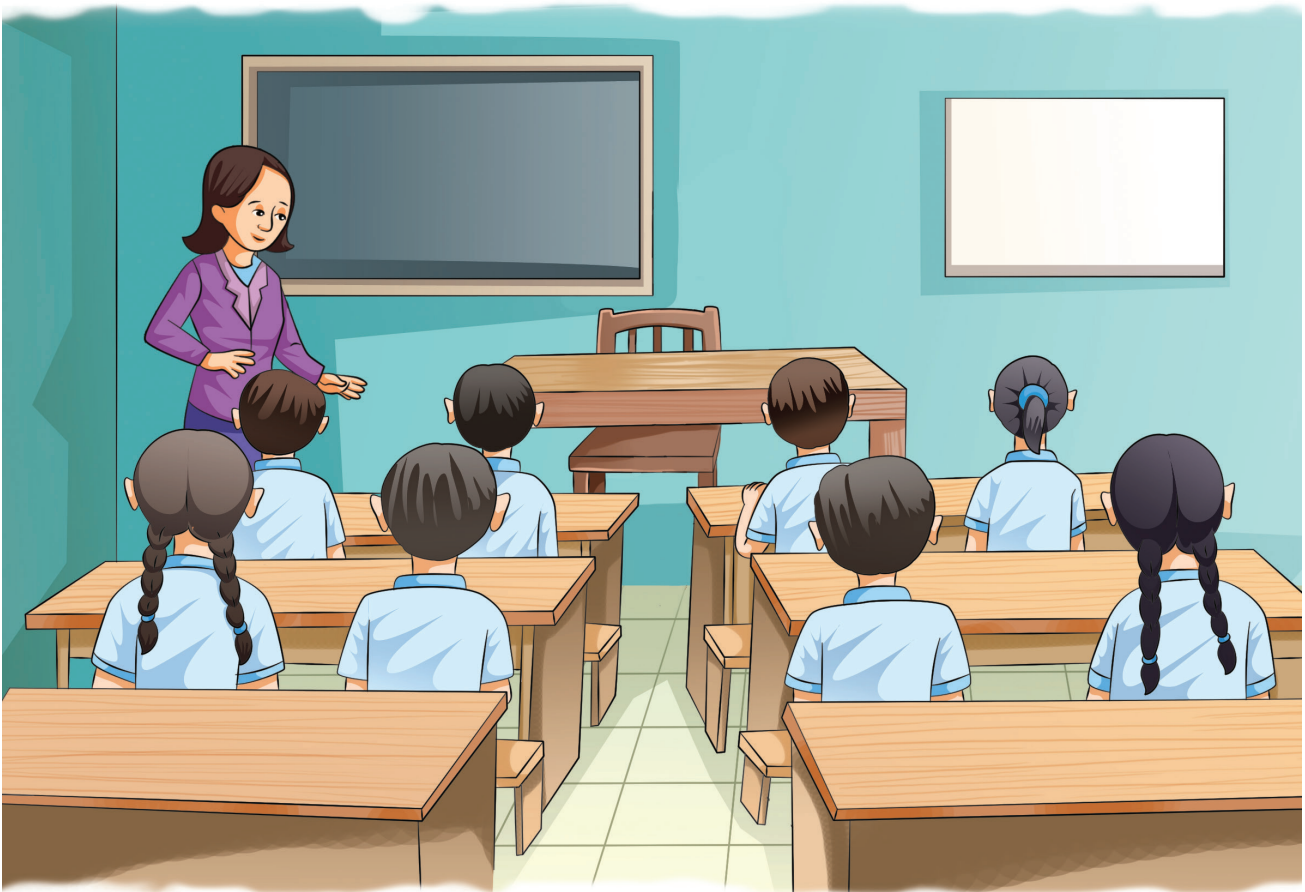
□ Objective

The objective of this activity is to introduce students to mindful seeing.

□ Steps of the Activity

- In this activity, the teacher will ask the students –
 - ✦ How do we see? (With eyes)
 - ✦ Where are our eyes? (Indicate towards eyes)
 - ✦ What are the things you can see in this class? (Table, chair, books, fans, tube lights etc.)
- Now the teacher will define things present in the class and the students will locate/identify those things. For e.g.
 - ✦ I can see something black. (Blackboard)
 - ✦ I can see something rectangular (desk), if the students identify 2-3 rectangular objects, (then tell more properties of the object and ensure that students identify the actual object).
- Teacher can use more such examples to achieve the objective of the activity. Through this activity, we are encouraging students to pay attention to the things around them.

- Now the teacher will draw the attention of the students to only one object for. E.g., duster, fan, table, chair etc. The students will pay attention to different properties of that object like its colour, shape, size, its location in the room etc.
- For example, the teacher will bring the attention of the students towards desk and ask the following questions-
 - ✦ Can you see the four legs of this desk?
 - ✦ Are all the desks around you the same?
 - ✦ Is your desk broken or has a scratch on it?
 - ✦ Is your desk of one colour only?
 - ✦ Can you notice anything else on your desk?



☐ **Points for Sharing Experiences**

1. Have you ever seen objects with so much attention? (tell students that when we pay attention to the things around us, we are able to know /understand about them in a better way.)
2. Where can we practise mindful seeing? (While playing, studying, eating and doing any work)
3. How did you feel while doing this activity?
4. What did you notice in the table?
5. Were you able to notice anything in the table for the first time?

☐ **Dos and Don'ts**

Teacher will motivate the students to express share their experiences in detail.

☐ **Practice at Home**

Students will practise today's Mindfulness activity with the members of their family at home daily. It will be discussed in class next week.

☐ **End of the Class**

In the end, students would be asked to sit quietly for 1-2 minutes and reflect on the things they noticed in today's class.



Session 10 : Mindful Seeing - II

Distribution of Time

1. Beginning of the class: 2-3 minutes.
2. Discussion on mindfulness: 5-7 minutes.
3. Mindful Seeing - II: 5-7 minutes.
4. Sharing of Experiences: 5-7 minutes
5. End of the class: 1-2 minutes.

□ Beginning of the Class

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

□ Discussion on Mindfulness

The teacher will conduct a 5-7 minutes discussion with students' experiences, challenges and benefits of Mindfulness that they are practising at home.

Activity: Mindful Seeing-II

□ Objective

The objective of this activity is to make students practice mindful seeing with the help of different objects present in the class.

□ Steps of the Activity

- The teacher will tell the students, "Today, we will do an activity with which we will pay attention to the different objects present in our class."
- Now the teacher will ask the students "What are the things they can see around them?"(table, chair, board, duster, door, window etc.)
- Now focus on any one object present in the class. For example, on a desk.
- Now ask the students to pay attention to any one desk of the class and observe it mindfully. The students have to focus on its attributes and see if they can find it different from other desks in any manner.
- Now the teacher will tell the students that the two desks they are observing may have some same attributes like 4 legs, made of wood etc. Some attributes may be different too, like the scratch on one leg of the desk but the other desk is not having it. Some are of different colours. The students may be encouraged to focus on the differences and common features of the objects.
- This practice can be done with different objects present in the class.



Points for Sharing Experiences

1. What features did both desks have in common?
2. What features were different in both desks?
3. How could you differentiate the two?
4. Did you find this activity difficult?

Practice at Home

Students will practise today's Mindfulness activity with the members of their family at home daily. It will be discussed in class next week.

End of the Class

In the end, students would be asked to sit quietly for 1-2 minutes and reflect on the things they noticed in today's class.



Session 11 : Heartbeat Activity

Distribution of Time

1. Beginning of the class: 2-3 minutes.
2. Discussion on mindfulness: 5-7 minutes.
3. Heartbeat Activity: 5-7 minutes.
4. Sharing of Experiences: 5-7 minutes
5. End of the class: 1-2 minutes.

□ Beginning of the Class

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

□ Discussion on Mindfulness

The teacher will conduct a 5-7 minutes discussion with students' experiences, challenges and benefits of Mindfulness that they are practising at home.

Activity: Heartbeat Activity

□ Objective

The objective of this activity is to bring students' attention to their heartbeat.

□ Steps of the Activity

- The teacher will tell the students, "Today, we will do an activity in which we will pay attention to our heartbeats."
- Ask the students to stand in their places.
- Now ask them to jump slowly and gently.
- Ask them to gradually increase the height and speed of jumping.
- Let them jump for some time.
- When they get tired, ask them to stop jumping and sit.
- Now ask them to put their hand on their heart(chest).
- Ask them what they are feeling? Are they able to feel their heartbeat?
- Ask the students to pay attention to the speed as well as the sound of the heartbeat.
- Tell them to listen carefully so that they can hear a slight sound of their heartbeat.



❑ Points for Sharing Experiences

1. How many of you felt your heartbeat?
2. Was the heartbeat fast?
3. Has any of you ever heard your heartbeat?
4. Did you feel any change in the speed of your heartbeat after some time?

❑ Dos and Don'ts

- Let the students enjoy and make noise while jumping.
- Make sure no one gets hurt while jumping.

❑ Practice at Home

Students will practise today's Mindfulness activity with the members of their family at home daily. It will be discussed in class next week.

❑ End of the Class

In the end, students would be asked to sit quietly for 1-2 minutes and reflect on the things they noticed in today's class.



Session 12 : Mindful Touch

Distribution of Time

1. Beginning of the class: 2-3 minutes.
2. Discussion on mindfulness: 5-7 minutes.
3. Mindful Touch: 5-7 minutes.
4. Sharing of Experiences: 5-7 minutes
5. End of the class: 1-2 minutes

□ Beginning of the Class

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

□ Discussion on Mindfulness

The teacher will conduct a 5-7 minutes discussion with students' experiences, challenges and benefits of Mindfulness that they are practising at home.

Activity: Mindful Touch

□ Objective

The objective of this activity is to make students practice mindful touch.

□ Steps of the Activity

- The teacher will ask the students to open their pencil box and take all the things out of it on the table. (If a child does not have a pencil box, the teacher can give them different items from the classroom.)
- Ask the students to hold an item in their hand and see how they feel about it?
- The teacher will tell the students, "Now, we will practice mindful touch by paying attention to the pencil/items on the table."
- Ask all the students to sit in a comfortable position and bring all their attention on the pencil/items kept on the table. Notice the colour and shape of the pencil. Now take a long, deep breath and hold the pencil in your hand.
- Ask the students to bring their attention to the weight and design of that pencil. Ask them whether the pencil is hot or cold? How do you feel the touch of this pencil in your hand? (Stop here for 5 seconds and let the students feel their pencil)
- "If you feel distracted, then try and bring your attention back to your pencil."
- "Now take a long, deep breath and whenever you feel comfortable put your pencil back on the desk."



□ Points for Sharing Experiences

1. How are you all feeling?
2. Were you able to bring your complete attention to the pencil?
3. Did you notice anything new in the pencil which you have not noticed before?
4. How did you feel when you held the pencil?
5. Did your thoughts wander at any point during the activity?
6. Were you able to bring your attention back to the pencil?

□ Dos and Don'ts

- Ensure participation of all the students.
- Teacher will accept all the answers of the students easily.

☐ **Practice at Home**

Students will practise today's Mindfulness activity with the members of their family at home daily. It will be discussed in class next week.

☐ **End of the Class**

In the end, students would be asked to sit quietly for 1-2 minutes and reflect on the things they noticed in today's class.



Session 13 : Mindful Scribbling

Distribution of Time

1. Beginning of the class: 2-3 minutes.
2. Discussion on mindfulness: 5-7 minutes.
3. Mindful Scribbling: 5-7 minutes.
4. Sharing of Experiences: 5-7 minutes
5. End of the class: 1-2 minutes.

□ Beginning of the Class

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

□ Discussion on Mindfulness

While scribbling, students will pay attention to the effect of scribbling on different parts of their body

Activity: Mindful Scribbling

□ Objective

While scribbling, students will pay attention to the different aspects of scribbling activity.

□ Material required

- Paper
- Crayons.

□ Steps of the Activity

- Tell the students to sit in a comfortable position and take 3 long and deep breaths. Ask them to inhale through their nose and exhale through their mouth. The teacher can demonstrate the same to the students.
- Ask them to bring their attention to the paper and crayons.
- Ask them to Focus on all the colours available and take out any one crayon of your choice.
- Now feel the weight of the crayon by holding them in your hands. Is it heavy or light?
- Ask the students to scribble anything with that crayon on the paper.
- Ask the students to scribble quickly. (Do not give any instructions for 10 seconds)
- If required, the teacher can give the following instructions for scribbling – up, down, left, right, crisscross.

- Ask students to pay attention to any pain or tightness they are feeling in their hands or shoulders? Is there any change in their breathing?
- Repeat the process of scribbling, but this time ask them to scribble slowly and pay attention to their hands, shoulders and breathing.



□ Points for Sharing Experiences

1. Did you feel any stretch or pain in your hands and shoulders while scribbling quickly?
2. Did you feel any stretch or pain in your hands and shoulders while scribbling slowly?
3. Did you feel any difference in these two ways of scribbling?
4. Which way did you like?

□ Dos and Don'ts

- Motivate all the students to scribble.
- This is not a drawing class, so do not put any pressure on the students to draw something.

❑ **For practice at Home**

Students will practice today's Mindfulness activity with the members of their family at home daily. It will be discussed in class next week.

❑ **End of the Class**

In the end, students would be asked to sit quietly for 1-2 minutes and reflect on the things they noticed in today's class.



Session 14 : Mindful Muscle Stretching - I

Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Mindful Muscle Stretching - I: 5-7 minutes
4. Sharing of Experiences: 5-7 minutes
5. End of class: 1-2 minutes

□ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing.

□ Discussion on Mindfulness

The teacher will conduct a 5-7 minutes discussion on students' experiences, challenges and benefits of Mindfulness that they are practising at home.

Activity: Mindful Muscle Stretching-I

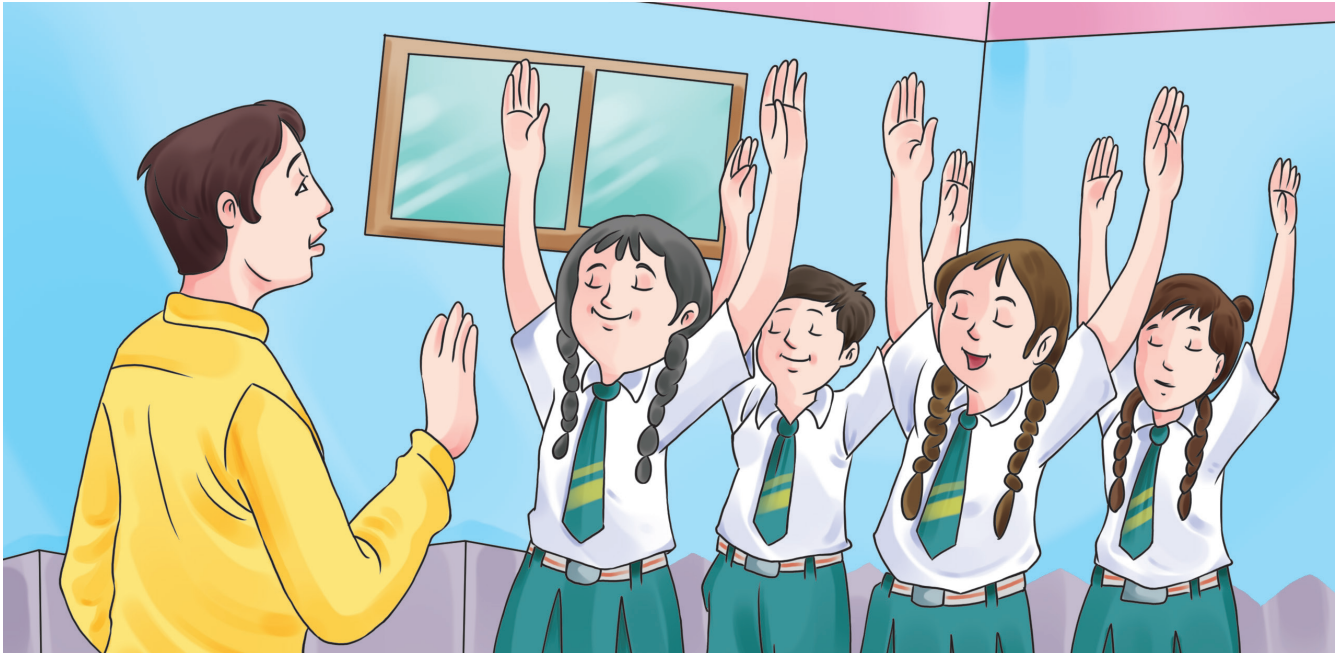
□ Objective

The objective of this activity is to draw the attention of students towards stretching in body and make them practise mindful stretching of the body.

□ Steps of the Activity

- The teacher will ask the students to stand up and leave their bodies loose.
- Now slowly raise both your hands up and take them above your head. Standing up straight, take your hands as high as you can. Try to feel the stretch in your arms and back. (Stay here for 5 minutes.)
- The teacher will ask the students, "Are you all feeling any kind of stretch in your hands?"
- Now tell the students, 'Now all of you bring your hands down.'
(Stay here for 10 seconds).
- Now ask, "Are your hands feeling relaxed now?"
- Similarly, now ask the students to touch their feet with their hands without bending their knees. (Stay here for 5 seconds).
- Now ask the students, "Do you feel any kind of stretch in your legs?"
- Now ask the students to stand up straight. (Hold on here for 10 seconds.)

- The teacher will ask the students, “Are your legs feeling relaxed now?”
- In this way, let them feel the stretch in different parts of the body. Repeat each process 3-4 times.



□ Points for Sharing Experiences

1. Has any of you ever noticed the tension inside your body like this?
2. How were you feeling when you raised your hands?
3. How were you feeling when you tried to touch your feet with your hands?
4. Do you find any difference between these two situations?

Teachers will tell the students that we don't pay attention to our bodies all the time. By doing this exercise, we will become aware of our bodies, and this exercise helps us see things carefully.

□ Dos and Don'ts

- Teachers will ensure that students do not get hurt in any way during any activity.
- If a student does not want to do any activity, do not force him.

□ **Practice at Home**

Students will practise today's Mindfulness activity with the members of family at home daily. It will be discussed in class next week.

□ **End of the Class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things they noticed in today's class.



Session 15 : Mindful Muscle Stretching - II

Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Mindful Muscle Stretching - II : 5-7 minutes
4. Sharing of Experiences: 5-7 minutes
5. End of class: 1-2 minutes

□ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing.

□ Discussion on Mindfulness

The teacher will conduct a 5-7 minutes discussion on students' experiences, challenges and benefits of Mindfulness that they are practising at home.

Activity: Mindful Muscle Stretching-II

□ Objective

To bring the attention of the students to the stretching of the body and make them practice it

□ Steps of the Activity

- The teacher will tell the students that we will do this activity in a different way. The teacher will ask students to sit in a comfortable position and leave their bodies loose.
- The teacher will ask the students to raise their right hands up, and then pull the hand further up. (Stay here for 15 seconds.)
- The teacher will tell the students, "All of you take your attention towards your breath along with this stretch. Can you feel your breath?"
- The teacher can do this activity 2-3 times with the other hand as well.
- Now all of you slowly raise your left leg up. Raise your leg as high as it is comfortable for you. (Stay here for 10 seconds.)
- The teacher will ask the students, "Do you all feel any kind of stretching in your legs?"
- The teacher will now ask the students to bring their feet down.
- The teacher will now ask the students, "Are all of you feeling comfortable on your feet now?"
- Now ask the students to raise their other leg. Raise your leg as far as is comfortable for you and turn your attention to the stretch you feel in your body.

- Ask students to bring their leg down.
- The teacher will ask the students to raise both their legs at the same time. Raise your leg as high as it feels comfortable, and turn your attention to the stretch you feel in both legs. (Stay here for 15 seconds.)
- Now all of you bring both legs down.



☐ **Points for Sharing Experiences**

1. Were all of you able to feel the stretch in both your legs and arms?
2. Was there any difference in the stretch of both legs and arms?

☐ **Dos and Don'ts**

- Teachers would ensure that students did not get hurt in any way during any activity.
- If a student does not want to do any activity, do not force him or her.

☐ **Practice at Home**

Students will practice today's Mindfulness activity with the members of family at home daily. It will be discussed in class next week.

☐ **End of the Class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things they noticed in today's class. .



Session 16 : Mindful Walking

Distribution of Time

1. Beginning of the class: 2- 3 minutes
2. Discussion on Mindfulness: 5- 7 minutes
3. Mindful walking: 5- 7 minutes
4. Sharing of Experiences: 5- 7 minutes
5. End of the class: 1- 2 minutes

□ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing.

□ Discussion on Mindfulness

The teacher will conduct a 5-7 minutes discussion on students' experiences, challenges and benefits of Mindfulness that they are practising at home

Activity: Mindful Walking

□ Objective

To Bring the attention of the students to the process of Mindful walking.

□ Steps of the Activity

- Teacher will inform the students that now we all will practice Mindful walking.
- All of you please come out of your desks and stand comfortably. All students will loosen their limbs and shoulders and focus on your breathing.
- Take 2-3 deep breaths and exhale through the mouth.
- Now tell the students to pay attention to their way of standing. "Focus on your feet and feel how your feet are touching the shoes".
- Take a long deep breath and take a step forward.
- Step forward carefully like you are walking on clouds.
- Notice how you are walking and when your feet are raised and when they are touching the ground. Notice what all is happening in your body.
- All of you now take another step forward and focus on it. Now keep stepping forward with attention on every step and carefully feel each of your steps. (Let the students do this activity for 30 seconds)

- Ask the students if they are feeling any change in their body or any part of the body?
- Now ask the students to go to their seats; take a long deep breath and sit down letting the breath out. Give them 1- 2 minutes for settling down in their place.



▣ Points of Sharing Experiences

1. Have you paid attention to walking like this ever before?
2. What did you do in the activity?
3. Were you able to focus on your walking?

❑ **Dos & Don'ts**

- For this activity, teacher can take the students out in the ground also.
- Teachers to keep in mind that all answers given by the students are acceptable and need not be termed as right or wrong.

❑ **Practice at home**

- Students will practise today's Mindfulness activity with the members of family at home daily. It will be discussed in class next week.

❑ **End of the class**

- In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things they noticed in today's class.



Session 17 : Mindfulness of Feelings - I

Distribution of Time

1. Beginning of the class: 2- 3 minutes
2. Discussion on Mindfulness: 5- 7 minutes
3. Mindfulness of Feelings - I: 5- 7 minutes
4. Sharing of Experiences: 5- 7 minutes
5. End of the class: 1- 2 minutes

□ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing.

□ Discussion on Mindfulness

The teacher will conduct a 5-7 minutes discussion on students' experiences, challenges and benefits of Mindfulness that they are practising at home.

Activity: Mindful Feelings -I

□ Objective

Identifying feelings and understanding them better through discussion

□ Steps of the Activity

- Teacher will tell the students that we will talk about our feelings today. Sometimes we feel happy, sometimes unhappy. We also feel scared at times. All these are our feelings.
- In the classroom, you will draw different feelings on the board.
- Tell the students that today, we will discuss one such feeling- Happiness



❑ Points of Sharing Experiences

1. How does your face become/ look when you are happy?
2. When do you feel happy?
3. What do you do when you are happy?
4. Do you feel anything physically (in body) when you are happy?

❑ Dos and Don'ts

- Create a safe environment wherein the feelings of all students are accepted and respected
- Do not take any decision based on your own belief.

❑ Practice at Home

Students will practise today's Mindfulness activity with the members of family at home daily. It will be discussed in class next week.

❑ End of the class

In the end, students would be asked to sit quietly for 1-2 minutes and reflect on the things they noticed in today's class.



Session 18 : Mindfulness of Feelings - II

Distribution of Time

1. Beginning of the class: 2- 3 minutes
2. Discussion on Mindfulness: 5- 7 minutes
3. Mindfulness of Feelings - II: 5- 7 minutes
4. Sharing of Experiences: 5- 7 minutes
5. End of the class: 1- 2 minutes

□ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing.

□ Discussion on Mindfulness

The teacher will conduct a 5-7 minutes discussion on students' experiences, challenges and benefits of Mindfulness that they are practising at home.

Activity: Mindful Feelings-II

□ Objective

To identify the feelings and understanding them better through discussion

□ Steps of the Activity

- The teacher will tell the students that we will now do an activity which will help us remember our happy moments.
- Teacher will ask the students to sit comfortably; close their eyes; take a deep breath and let it out through the mouth. Do it once or twice more.
- Teacher will ask the students to recall a moment when they were really happy. Also encourage them to recall if they were alone at that moment or with someone. Ask them, "What were you doing then at that time?"
- Now inhale breath slowly... and release it. Breathe in and think that you are smiling while breathing out.
- Now you may open your eyes slowly.
- Now look at each other and smile.



☐ Points of sharing Experiences

1. Did you like this activity?
2. Where in your body did you feel happiness?
3. Which place of happiness did you think about?
4. How did you feel after thinking about the place of happiness?

☐ Dos and Don'ts

- Motivate all the students to answer
- Teacher to accept all the answers with ease

☐ Practice at Home

Students will practise today's Mindfulness activity with the members of family at home daily. It will be discussed in class next week.

☐ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things they noticed in today's class.



STORY AND ACTIVITY SECTION

This section has been divided into 17 lessons in which students have been made to understand about Happiness through stories and activities. There are notes for teachers also so that the line of discussion and its relation to happiness would be clear.

❑ INSTRUCTIONS FOR CONDUCTING STORY SESSIONS

From the day man has started speaking, story-telling has been his favourite amongst other methods for teaching and learning process. With the help of stories, we share our learning with others. The story method is one of the extensively used methods in school teaching also. It is easy for children to focus their attention on the subject through the story. It is from their childhood that students are habitual of listening to stories from their grandparents which they are fond of and also tell these stories to others with great enthusiasm.

It's a burning question in front of all of us that what type or what genre of stories would be included in the Happiness curriculum? Since childhood, we have been listening to stories full of fantasies, fictional characters, talking animals, talking plants, etc. Such fantasies and fictional stories are not included in this curriculum because we want to bring the focus of the students towards realities of life, which is only possible through real life stories. To inculcate positive values in students, this book includes real life inspirational stories. The objective of including stories in this curriculum is different from those in a language curriculum. These stories are included in this curriculum so that the students may be able to ignite their thought process and have reflective thinking in their lives.

❑ THINGS TO BE KEPT IN MIND WHILE NARRATING THE STORY AND DURING THE DISCUSSION AFTER THE STORY.

- Stories would be told with proper gestures and expressions so that students don't lose interest and can relate themselves to characters.
- The stories would not be narrated with breaks or in parts.
- It's not a language class, so language pedagogies would not be used in the class, instead the stress would be on the values of the stories.
- The discussion to be done after the narration of the story in happiness class stories is very important. Hence more time would be devoted to the questions of the discussion.
- The questions for discussion are a very important step to take the story in the proper direction; if the students are not moving towards the objective, then more questions would be put up.

- Do not try to tell the objective or the motive of the story as moral, instead provide opportunities to the students to draw their own conclusions.
- Instead of asking them what have they learnt, ask them if they have felt like any character of the story at any time? What would they do in such a situation? Or what they would like to do in future?
- The stories are very concise so don't try to add or delete anything from the story as it would change the whole essence of the story.
- It would be interesting to note how the students relate themselves with the story.
- Some specific instructions like, "observe, ask and explore at home" are given at the end of each story. Their objective is that the students would discuss the story at home and in their vicinity and draw the correct conclusions.
- If there are more than two parts of a question, then ask the next question after getting the answer of one question.

❑ **MINIMUM TWO DAYS ARE PRESCRIBED FOR THE STORY.**

- The story would be narrated on the first day and then discussion to be conducted with the whole class as a large group.
- Students would be asked to narrate the story to their parents, siblings, neighbours, friends, etc. and also discuss the questions with them.
- Special instructions for the next day have been given as, "Recapitulation and Experiences at home". provide the students opportunities for recapitulation, discussions on experiences at home and draw their conclusions.

❑ **BUILDING PROPER ENVIRONMENT IN THE CLASS.**

- All students would be given the opportunity to express themselves.
- There are no wrong or right answers so, accept all the answers of the students wholeheartedly.
- Each student would understand that everybody's response is significant.
- The environment of the class would be supportive and encouraging so that students would feel free to express themselves.



❑ INSTRUCTIONS FOR CONDUCTING ACTIVITIES.

Activities invite the active participation of the whole class, that is why the students take great interests in them. The knowledge gained by activities is life-long as it is the experiential learning of the students which is based on their own life experiences.

Keeping in mind all these advantages of activities they are included in the Happiness curriculum. In general, anything that is being practically done in front of the students and the activities in which they are involved themselves makes learning easy for them.

The activities are designed in such a way that they are in accordance with the mental level of the students of a particular age. Also, these activities encourage them to think. Students' thought process would be ignited and they would be able to think and discuss about them.

The objective of the activities included in the book is to make the students think in a logical and rational manner and perceive the things and situations as they are. In this way they would be able to challenge their traditional thinking and assess it on the logical part. It would enable them to think ahead and in a unique manner and make their own decisions.

Activities can be done easily in the classrooms and no special equipment is needed for them. Teachers can easily conduct these activities without any resources.

❑ THINGS TO KEEP IN MIND WHILE CONDUCTING ACTIVITIES:

- The 'Objective' of the activity and 'Note for the teacher' is for the teacher's clarity. Don't read them out to the students.

- Before conducting the activity, please read and be clear about the ‘Objective’ of the activity and ‘Note for the teacher’.
- The complete procedure of the activity would be done after reading and understanding it.
- The students would be given opportunities to feel free and express themselves without any prior recommendation of what is right or wrong.
- At the time of discussion, teachers would take care of the fact that all students are participating in the discussion.
- To encourage students, teachers would actively participate in the activity themselves.
- Give the students ample time to reach to their own conclusions. Don’t give them your decision.
- Activities would be conducted for achievement of the objectives as per the circumstances and they can be moulded for the same. Better techniques can also be adopted for better conduction of activities.



Cooperation

❑ Note for the Teacher

In the last class, students have practiced Mindfulness. Now apart from Mindfulness, we will also involve them in happiness class discussions through stories, activities and assessment sessions. It will help develop their understanding as well as their ability of living in the family and school.

❑ Objectives of the Lesson

To inspire students to understand the cooperation of others and become cooperative themselves.

❑ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Activity: A new challenge

❑ Objective

To develop among students the ability to work together

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Line of discussion

To draw the attention of the students to the fact that there are many things that we can accomplish with greater ease and creativity with the help of others.

Activity

Steps of the Activity

- Make all the students sit in pairs.
- Between every pair of students, place a pencil and a sharpener.
- Then ask them if they could use the sharpener to sharpen the pencil without folding their arm.
- “Let’s see. Now you have five minutes of time. You two can discuss together” Ask them to stop as soon as the time is over.
- During the discussion, the teacher will ensure that all the students are participating in the activity.
- If a pair of students succeeds, ask them to come forward and demonstrate it to others.
- If no one is able to do it then ask all pairs of students to stand facing each other, with one holding the sharpener and the other holding the pencil.
- Now ask them to try again with the help of each other. You have five minutes for it.

Questions for Discussion

1. What did you find easier, sharpening pencil alone without folding your arm or with the help of your partner?
2. Can we do all our work alone?
3. What do you do when you are not able to do any work alone?

Observe, Ask & Explore at home

At home, discuss with the members of your family if they like working alone or together.

End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 2

Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that, 2-3 students would be asked to share their experiences.

❑ **Recapitulation and Experiences at Home**

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

❑ **Questions for Discussion**

1. What kind of work do you do with the cooperation of each other?
2. How do you feel after cooperating with each other?
3. Has it ever been that you wanted to cooperate with someone but could not do so? How did you feel at that time?

❑ **Observe, Ask & Explore at Home**

At home, discuss with the members of your family why it's necessary to cooperate each other.

❑ **End of the class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 3

Story: Let's make Lemonade

❑ **Objective**

To encourage the students to live together and cooperate each other

❑ **Beginning of the class**

Begin the class with 2-3 minutes of Mindful breathing and after that, 2-3 students would be asked to share their experiences.

❑ **Experiences at Home**

Students would be given opportunity to share their experiences of reflections and discussion at home.

❑ **Line of discussion**

Through discussion, the attention of the students will be drawn to the fact that we feel good if we cooperate with others in completing any task. Not just cooperating with others, but accepting the cooperation of others is also important because we can not complete all our tasks alone. Being cooperative and accepting the cooperation of others strengthens trust in our relations. Helping each other is what we call Cooperation.

A Story

It was summer time. Pinki and both her elder brothers, Toni and Sonu had their holiday and their parents were at work. It was very hot and Pinki and her brothers were feeling thirsty frequently. So, all three of them decided to make Lemonade and went into the kitchen. Toni cut the lemon carefully and asked Sonu to mix sugar and salt in water. Both of them said, “Pinki, you are very young so you can’t help us in any way.” When Pinki heard this, she said, “So what if I am young, I can still help you.” She got ice and glasses etc. After everybody had enjoyed Lemonade, Pinki said, “Wow, how refreshing lemonade both of you made!” At this, Sonu replied, “We would not have been able to prepare such nice Lemonade so fast without your help. You have done a good job.” Then both of them said thanks to her.



Questions for Discussion

1. Why did Toni and Sonu thank Pinki?
2. Why is it important to help each other?
3. What are the things in which you help each other in the class? How?
4. How do you feel after helping each other?

Observe, Ask & Explore at Home

At home, discuss with the members of your family what are the things in which they all help each other.

End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 4

Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ **Recapitulation and Experiences at Home**

- Students would be asked to recap the story wherein the teacher may also help.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

❑ **Questions for Discussion**

1. Who all help you in getting ready for school in the morning? How do you feel when they all help you?
2. What all things do you do with help of others? Mention any three such things.
3. What are the things that you cannot do without the help of others? Mention any two.

❑ **Observe, Ask & Explore at Home**

At home, discuss with the members of your family who all they have helped and how they felt after helping them.

❑ **End of the class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 5

Assessment Session

❑ **Beginning of the class**

Begin the class with 2-3 minutes of Mindful breathing and after that, 2-3 students would be asked to share their experiences.

❑ **Experiences at home**

Students would be given opportunity to share their experiences of reflections and discussion at home.

❑ **Questions for Assessment**

1. This week, who all did you help in your family or neighborhood? How? Share any two incidents.
2. How did the people that you helped feel?

3. This week, which tasks did you do with the help of your family or friends? Could you have done that task alone?
4. Share any one such thing that you tried to do alone and could not do it well, but when you took the help of someone, you were able to do it well.

Observe, Ask & Explore at home

At home, students would ask the members of their family whom they consult or seek help from when they are facing any challenge. Does it help in solving the problem?

End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Understanding what is Right

□ Note for the Teacher

In the last lesson, we learnt-

- we seek help from others in many things.
- we also help others in many things.
- mutual help makes any task much easier.

In this Lesson, we will explore-

No human being makes mistakes consciously. Mistakes happen, when there is lack of clarity whether it's us or someone else. So, when someone makes a mistake, it only means that the person lacks clarity in that area and needs to develop better understanding. At the same time, it requires courage to acknowledge and take responsibility for one's mistakes.

□ Objectives of the Lesson

1. Attention of the students will be drawn to the fact that no one wants to make mistakes.
2. Students will respond thoughtfully if someone makes a mistake.
3. Students will make accepting their mistakes a part of their behaviour.
4. Taking ownership of their mistakes, students will also try to correct them.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story - Noni's injury

□ Objectives

To sensitise the students and they will be able to identify and acknowledge their mistakes.

□ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

Experiences at home

Students would be given the opportunity to share their experiences of discussion and reflections at home.

Line of discussion

A human being does not want to make mistakes. Students will be sensitised that if a mistake does happen then it's important to acknowledge it and avoid repetition. Students will notice that we do not want to make mistakes and yet how and why we end up making mistakes. Also, if someone else commits a mistake then how can we feel that it was done deliberately.

Story

Noni was just three years old. She liked to play with her elder brother Umang. But he played with her only occasionally. Whenever Umang used to go out for some work, she used to run after him saying, 'I will also go with Bhaiya.' One morning Noni came back from the park crying and told her mother that she had suffered an injury there. Just then, Umang also came in and said, 'Noni, are you hurt?'. Then he told his mother that Noni had been running after him when he was going to school. He ran a little faster to avoid her and in the process she fell down. Umang became sad as he narrated this incident to his mother.



Mother applied a Band aid on her injury even as Noni was looking at Umang with teary eyes. The mother spoke to Noni, 'Dear Umang has to go to school and he can't take you along.'

Noni asked innocently, "When will I also accompany bhaiya to school?" Hearing this Umang became emotional and said, "please forgive me, Noni! I didn't want to hurt you."

❑ Questions for Discussion

1. Do you also like to play with your siblings? Why?
2. Why did Noni not tell mother that she had fallen down because of her brother?
3. Had Umang made a mistake? Why didn't he share the whole incident before?
4. Why did Umang finally accept his mistake?

❑ Observe, Ask & Explore at home

At home, discuss with the members of your family that whenever any member of the family got hurt, was it due to their mistake or the mistake of someone else.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 2

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the story wherein the teacher may also help.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

❑ Questions for Discussion

1. Has it ever happened that you made a mistake and did not share it with anyone? Why did you do that?
2. Did it ever happen that your brother or sister made a mistake and you did not inform anyone about it? If yes, why?
3. Did it ever happen that your mistake resulted in the loss of someone else and then you compensated it? Please share one such instance.

❑ Observe, Ask & Explore at home

At home, discuss with the members of their family if ever they ended up hurting someone and also what they did in that situation.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 3

For the Happiness of our Loved ones

❑ Objective

The attention of the students will be drawn to the fact that no one makes a mistake consciously.

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Experiences at home

Students will be given the opportunity to share experiences of discussion and reflections at home

❑ Line of discussion

Through discussion, the attention of students will be drawn to a situation when we become angry with our loved ones who, we believe, have consciously hurt us. But after thinking carefully or by talking to them we discover that it was not the case. It's exactly like the situation when we end up hurting someone even though we did not want to.

Activity

❑ Steps of the Activity

- Make groups of 4-6 students each.
- Discuss with your friends what your parents do to make you happy.
- Now encourage the class to discuss the following points-

❑ Questions for Discussion

1. Why would your parents want to keep you happy?
2. What will you do for the people who keep you happy?
3. How do we feel when others feel happy because of us?

❑ Observe, Ask & Explore at home

At home, try to find out from the members of your family how they feel when others become happy because of them.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 4

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

❑ Steps of the Activity

- Make groups of 4-6 students each.
- Ask them to share any mistakes that they may have made. Also ask them to share if it hurt or troubled someone.
- Now ask the whole class to discuss the following points

❑ Points for discussion

1. Did you do that thing only to hurt them? If yes, why? If no, then how did that happen?
2. What did you do after your actions ended up hurting someone?
3. What do all these things indicate? Do humans consciously make mistakes?

❑ Observe, Ask & Explore at home

At home, discuss with the members of your family whether people consciously make mistakes.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 5

Assessment Session

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Experiences at home

Students would be asked to share their experiences of discussion and reflections done at home.

❑ Questions for Assessment

1. Which mistakes did you do this week? Out of these mistakes, which were done purposefully?
2. In the last few days, out of all the mistakes done by your friends, which all do you think were done purposefully by them?
3. Has it ever happened with you in school or home that you were angry but you decided to be polite instead of fighting with the person?
4. Who all were happy because of you in this week? Why were they happy?

❑ Observe, Ask & Explore at home

At home, discuss with the members of your family that what do they do when they commit mistakes..

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Real Happiness

□ Note for the teacher

In the previous Lesson, we learnt-

- No one wants to make a mistake and if mistakes do happen then it's important to accept it and avoid repetition.
- When we lack clarity, we are likely to make mistakes.
- It requires courage to accept one's own mistakes.

In this Lesson, we will learn that-

- Happiness from relations lasts much longer than the happiness from objects.
- Mutual trust and cooperation strengthen our relations.

□ Objectives of the Lesson

1. Students will be able to understand the usefulness of things and importance of relations.
2. Students will be able to understand the difference between the momentary happiness obtained from objects and the deeper happiness obtained from relations.

□ Proposed Duration

At least five days or till the teacher is satisfied.

Day 1

Story: Fair

□ Objective

To bring the attention of students to the fact that living with satisfaction in relations is more comforting than the happiness derived from things.

□ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

Experiences at home

Students would be given the opportunity to share experiences of reflections and discussions done at home.

Line of discussion

Things give us happiness but what gives us even more happiness is living with our own people. We also feel safe living with them. The thing which used to be the basis of our happiness loses its charm if our people are not around. Through discussion, bring the attention of the students towards the deeper happiness that comes from living with our friends and family.

Story

One day six years old Sonu went to Delhi Haat with his father to visit the fair. It was very crowded there and Sonu was walking holding his father's hand. He saw a balloon seller inflating a big balloon and said, "Wow, what a beautiful balloon! Papa, please buy me this balloon."

Papa said, "Let's first buy other items and on our way back we will buy this balloon." Sonu and his father moved ahead.

A little further he saw a swing and said, "What a beautiful swing! I also want to take a ride on it." But the father told him to move on.



After some time, his father started buying things and told him to stand at one place. A snake charmer was playing a bean (musical instrument) at some distance. A snake was rising out of the basket and dancing. Sonu had never seen that before so he walked closer to the snake without informing his father. But when he came back his father was not there.

He started looking for his father but he was nowhere to be found. He started crying and was inconsolable. Just then a police man saw Sonu. The policeman tried to console the child and tried to buy him a balloon but now Sonu did not want it. He took Sonu to the Swing

for a ride but he did not want it either. He continued to cry and even the musical bean of the snake charmer was no longer able to interest him. He kept crying for his father. Just then he heard a familiar voice shouting his name loudly. It was his father only who had also been desperately looking for him all around. He saw his father and immediately ran onto his lap.

❑ Questions for Discussion

1. After accidentally separating from his father, Sonu did not want the balloon that the policeman offered to buy him. Why?
2. Which toys or things do you like to play with? Why?
3. Have you also ever dropped your toys to play with your parents or the members of your family? Why? Do share one such instance.

❑ Observe, Ask & Explore at Home

At home, discuss with the members of their family. If they have ever given up something important to spend time with the family. Why did they do so?

❑ End of the class

In the end, students would be asked to sit quietly for 1-2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 2

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the story where in the teacher may also help.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

❑ Questions for Discussion

1. Who all do you play with in the family?
2. Has it ever happened to you also that you enjoyed playing with the members of family rather than the toys? If so, please share one such instance.
3. Apart from playing with members of your family, what else do you do?

❑ Observe, Ask & Explore at home

At home, discuss with the members of their family what are the things they like to do together.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 3

Activity: Join the Fingers

❑ Objective

Students will be able to identify the feeling of mutual trust and cooperation

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences at home.

❑ Experiences at Home

Students would be given the opportunity to share their experiences of reflections and discussion at home.

❑ Line of discussion

Through discussion, the attention of students needs to be drawn to the fact that in order to maintain relations, trust is a fundamental value. When we trust each other, we are able to feel affection and respect towards each other. If relations are full of trust, then they make us happy. The more we are able to identify relations with others, the better we are able to live with them. So, after identifying the feeling of trust and affection, students will be able to understand their different relations.

Activity

❑ Steps of the Activity

The activity could be done inside as well as outside the class.

1. Do this activity in a group of 5- 6 students.
2. At one time, only one group will do the activity.

3. Students of each group will sit on the ground and will keep their right hand parallel to the ground.

4. All students of the group will join their index finger.

5. Students will keep a book on all the joined fingers.

6. Students will slowly place the book on the ground.



7. Teachers will try to give the students enough time so that they may make a plan.

8. Repeat this activity with other groups too.

9. In case of any mistake, allow the students to do it again and improve.

❑ Questions for Discussion

1. Were you able to do this activity well? How?
2. Whose help did you take to do this activity well?
3. Did you need help from everyone in your group to do this activity properly? If yes, why? If no then why not?
4. In order to work together better, why do you need coordination and trust?

❑ Observe, Ask & Explore at home

Students will repeat this activity with their parents at home and will share their experience in the next happiness class.

❑ End of the class

In the end, students would be asked to sit quietly for 1-2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 4

□ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

□ Recapitulation and Experiences at Home

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

□ Questions for Discussion

1. Which household works do you help your family with?
2. Do you do this help if someone asks you or you feel that you should do it on your own?
3. How do you feel after helping the members of your family?
4. How do the members of your family feel when you help them?

□ Observe, Ask & Explore at home

Students will discuss with the members of their family in which tasks they help each other and why?

□ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 5

Assessment Session

□ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

□ Experiences at Home

Students would be given opportunity to share experiences of reflections and discussions at home.

❑ Questions for Assessment

1. This week which new things did you learn and from whom?
2. Apart from playing with your friends, what else did you do? How do you feel after doing that?
3. Did you make something or accomplish some work with the help of the family members? Please share.

❑ Observe, Ask & Explore at home

Students will discuss with their family what tasks they have learnt and from which people.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Together

□ Note for the Teacher

In the previous lesson, we learnt that-

- everything has its usefulness and importance
- there is a difference between the momentary happiness obtained from things and the deeper happiness that comes from relations

In this lesson we will learn that-

- who all have contributed in our progress
- helping others brings us happiness
- how can we help others

□ Objectives of the lesson

1. Students will be able to feel sensitivity in relations
2. Students are able to see and appreciate the contribution of others in their lives

□ Proposed Duration

At least five days or till the teacher is satisfied



Day 1

Story: Raju's Tiffin

□ Objectives

To strengthen the belief of students in the value that helping others is good and it makes us happy.

□ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

□ Experiences at home

Students would be given opportunity to share their experiences of reflections and discussion at home.

Line of discussion

Through discussion, the attention of the students will be drawn to the fact that human beings cannot accomplish anything alone. We need the company of others in everything they do. Whenever we do things together, we feel happy. The one who is being assisted also feels happy.

Story

Raju and his mother lived together. It was his first day at school today. His mother was not well yet she somehow made him ready for school. But she was not able to prepare his lunch today. She sent him off to school with a neighbour- Monika. During the lunch break, all students sat together to have lunch but Raju kept sitting on his own desk.



When other students saw him, they asked if he had not brought his lunch. Raju told them about the illness of his mother. Raju's friends said to him, "Raju, today our lunch is your lunch." They made him sit with them. Someone gave him an Idli; someone else gave a Parantha and Bhindi etc. All of them happily shared and enjoyed the food.

When Raju reached home, the health of his mother was better. She said, "Raju, you must be feeling very hungry, let me make something for you."

Raju replied, "Oh, Mummy, I have eaten a lot with my friends today. Did you also eat something or not?" After sometime, Raju spoke again, "I have brought some Halwa for you, please take it." After hearing this, the mother hugged the son.



❑ Questions for Discussion

1. Who prepares tiffin for you?
2. What are the things that the members of your family do for you?
3. How do you help when someone is taken ill in your family?
4. Has any member of your family helped you with something? When and how?

❑ Observe, Ask & Explore at home

Students would discuss with members of their family on things in which they help each other.

❑ End of the class

In the end, students would sit quietly for 1-2 minutes and reflect on things that they noticed today and also the understanding that they built.



Day 2

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the story wherein the teacher may also help.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

❑ Questions for Discussion

1. Why are the members of family important to us?
2. Did you ever share anything with a friend? How do you feel after that?
3. Do you help others on your own or when they ask you?

❑ Observe, Ask & Explore at home

Students will discuss with members of their family about the occasions when they helped someone and why.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 3

Activity: Useful Box

❑ Objective

Students will be able to use the things that are easily available around us to fulfill the necessities of others.

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Experiences at home

Students would be asked to share their experiences of reflections and discussions done at home.

Activity

❑ Steps of the Activity

- Students will write the names of their articles (such as pencil, book, eraser etc) on a piece of paper.
- Students will encircle the items that they do not use.
- Students will make a useful box in their class and will put the things that they do not use inside it.



❑ Questions for Discussion

1. What was on your mind when you were making a list of your articles?
2. Do you feel that the things kept in the useful box could be used by any of your friends?
3. Is it necessary to put the things back in the box after using them? Why/why not?

❑ Observe, Ask & Explore at home

At home, discuss with the family about the things that are lying unused and if they could be useful for someone else.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 4

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

❑ Questions for Discussion

1. With the members of your family, how did you decide which things are not useful to you?
2. In your school or family, who can you help and how?
3. Who all help us in our surroundings? How can we thank them for their help?

❑ Observe, Ask & Explore at home

Students will discuss with their family that what help they get from their friends and relatives and how to express gratitude towards them.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.

Day 5

Assessment session

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions done at home.

❑ Questions for Assessment

1. This week, whom did you help and how?
2. Did you do any work with help from your friends? How did you feel afterwards?
3. This week who all helped you and how? How did you feel after getting their help?

❑ Observe, Ask & Explore at home

At home, discuss with the family that how they feel when they help someone.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



□ Note For The Teacher

In the previous lesson, we learnt that-

- it's good to help each other as it gives us happiness
- we can fulfill the needs of people around us with the things that are easily available.

In this lesson, we will sensitise students towards their role in keeping our house clean and well organized. We will also inform them about the benefits of keeping things in the proper place after use. Students will also be made aware of the role of other members of the family in maintaining the house so that they may feel and express gratitude towards them also.

□ Objective

1. Students' attention is brought to the importance of orderliness in their lives.
2. Students themselves become prepared to participate in and contribute to the orderliness

□ Proposed Time

At least five days or till the teacher is satisfied



Day 1

Story : We People

□ Objectives

Students will be able to see the small contributions being made to keep things organised.

□ Beginning Of The Class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

□ Experiences at home

Students would be given opportunity to share their experiences of reflections and discussion done at home.

□ Line Of Discussion

Through discussion, it's important to draw attention to the fact that orderliness is necessary in our lives so that we can live well. It's difficult to feel happy without this orderliness.

Story

Shubham studied in second class. When he reached the class today, he noticed that the class was not clean like usual. The floor was not clean and there were pieces of paper all around. After the prayer, the teacher came to the class and said, “Today, we will clean our class before we begin our study.” Shubham said, “Sir! Didn’t Bhaiya Rishi, who cleans our class everyday come today?”



The teacher told him that the sweeper was ill and therefore could not clean the class. Like all other classmates, Shubham also placed his bag outside the class and started cleaning enthusiastically. All other students also joined in. Ankit who was sitting on his broom was looking like Harry Potter. Shama was picking garbage from every corner like she was playing hide and seek with it. In about fifteen minutes, all of them managed to clean the class and returned after washing their hands. The teacher said, “Since we all cleaned the class today so we will get less time to study.” Shubham realised



that Rishi bhaiya who cleaned their class everyday was saving so much of their time and they were able to study in a clean room.

Next day, when Rishi bhaiya came to clean the room, he did not find any piece of paper or pencil shavings on the floor. He emptied the dustbin into his bucket; smiled and said to students, "Thank you for your cooperation." Shubham said, "You work so hard for us, so we can also try to help you in keeping our class clean."

❑ Questions For Discussion

1. Why did Shubham and his friends clean the classroom?
2. How must they have felt after cleaning the classroom?
3. While cleaning the room, what must have been the feeling of the students towards the sweeper?
4. Do you feel that every work in the school should be done at the right time? If yes, why? If no, why not?
5. Who keeps all things in the right place at home, why?

❑ Observe, Ask & Explore At Home

At home, ask the members of your family how they feel when something has not been put in the right place and why.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 2

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the story wherein the teacher may also help.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

❑ Questions For Discussion

1. How do you keep notebooks, books and pencils etc in your school bag and why?
2. In morning assembly, how do you stand, why?

❑ Observe, Ask & Explore At Home

Students will discuss with their family why it's necessary to keep things in the right place after use.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 3

Activity: My Notebook

❑ Objective

Students will be able to realise that happiness lies in living in orderliness

❑ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Experiences at Home

Students would be given the opportunity to share their experiences of reflections and discussion at home.

❑ Line of Discussion

The attention of students would be invited to the fact that if we organise our things well, it saves us lots of trouble as well as time.

Activity

❑ Steps of the Activity

- All students will be asked to take out one notebook each and place it on the ground into a pile.
- Now ask the students to find their respective notebooks from the pile. (Searching their notebook from the pile will be both cumbersome and time consuming, but let them take time and do it)

- Now ask the students to once again take one notebook each and place them in a neat line. Now ask them to find their notebooks again.

❑ Questions for Discussion

1. When were you able to find your notebooks early? Why?
2. How were you feeling while looking for your notebooks in the pile? (Was it irritating?)
3. How many times did it happen that you were able to find the things easily that you had yourself kept?

❑ Observe, Ask & Explore at Home

At home, ask the family if ever they failed to find their things when they needed them. Why and how did it happen?

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 4

❑ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

❑ Questions for Discussion

1. What all things happen on time in your school? Why do you feel it happens? Think and reply. (During the discussion on answering this question, the teacher may draw the attention of students towards the rules.)
2. How do you feel when you follow the rules of your school?
3. Are there rules even for crossing the road? Is it necessary to follow these rules? If yes, then why? If no, then why not?

❑ **Observe, Ask & Explore at Home**

At home, discuss with family if it is necessary to have rules and follow them to make our lives comfortable. If yes then why?

❑ **End of the Class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 5

Assessment Session

❑ **Beginning of the class**

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ **Experiences at Home**

Students would be given the opportunity to share their experiences of reflections and discussions done at home.

❑ **Questions for Assessment**

1. Did it ever happen in the past week that you needed something but could not find it in time? Why did this happen?
2. Which things did you put at the right place after using them?
3. In order to be able to find your articles like notebook, pen etc easily what did you do?

❑ **Observe, Ask & Explore at Home**

At home, discuss with family when they did not find their things at the right place and what could be done for this.

❑ **End of the class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



□ Note for the Teacher

In the previous lesson, we learnt that

- we become happy when we live in orderliness.
- it's important to make our own contribution to maintaining orderliness.

In this lesson, we will learn that mutual coordination is fundamental to our relations. Whenever there is no conflict in our thoughts and there is harmony, we feel relaxed. Whether it's family, society, Nation or even at International level, when there is proper coordination, there is no feeling of envy, struggle or bitterness. Similarly, if we see in nature- be it Sun, Moon, Earth, Trees or animals, there is harmony among them all. There does not appear any struggle in Nature. In the same way, when we work in coordination with people around us, there is harmony in our relations and we are able to move ahead with joy and confidence.

□ Objectives of the Lesson

1. To draw the attention of the students to live in harmony with others.
2. To help students to notice that there is happiness in a harmonious life and also to develop the understanding that harmony in work can lead to more creativity.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Activity: Duet

□ Objective

To build harmony with each other.

□ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Experiences at Home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Line of Discussion

Through this activity, there will be a discussion on increasing harmony among students and their attention will be drawn to the fact that we perform better & happily if we work harmoniously with others.

Activity

❑ Steps of the Activity

- Teacher will ask the students to choose their partners and thus divide the whole class into pairs.
- Teachers will invite 4-6 pairs in the front of the class (depending on the available space) and will ask the students to move ahead slowly with their heads joined and steps matched.
- Similarly ask the students to now walk with their different parts like hands, back or shoulder etc in sync.
- Ask them to walk five steps in every posture.
- Repeat this activity with all pairs in turn.



❑ Questions for Discussion

1. How did you feel while walking in harmony with others?
2. How will you feel if you did this activity alone?
3. Did you feel any difficulty while walking like this? If yes, then what?
4. Did some of your friends face any problem while doing this activity? How did you involve those friends in the activity?

❑ Observe, Ask & Explore at Home

Students would do this activity with their family and then would ask them how they felt after doing this activity.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 2

❑ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

Activity

❑ Steps of the Activity

- Ask the students about the games that they enjoy playing together.
- Teacher will write the names of games/sports mentioned by the students on the board or will draw their pictures.

❑ Questions for Discussion

1. Which games do we play together with friends?
2. In any sport, how can we give company to our friends?
3. How will you feel if you play the same sport alone which you always play in a group?

❑ Observe, Ask & Explore at Home

Students will ask their parents as to which sports, they used to play together in their childhood.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 3

Story: A Colorful Door

❑ Objectives

To draw the attention of the students to the fact that there is happiness in living harmoniously with others. Also, to develop the understanding that their harmony can lead to creativity.

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Experiences at Home

Students would be given the opportunity to share their experiences of reflections and discussion at home.

❑ Line of Discussion

Teachers will draw the attention of the students to the fact that together we can do a lot of things in an interesting way. Rather than being competitors, students will find ways of becoming cooperative with others. It will inspire them to improve harmony with others.

Story

It was summer vacation. The white wash work was going on in the house of Chintu and Pinki. Painter bhaiya was standing on a ladder and painting the ceiling. Chintu and Pinki were observing him with great interest. They also wanted to do the paint work. Pinki said, "Chintu, let us also paint the door".

Chintu said, "Ok, but let us first ask the Painter Bhaiya." So, both of them walked up to the painter and said, "Bhaiya, we also want to do the paint."

After hearing this, the painter pointed towards the door of the inner room and said, "You may paint it. Take the brush and the paint and I shall observe you."



The painter went back to his work and both of them picked up one can of paint and one brush each. Then Pinki said, "Chintu, you paint one side of the door and I will paint the other side."

Both of them started painting with great enthusiasm. After some time, Chintu said, "Pinki, show me how you painted? Chintu was surprised to see that Pinki had painted in red colour, whereas he himself had painted in yellow colour. He said, "Pinki, what have you done? You have done a different color." Pinki said, "Chintu, why didn't you tell me which colour you were doing?" Chintu said, "Pinki, you didn't tell me either." They are now worried that Painter bhaiya will be angry and that parents will also reprimand them." Both

of them were wondering what to do. Then Pinki came up with a suggestion that she will paint the other half of her door in yellow and similarly Chintu will paint the remaining half of his door in red thus creating a unique design.

Both of them painted the door half red and half yellow on both sides. When their mother saw the door she was pleasantly surprised and said, “How beautiful the colors are! But the line between the two colors is not good.”

The painter also said, “Wow, you two have done a great job!” “I would have done just one paint but you have done two.” Then the painter said, “Let us now fix this line. I shall teach you how to do it.” Then the painter took a small brush and guided them about improving the line.

❑ Questions for Discussion

1. Why did Chintu and Pinki paint the door in different colours?
2. Does lack of harmony lead to mistakes?
3. How did Chintu and Pinki correct their mistakes?
4. Has it happened to you also that you committed a mistake and then rectified it? Share one such instance.
5. Did you seek the help of someone in improving or rectifying something? Share in the class.

❑ Observe, Ask & Explore at Home

Students will discuss with their family about the problems that crop up when there is lack of harmony amongst them.

❑ End of the Class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 4

❑ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the story wherein the teacher may also help.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

❑ Questions for Discussion

1. Did it ever happen that initially you did something wrong and then with the help of someone you were able to do it better than before?
2. Whose help can you seek to make your work even better? Share the names of a few of such people.

❑ Observe, Ask & Explore at Home

Students will talk to the members of their family to find out how well something is done when all involved work harmoniously.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 5

Assessment Session

❑ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Questions for Assessment

1. This week, which tasks did you do at home with the help of your family?
2. How did you feel while doing tasks together with your family?
3. Share any such work that you have done this week in your class, together with other classmates.

❑ Observe, Ask & Explore at Home

Students will observe at home which members of the family like to work together with other members of the family.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



□ Note for the Teacher

In the previous lesson, we learnt that-

There is happiness in building harmony with others and this harmony also leads to creativity in work.

Through this lesson, students will be able to understand trust. They will feel confident; will trust others around them and will also feel affection and love even beyond the family. In this activity students could also be sensitised about good touch and bad touch.

□ Objectives of the Lesson

1. Students will be able to identify the values of trust and belongingness.
2. Students will also be able to identify that even outside their house they may get parental love and care.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Riya went to School

□ Objectives

Students will notice that in school also there are people who consider them as their own children and they are safe there as well. Teachers also love them and care for them like their parents.

□ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

□ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

Line of Discussion

It can be discussed with the students that it's important to have a trustful relation between the students and the teacher. How can this relationship be made more comfortable? Teachers will also share what all they do to strengthen their relations with the students and how they feel about it.

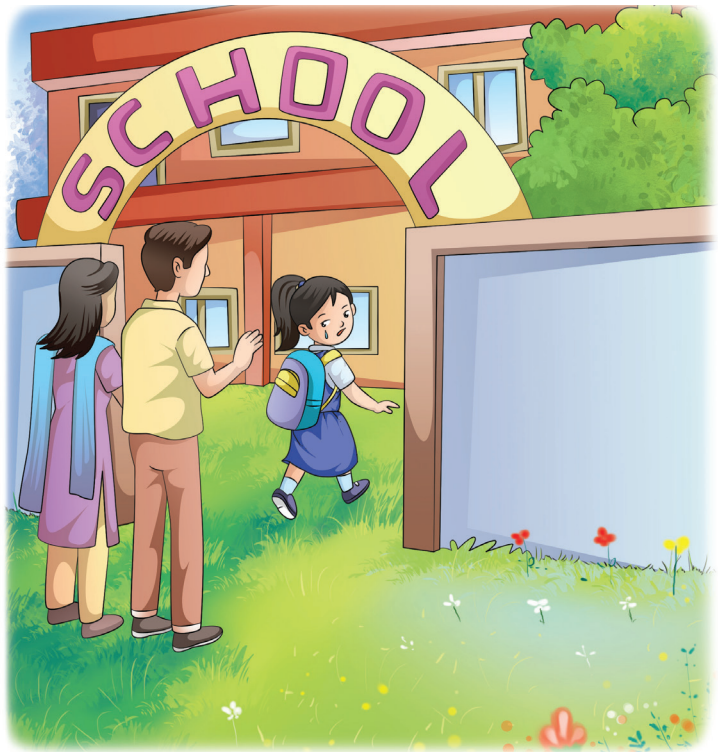
Story

Riya was very enthusiastic about going to school with her new colourful bag. Mother had told her that there are many swings in the school. She will have many friends there and will be able to play many sports with them all. When she was going to school, she had a feeling that her day was going to be very nice. But at the school entrance as soon as her parents released her hand and told her to go inside the school gate, she started crying.

Riya was yet not ready to go to school alone. Just then a teacher came, picked her up and took her to school. For some days, Riya kept crying while going to school. She will cling to her mother's hand tightly and will not let go of it, and then the teacher will lovingly take her inside telling stories.

Then one day, Riya fell down while playing. She was hurt and started crying. Her friends helped her to stand up. Her teacher came running and started consoling her. The other teacher applied medicine and bandages to her injury. Riya felt that here in the school everyone cares for me so much.

Riya now started coming to school happily as she was now enjoying it. She also started liking her classmates and her teachers. She now trusted her teacher to take care of her just like her own mother. She also trusted her classmates to play with her like her siblings.



Questions for Discussion

1. Why did Riya start liking her school?
2. Who all do you like at home and in school?
3. How do you feel coming to school and why?
4. Whom do you confide in, why?

❑ Observe, Ask & Explore at Home

Students will discuss with their family how they feel going to school.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 2

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the story wherein the teacher may also help.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

❑ Questions for Discussion

1. Why do you like your parents?
2. At school, who looks after you like your own parents?
3. What all do your teachers do for you?
4. Do you talk to your teachers? How do you feel after speaking to them?

❑ Observe, Ask & Explore at Home

Students will ask the members of their family about the people in whom they confide and feel better.

❑ End of the Class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 3

Activity: Car & Driver

❑ Objective

Students' attention will be invited to the feeling of trust

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Line of Discussion

The attention of students will be drawn to the fact that in order to maintain relations, trust is an important factor. We are able to feel affection and love for someone only when there is mutual trust. If there is trust in relations, it feels good and there is happiness. The more we identify relations with others the greater is the feeling of trust with them. Identifying relations with someone means to be able to see their contribution in your life.



Activity

❑ Steps of the Activity

- Divide the students of class in pairs.
- In every pair, one student will become a car and the other one it's driver.
- The one who is there as a Car will close their eyes.
- The driver will put his hands on the back or shoulders of the one who is playing as a Car and will move them forward.
- In order to stop the car, put your palm on the back of the one playing as a car.
- To turn right, touch the right shoulder, and to turn left, touch the left shoulder.
- Ask them to move around within a certain circle in a way that they do not collide with one another.

❑ Questions for Discussion

1. What did you like more, being the car or the driver? Why?
2. How did you feel after becoming the driver?
3. Did the car completely trust its driver to avoid collision? Why?
4. Did the car trust other cars that they wouldn't collide with each other? Why?

❑ Observe, Ask & Explore at Home

Students will do the same Car and Driver activity with their family and ask them how they felt about it.

❑ End of the Class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 4

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

❑ Questions for Discussion

1. How did you feel when you became the driver?
2. When you were playing the role of a Car, how did you feel?
3. At home, with whom did you play this car and driver activity?
4. Where did you enjoy this activity more- in school or at home? Why?

❑ Observe, Ask & Explore at Home

Students will discuss with the family if it ever happened that they did not obey someone and got hurt or lost something as a result. (eg- got injured or damaged something etc.)

❑ End of the Class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 5

Assessment Session

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Questions for Assessment

1. This week, did it happen that somebody confided in you? Why did they do so?
2. In the class, did any student who was not very friendly earlier confide in you?
3. This week, did you share something with the classmates with whom you did not share earlier?
4. This week, did you confide in any member of your family with whom you did not share earlier?
5. Anyone trusted you with something that they did not share with anyone else before?

❑ Observe, Ask & Explore at Home

Students will discuss with their family what are the things that their elders (such as parents, grandparents, brother/sister etc.) do which make them feel safe.

❑ End of the Class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



□ Note for the Teacher

In the previous lesson, we learnt that-

- trust is very important in relationships.
- when we have trustworthy and comfortable relations, we feel deeper happiness.

In this lesson, we will try to bring attention to the fact that we can face any challenge if we live harmoniously together. This way, we can find a solution to every problem and we can live happily for a long time. We can only live well when our mindset is positive and with that mindset only, we can identify the right from the wrong.

□ Objectives of the Lesson

1. Students will be able to identify the feeling of affection.
2. Students will become aware of the thoughts arising in their mind.
3. Students will be able to use their understanding to identify Correct and Incorrect thoughts.
4. Students will be able to find solutions to their problems by working with others in harmony.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: New Friend

□ Objective

Students will become aware of their thought process and will be inspired to reflect on the right and the wrong.

□ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

Story

While playing in the park, Aditya found a ball lying under the tree. Aditya was very happy and started playing with the ball. He was enjoying it a lot. After some time, another boy came up. His name was Irfan. He was looking very worried. He asked Aditya, “Did you see my ball? It looks exactly like your ball. I had left it under the tree but it’s not there now.” Aditya was



lost in thoughts after hearing this. On the one hand he wanted to play with the ball but at the same time, he also did not want to lie. After thinking sometime he said, “This is your ball only. I found it under the tree so I started playing with it.” Irfan happily thanked him and said, “Will you play with me?” Both of them started playing with the ball. That day, Aditya got both a ball and a new friend.

Questions for Discussion

1. Why did Aditya return the ball to Irfan?
2. Did Aditya do the right thing by returning Irfan’s ball? Why do you think so?
3. Have you ever found something that somebody has lost? What did you do with that and why?

☐ **Observe, Ask & Explore at Home**

Students will discuss with the members of their family what they do, when they feel like keeping somebody's lost item that they have found somewhere.

☐ **End of the class**

In the end, students would sit quietly for 1-2 minutes and reflect on things that they noticed in the class today and also what understanding they built.



Day 2

☐ **Beginning of the class**

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

☐ **Recapitulation and Experiences at Home**

- Students would be asked to recap the story wherein the teacher may also help.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

☐ **Questions for Discussion**

1. Why did Irfan ask Aditya to play with him?
2. Have you ever found something that you had lost? How?
3. Have you ever found something that someone else has lost and you returned it? How did you feel afterwards?

☐ **Observe, Ask & Explore at Home**

Students will discuss with their family and will share with them what they and their friends do for each other.

☐ **End of the class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Activity: Let us solve the problem

Objective

To develop the ability to work together to solve a problem.



Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

Line of Discussion

The attention of students will be drawn to the fact that by working together, we get to know each other better. If we think together, every problem can be solved. It strengthens our friendship and creates a happy atmosphere.

Activity

Steps of the Activity

- Divide the class into groups of 10 students each.
- At one time, only one student will do this activity and the others will observe them.
- Three students from the group will stand facing the wall and the rest seven members will form a circle.

- The students standing in the circle will distort and entangle the circle without leaving each other's hands.
- The students may move from under their hands etc to entangle the circle.
- Keep doing this further till as far as possible.
- Now ask the three students facing the wall to come to the entangled circle and remove its knots without separating the hands of those forming the circle.
- If accidentally any hands are separated, then do this activity all over again.

❑ Questions for Discussion

1. How did you feel after solving the knots of the circle?
2. At what points did you face problems in removing the knots of the circle? Give examples of how you solved them.
3. Is it easier to solve a problem alone or together?

❑ Dos and Don'ts

During the activity, students will tie a knot in the circle without letting go of each other's hands. Teacher will ensure that no one gets hurt in the process.

❑ Observe, Ask & Explore at Home

Students will discuss and ask their family which problems they face and how they find solutions to those problems.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 4

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

Activity

This activity will be repeated with other groups of the class as well.

❑ Questions for Discussion

1. Has your friend ever shared his problems with you? Were you two able to find any solution together? Share your experience.
2. How do we feel when we solve a problem?

❑ Observe, Ask & Explore at Home

Students will discuss with their family if they are able to solve their problems alone or seek someone's help to do so.

❑ End of the class

In the end students would sit quietly for 1-2 minutes and reflect on things that they noticed in the class today and also what understanding they built.



Day 5

Assessment Session

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Questions for Assessment

1. Make pictures of two to three things which you found lying somewhere this week and you returned them to their owners.
2. Were you able to help solve any small or big problems of any of your members of your family? How?
3. This week, which problems did you have to face? Which problem did you solve yourself and which one did you resolve together with others?

☐ **Observe, Ask & Explore at Home**

Students will discuss with their family to find out how they solve their problems together. (It can be any problem of parents, siblings etc.)

☐ **End of the class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



❑ Note for the Teacher

In the previous lesson, we learnt that-

- We become happy by differentiating between right and wrong.
- It's easier to solve problems by working together and it gives us long-lasting happiness.

❑ Objective

To develop a feeling of equality among the students.

❑ Proposed Duration

At least five days or till the teacher is satisfied.

Day 1

Activity: What is common between you and Me

❑ Objectives

To develop among students the feeling that they all are equal.

❑ Beginning of the class

Begin the class with 2-3 minutes of Mindful breathing and after that 2-3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Line of Discussion

Apart from our body, what other similarities do we have? We all think and decide- there are many other such similarities among us as human beings. Apart from the body and thinking, are there any other similarities amongst us? Yes, we all want happiness. When we are unhappy, we all want to get rid of that unhappy feeling and become happy again. We all feel happy when somebody praises us. We all become happy when we see students smiling. We all are proud of our nation's progress. Happiness, satisfaction and pride are feelings that we all have. This means we all have feelings and these feelings give us happiness. This activity aims at bringing our attention to the similarities among all of us as humans.



Activity

Materials Required

One cup or bowl, water dissolvable color and soap.

Steps of the Activity

- Make all students sit in pairs of two each.
- Give one paper each to all students.
- Take one bowl of water and mix color in it.
- Both students of the group will come forward and apply color to their hands.
- Now ask both the students to print their palms on a piece of paper each. Similarly ask all the students to do the same.
- Now put these papers up on the wall.

Questions for Discussion

1. How did you feel after seeing both the handprints? Are they similar?
2. What are the similarities between you and your friends in terms of physical appearance? Share.
3. How did you feel after learning that your body is almost similar to that of your friends?

❑ **Dos and Don'ts**

- Try to use a color which is skin friendly and easy to wash.
- To ensure cleanliness and for washing hands of students afterwards, you may keep a soap and bucket and a towel etc.
- You may help students in washing their hands from time to time; it will develop affinity between you and students.
- If there is any specially-abled child who has a problem on one hand, he may be asked to apply color on the other hand only. (Teacher must be additionally sensitive here).

❑ **Observe, Ask & Explore at Home**

Students will discuss with the family what they all like, when they feel happy and when they feel sad.

❑ **End of the class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 2

❑ **Beginning of the class**

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ **Recapitulation and Experiences at Home**

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

❑ **Questions for Discussion**

1. Do the parts of the body- whether yours or those of your friends, work in the same way?
2. Do these similarities exist only among your classmates or among all human beings?
3. What other similarities do we have? (Like we all live in families, neighborhoods etc.)

❑ Observe, Ask & Explore at Home

Students will discuss in their family that apart from the shape of body, what other similarities do they have.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 3

Story: Sweet Apple

❑ Objective

Encouraging students to respond only after understanding somebody's actions.

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Line of Discussion

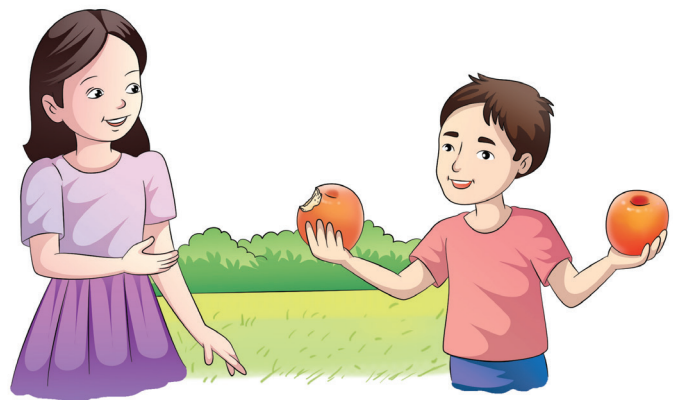
Sometimes we form opinions about someone without understanding the feelings of the other person. Even if that person has good feelings about us and we end up reacting without understanding.

Story

When Raju's father came back from the market, he started peeping into the bag. He found two apples in it. He picked up both the apples and ran up to his elder sister Meena and waved his hand and exclaimed, "Look, I have two red apples!"

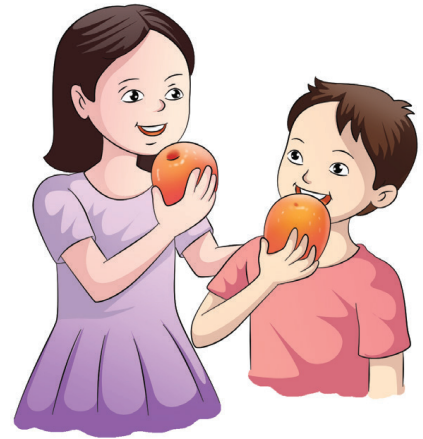
Meena said, "Give one apple to me. I shall also eat."

Raju quickly took a bite in one apple and when Meena tried to take the other, he nibbled



at the other also. Meena felt bad and thought, “Raju did not give me any apple and has eaten from both.” Just then Raju gave one apple to Meena saying, “Take this one, Didi as this one is sweeter.”

Meena was so happy to see this. She lovingly pulled his cheek and said, “My dear brother, you are very sweet and you care for me so much. You take this one and I will eat the other one.” After saying this Meena took the other apple from Raju and started eating.



Questions for Discussion

1. Do your parents/ siblings take care of you? How?
2. How do you feel when someone takes care of you?
3. When we care for someone in our family, how do they feel?

Observe, Ask & Explore at Home

Students will discuss in their family how they feel when others in the family take care of them.

End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 4

Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

Recapitulation and Experiences at Home

- Students would be asked to recap the story wherein the teacher may also help.
- Teachers may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

❑ Questions for Discussion

1. Do you share your things with your parents/ siblings? What all things do you share?
2. Did it ever happen to you that initially you felt bad about something but when you learnt the whole thing you were happy about it?

❑ Observe, Ask & Explore at Home

Students will discuss with the members of their family which habits of which people in the family they like.

❑ End of the Class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.

Day 5

Assessment Session

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Questions for Assessment

1. This week, which sports did you play with your siblings, friends or family?
2. What all things did you share with your siblings, friends and family?
3. How did you take care of your younger siblings or friends?
4. Did your elder siblings also take care of you? How?

❑ Observe, Ask & Explore at Home

Students will discuss in the family how long their siblings remain angry with them after a fight. Also, how does their anger subside?

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



□ Note for the Teacher

In the previous lesson, we learnt that -

- we all have many similarities.
- we all have some differences.
- neither similarities nor differences pose any hindrance in living together harmoniously.

In this lesson, we will learn that more important than any other material object is relations. When we look after each other in a relationship then both of us feel good. This forms the basis of mutual happiness for all involved. In a family, all members contribute towards the other members in one or the other way. We should be mindful of their contribution and behave accordingly.

□ Objectives

1. Students are able to identify the emotions and the happiness inherent in relations.
2. Students will be able to identify objects and relations differently.
3. Students will make their relations more harmonious and will understand their value.

□ Proposed Time

At least five days or till the teacher is satisfied.



Day 1

Story: Whose Kernel!

□ Objective

Bringing the students' attention to the relations rather than the things that look good.

□ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

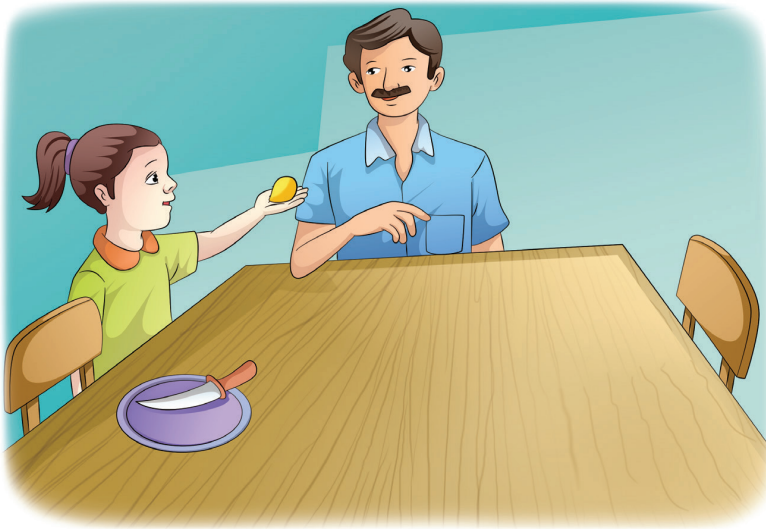
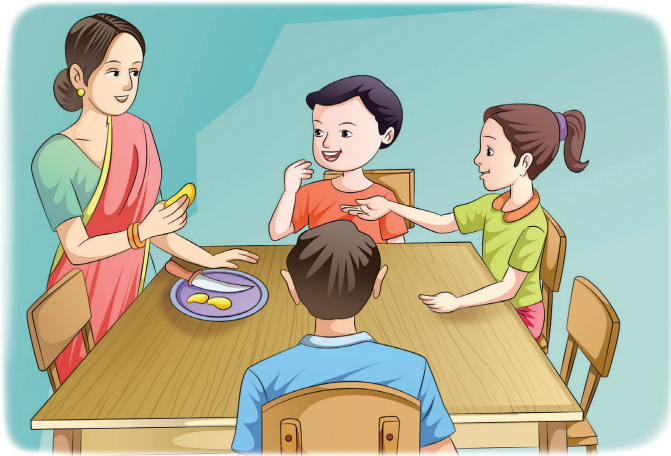
□ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

Story

Saurabh and Astha like mangoes very much. Today on his way back from the office, their father brought mangoes. Their mother gave one mango each to both of them. Now, only one more mango was left. Saurabh ate his mango quickly and reached for the last one. Just then Astha said, “I also want to eat more mangoes, share half of it with me.”

Saurabh withdrew his hand and asked their mother to divide this remaining mango between them. The mother cut the mango and gave half each to both of them. Now the



middle part with seed was left and she was wondering whom to give it to. Both the children were eyeing it. When mother asked Saurabh said with a smile, “Mother, you eat this.” Astha also said, “Papa has had no mango either.” With this Astha fell into thoughts, then she stood up, ran to her father and gave her half of the mango to him saying, “Papa, this is for you.” Saurabh who was still holding his mango went to Astha and said, “This is for my dear sister who cares about all of us so much.”

❑ Questions for Discussion

1. Why did Astha give her piece of mango to her father?
2. Why did Saurabh give his share to Astha?
3. Share any incident when you shared something you liked very much with someone else. How did you feel afterwards?

❑ Observe, Ask & Explore at Home

Students will discuss with their family, which things they like. Also, they will discuss whether they share those things with other members of the family.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 2

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the story wherein the teacher may also help.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

❑ Questions for Discussion

1. What all things are you fond of? Share about them.
2. How do you feel when you share your favourite things with others?
3. How do you feel when someone shares his/her favourite things with you?

❑ Observe, Ask & Explore at Home

Students will discuss at home with family, which things they are really fond of and upon sharing which they feel good.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 3

Activity: Namaskar

❑ Objective

Increasing harmony among the students and also noticing each other's good qualities.

□ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

□ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

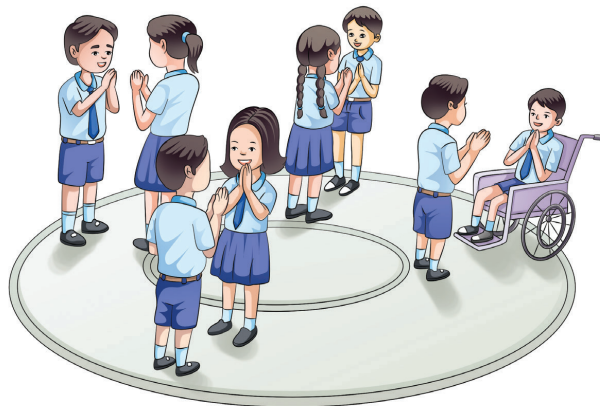
□ Line of Discussion

Keep this thing in mind that students notice the virtues of each other. It helps to improve their relations. Usually, we notice someone when they make mistakes. Noticing someone's mistakes weakens our relationship with them. Every human being has some virtues. Also, when we understand this, we are able to ignore their mistakes. Also, when you appreciate someone's qualities, they feel more confident. With more confidence, we tend to improve our relations further.

Activity

□ Steps of the Activity

- Let the students stand in two circles facing each other- inner circle and outer circle.
- Students in the inner circle will face the students in the outer circle.
- Students will greet their counterparts in the other circle with 'Namaste or Hello'.
- They will take turns to praise the qualities of each other.
- The one who is being praised will say thank you.
- Then the outer circle will move to the right and the inner circle will move to the left.
- When the teacher signals to 'stop', the same activity will be repeated with the new partner.
- Do this 4- 5 times.



❑ Questions for Discussion

1. Which qualities of your friends did you appreciate?
2. How were you feeling when others were saying good things about you?
3. Do you feel that it's necessary to tell others good things about them?

❑ Observe, Ask & Explore at Home

Students will tell their family about their respective qualities that they like.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 4

Activity: My Smile

❑ Objective

Students will be able to identify the feeling of gratitude.

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.



❑ Material Required

Yellow chart paper or any other paper.

❑ Line of Discussion

It's important to draw the attention of the students to the fact that gratitude is an emotion with which we can identify our relations with others. It helps us to connect with them otherwise we remain indifferent to them. The moment we feel grateful towards them we start recognising their importance and we become sensitive to them. Mostly we are self-obsessed, but when we feel gratitude, we are able to notice others also.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

❑ Steps of the Activity

- Students will take the yellow chart paper or make small round pieces of any other paper.
- Now, the teacher will distribute these pieces among the students.
- Students will make two eyes and one big smile each on all of them, they will name these smiles also.
- This name will be of the person who has helped them in some way.
- Thus, all students will come forward one by one and will share the name of that person and also what that person did for them.
- Students will say Thank you to that person and the other students will clap in response.

❑ Questions for Discussion

1. Do you remember other incidents also when somebody helped you? How?
2. Have you ever helped someone? How?
3. Do you feel gratitude towards a person after taking his/her help? What do you do to say 'thank you' to them?
4. Do you feel good while helping someone? Does everyone feel good helping someone or only you do?

❑ Observe, Ask & Explore at Home

Students will ask the members of their family to make smileys and give them to those who have helped them.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.

Day 5

Assessment session

□ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

□ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

□ Questions for Assessment

1. This week who all helped you? How many of them were you able to thank for the same?
2. Did anyone in the class say thanks to you? Why?
3. This week what all things of yours (such as food or sports items) you have shared with others?

□ Observe, Ask & Explore at Home

Students will discuss with their family at home which things the members of their family share among themselves and why they do so.

□ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



❑ Note for the Teacher

In the previous lesson, we learnt-

- we become happy by living in a relationship.
- maintaining harmony in relations is important for life.

❑ Objectives of the Lesson

1. To develop empathy among the students.
2. To inspire students to help each other.

❑ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Activity: What will you do if...

❑ Objective

To motivate the students to feel empathy to those who are struggling with different circumstances and help them.

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Line of Discussion

Through the discussion, students will be able to understand how one feels when in trouble and also how to help them.

Activity

Steps of the Activity

- Teacher will make 8 to 10 chits of paper and write one situation on each chit, like-
 - ✦ A child is crying.
 - ✦ A rope is lying on the road.
 - ✦ A child has got injured.
 - ✦ Your friend is thirsty.
 - ✦ Your friend has forgotten to bring a pencil.
 - ✦ A classmate is asking for your notebook.
 - ✦ A child is sitting unhappily.
 - ✦ Your friend has lost something like tiffin, bag, pencil etc.
- Fold these chits and put them in a small box.
- All students will be asked to move out of the classroom into the ground etc and form a circle.
- Now all the students will sing a poem with their teacher and will also keep passing the box with the chits around.
- Then the teacher will abruptly say, ‘stop’ and the students will stop passing the box and singing the poem.
- Now the teacher will say, “What will you do if..”
- The student holding the box will pick out a chit and will read the situation and will also share with all the students how they will deal with the situation.
- The teacher will repeat this until all students have had their turn.



❑ Questions for Discussion

1. How did you feel after reading the chit you got?
2. How do you feel when you see others in trouble? What do you think at that time?
3. Have you ever helped a friend with their problem? If yes then how?

❑ Observe, Ask & Explore at Home

Students will discuss with the family at home which people in the family help the elderly the most.

❑ End of the Class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 2

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

❑ Questions for Discussion

1. Did it ever happen that you wanted to help your friend but could not do so? How did you feel at that time?
2. Tell me about any three such people whom you like helping and why?
3. Who all do you want to help in your school and in which tasks?

❑ Observe, Ask & Explore at Home

Students will discuss with their family, whom they would like to help and in which tasks. Also, discuss how they can help?

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Story: Real Thank you

❑ Objective

Students will feel the problems of others and will try to solve them in different ways.

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Line of Discussion

Through discussion, students develop a feeling of empathy and invite their attention to the fact that when we help others solve their problems both parties feel happy. Also, if we help each other, the environment around us also becomes nice.

Story

It was Kalyani’s first day in her class. The moment she entered the class, all the students started looking at her and her wheelchair. With the help of the teacher, she left her wheelchair and sat on the desk. Kalyani wanted to talk to everybody but no students came to her. Sensing her sadness, Seema walked up to her and said, “Hey, why are you sitting gloomily?” Kalyani replied that it was her first day in class and that she was worried how she would complete the work that had been done so far. After hearing this, Seema said, “You can take my copy. If you want to understand something, I can explain it to you. Also, today I will sit with you only.” Kalyani became very happy.

As soon as the lunch break started all students of the class went out to play. Kalyani was all alone in the class. Seema had also started playing when she realised that Kalyani was alone in the room and she quickly came back in the room.

She helped Kalyani sit on the wheel chair and brought her to the ground. She then brought a ball to Kalyani and both of them started playing with the ball. When the ball drifts away, Seema will again bring it back and Kalyani will again throw it. Both the girls spent the whole day together. At the time of dispersal, Kalyani made Seema meet her mother and told her how Seema had helped her. When Kalyani and her mother tried to thank



Seema, she said, “It’s all right. Your real thank you for me will be when you also help someone who is also facing some problem.”

❑ Questions for Discussion

1. Why were all the students of the class so surprised to see Kalyani?
2. How did Seema help Kalyani? Discuss.
3. If a new student joins your class, do you try to talk to them? Why, why not?

❑ Observe, Ask & Explore at Home

Students will discuss with members of their family at home why some people use wheelchairs to move. How can we help them?

(**Teacher’s attention:** When students ask you about wheelchair bound people, tell them that such people are People with special needs. If possible, invite special educator to your class to create more empathy for the specially-abled people among the students)

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 4

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the story wherein the teacher may also help.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

❑ Questions for Discussion

1. If there is a student with special needs like Kalyani in your class, how do you help them?
2. Why, in your opinion, did Seema help Kalyani?
3. If you were in place of Seema, what would you do?

❑ Observe, Ask & Explore at Home

At home, students will ask members of their family if they ever wanted to help someone but could not do so. How did they feel when this happened?

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 5

Assessment Session

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Questions for Assessment

1. This week, were you able to find someone facing any problem? Did you help them?
2. How did you feel after helping someone? Share any two instances.
3. Did it ever happen that you wanted to help someone but could not do so? How did you feel when this happened?
4. This week, did you help someone together with your family? If yes, how?

❑ Observe, Ask & Explore at Home

Students will ask their family if they also received help from someone when they were in trouble. How did they feel upon being helped?

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



□ Note for the Teacher

In the previous lesson, we learnt that-

- developing empathy is necessary in life.
- empathy inspires us to help each other.

□ Objectives of the Lesson

1. Students will be able to understand usefulness of a thing.
2. They will use them intelligently after understanding their utility.
3. The attention of students will shift to the usefulness of things rather than their accumulation.

□ Proposed Duration

At least five days or till the teacher is satisfied.

**Day 1****Story: Pen Set****□ Objective**

The attention of students will be drawn to the usefulness of things rather than their accumulation.

□ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

□ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

Line of Discussion

Collecting things is not important, their utility in life is important. Through discussion attention will be drawn to the fact that many times we end up collecting things that are not really useful in our lives. Whereas the same thing could be very useful for someone else if it could be made timely available.

Story

That day, it was the birthday of Richa's father. One childhood friend of her father had come with his wife and two children to attend the function. They had gifted the father a pen set containing two pens. As soon as the father got the gift, Richa took it away from his hands. Papa said, "You write with a pencil, what will you do with a pen?" She said that she liked those pens and that she will keep them safe. Papa knew that the pen set was of no use to Richa yet he allowed



her to keep them to keep her happy. After getting such



beautiful pens, Richa was very happy. She kept them with great care. She will see them daily but never use them. They were kept in her pencil box only. A few months passed. One day, papa was writing something. Suddenly his pen ran out of ink. When Richa noticed that he was not getting any other pen then she gave him the same pen set to write. But lo and behold, one pen had already dried up and the other one was not running smoothly.

Well, after some effort, it started writing well. Papa completed his work and returned the pen to Richa, but she fell into deep thought. After sometime she returned the pen set to Papa and said, "Papa, you use it regularly so now only you will keep this."

Questions for Discussion

1. When one pen of the gift set had dried and the other one was also giving trouble, what was Richa thinking?
2. Why did Richa return the pen to her father? Think and reply.
3. Did you also ever resort to keep insisting to take from your parents something that you did not use at all or very less eventually?

❑ Observe, Ask & Explore at Home

Students will discuss with their parents whether there are things in the house that are not used much.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 2

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the story wherein the teacher may also help.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

❑ Questions for Discussion

1. Which things do you have that are really useful to you?
2. Which things do you have that you rarely use?
3. Think and tell if the things that you do not use could be useful for someone else.

❑ Observe, Ask & Explore at Home

Students will sit with their family and discuss which things are there at home that are not used much and yet they are retained. Also, if they could be useful for someone else.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 3

Activity: Black or White

❑ Objective

The attention of students will be drawn to the fact that everyone's viewpoint of looking at something is different. They will realise that they know something fully only after they have understood it completely and also comprehended its usefulness and importance.

❑ Material Required

A ball whose color is black on one side and white on the other. (A small white ball could be painted black on the one side for this activity)

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Line of Discussion

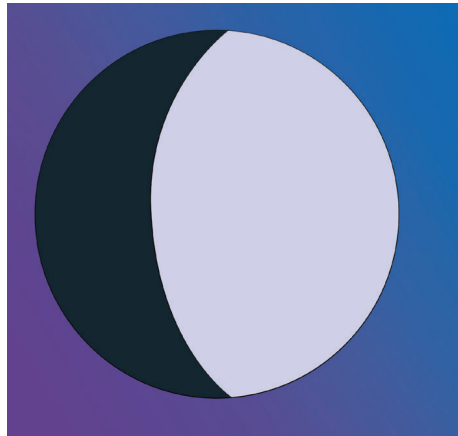
Many times, we see just one aspect of something and become impressed with it. We don't even try to see the other side of it. Through this activity, students will try to see all the aspects of something. They will be able to understand that in order to understand the utility of something, we must see it from all sides. It clarifies everything. When we understand something, assessing its importance also becomes easier.

Activity

❑ Steps of the Activity

- The students of class will be divided into two groups. Let us call the first group A and the second group B.
- Take a ball which is half white and half black.
- Let the groups A & B be in a position of face to face.
- Show the white side of the ball to group A and the black side to group B and ask them which color they see.

- A will tell white whereas group B will tell Black.
- Now turn the ball and show the two groups the other sides.
- Now group A will see the black color and group B will see the white color.



❑ Questions for Discussion

1. During the activity, when you saw the ball again why was its colour different?
2. Which one of your answers was correct? First one or the second one? Why?
3. Students of group A and B will be asked by turn as to how they felt when the other group told a different colour of the ball. Why?

❑ Observe, Ask & Explore at Home

Students will do this activity with their family and will learn about their thoughts.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.

Day 4

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

❑ Questions for Discussion

1. Do you also think in the same way as your friends do?
2. Do we all think in the same way or differently? Why is it so?
3. Have you ever reacted to something without finding out the whole matter?

❑ Observe, Ask & Explore at Home

Students will ask their family if they have ever reacted without learning about the whole thing. When?

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 5

Assessment Session

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Questions for Assessment

1. This week, recall the occasion when you responded only after listening to the whole thing?
2. Did you actively listen to someone? How did you feel afterwards?
3. This week, did you try to find out all the information about something? What new information did you find about it?

❑ Observe, Ask & Explore at Home

Students will discuss with the family if they try to gather all information about something.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.

□ Note for the Teacher

In the previous lesson, we learnt-

- in order to learn about the importance and usefulness of something, it's necessary to understand it first.
- before reaching to a conclusion about something, one should enquire about all its aspects.

In this lesson, we will learn that mistakes could be minimised by paying better attention to what we are hearing or doing. Mostly our attention gets diverted. Once we know the importance of attention, we will be inspired to pay better attention to our tasks.

□ Objectives of the Lesson

1. Students will be able to find out the utility of things in their lives.
2. The focus and minute observation of the students will improve.
3. Students will learn that with better attention, mistakes could be minimised.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Rani's doll

□ Objective

To enable students to practice being alert at all times.

□ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

□ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

Story

Six year old Rani loved her doll very much. She will change her clothes, decorate her and apply bindi to her forehead every day. She will also comb her hair and make her sleep with her only. One day she was playing with the doll when she heard the voice of a bangle seller. She ran outside and shouted, “Listen uncle, wait.” The hawker was standing with colourful bangles. Rani bought red bangles for her doll and paid him the money. The hawker said, “Son, I am thirsty. Please bring me some water.”

She left her doll there and went inside to bring water. The bangle seller drank water; picked up his basket and left.

After sometime Rani noticed that the doll was not there and she became very sad. She started wondering, “Where has my doll gone? Where do I find it now?”

She looked for her beloved doll everywhere but was unable to find it. After searching everywhere, she became tired and sat outside the door of her house. When her mother asked her why she was so sad, she replied, “Mummy, I am unable to find my doll anywhere.”

Mummy said, “It must be here only. Think carefully and you will recall its location.”

Rani started thinking deeply that she should be more aware while working. She recalled the whole incident of the last few hours and suddenly realised that she had left her doll outside to fetch water for the bangle seller. Maybe the Bangle seller had taken the doll by mistake.

Just then there was a knock on the door. She hurriedly opened the door and saw the bangle seller smiling at her. He returned her doll saying that it had accidentally fallen into her basket. After returning the doll he went away smiling.



❑ Questions for Discussion

1. When you lose something, where do you think you will find it?
2. When did it happen that you found something you had lost? Share any such incident.
3. How do you ensure that you don't lose your belongings?

❑ Observe, Ask & Explore at Home

Students will ask their family if they have faced problems in locating something. Why?

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 2

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the story wherein the teacher may also help.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

❑ Questions for Discussion

1. What precautions do you take to ensure that you don't lose anything in school?
2. Did it ever happen that your friend lost something and you helped him recover it? If yes, how?

❑ Observe, Ask & Explore at Home

Students will discuss with their family what measures they take to locate things easily.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 3

Guess Who

Objective

To motivate the students about the process of paying attention and minute observation.

Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

Activity

Steps of the Activity

- Ask the students to stand in a circle.
- Make three of them spies and ask them to stand outside the class.
- One of the students standing in the circle will be made the captain.
- The captain will do something like touching his ears, scratching his head etc and other students will follow the act.
- The captain will make changes in their activity after some time and the others will follow the change.
- The other members of the group will coordinate with the captain and will act at the same pace so that observers are not able to identify who the captain is.
- Then the spies will come in and will try to identify the captain.
- When the spies succeed then the next round will begin and three new spies will be made.
- Repeat this activity three to five times.



❑ Questions for Discussion

1. Ask the students who acted as spies:
 - i. Were you able to identify the captain? If yes, how?
 - ii. Was there any need to involve more members in this activity? If yes, why? If no, why not?
2. Now the question is from those standing in the circle:
 - i. In order not to be identified what measures did you take?

❑ Observe, Ask & Explore at Home

Students will ask their family if it's necessary to do their work properly. If yes, why?

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 4

Disorderly

❑ Objective

To draw the attention of the students to the fact that by listening with attention we can minimise the mistakes.

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

Activity

❑ Steps of the Activity

- The teacher will explain to the students that they will imitate everything when he/she says something like rise, sit, clap loudly, clap slowly, open your mouth wide, cry, laugh etc.
- Now the teacher will tell them to do the opposite of what he says like when the teacher says sit, they will stand up.

- Thus ask the students to do the previous activity in opposite.

❑ Questions for Discussion

1. When you heard the teacher carefully, did you make any mistakes?
2. How were you feeling when you were right? Also, how were you feeling when you were wrong?
3. Where was your attention when you committed the mistake? (like teacher, friends etc)
4. Why don't we commit mistakes when we hear with attention?

❑ Observe, Ask & Explore at Home

Students will discuss with their family about when do they make mistakes.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 5

Assessment Session

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Questions for Assessment

1. What measures do you take to make sure that you do not lose anything in the school?
2. This week did you notice something's or somebody's quality or habit etc that you did not know about before? Share any such example.
3. Share any incident when you could not hear properly and ended up committing a mistake. How did you feel at that time? What did you do not to repeat this in future?

❑ **Observe, Ask & Explore at Home**

Students will share with their family about the benefits of keeping things in their right place.

❑ **End of the class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



My health My responsibility

□ Note for the Teacher

In the previous lesson, we learnt-

- what utility different things have in our lives and using them wisely is important
- concentration and minute observation is necessary for us.

In this lesson, we will practice awareness about our own body and its cleanliness. Also, we will find out who all help us in it. We have different body parts and all of them function differently. If we don't look after our body parts, our body will not be able to function properly. In this Lesson, the attention of students will be drawn to the fact that every part of the body is important and that it's our responsibility to look after the body.

□ Objectives of the Lesson

1. Students will become aware of their body.
2. Students will be more aware of personal hygiene.
3. Students will be grateful to those who help them keep their bodies clean.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Opportunity

□ Objective

Students will pay attention to their body parts and maintain their cleanliness.

□ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

□ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

Line of Discussion

Many times, young children are not alert with regard to their favourite food if it has nutritional value or not. Also, how it can damage their health. The attention of students will also be drawn to what is good for their health and what is not. Additionally, they will also notice that if their health is not good, they may end up losing many opportunities in life.

Activity

Soni was very fond of street food like Golgappe and Chaat-pakori etc. She was a very good singer. Her teacher and her mother will often tell her to take good care of her throat. They will tell her to avoid cold, spicy and pungent things but Soni never heeds to their advice. After three days she was to participate in a singing competition in another school. Just one day before the competition, she ate an ice cream on her way back home.



The next day when she woke up, her throat was sore. Soni was very upset because there was a pain in her throat and she also had a cough. She took medicine but there was no immediate relief. She could not participate in the competition and she felt very bad about it.



Question for Discussion

1. What kind of food do you like- home cooked healthy food or junk food? (You can even draw pictures of the food.)
2. If you were in place of Soni, what precautions would you have taken for the singing competition?
3. Did it ever happen that you or members of your family had to quit important work because of ill health?
4. If you were in place of Soni, would you have obeyed your teacher and parents? If yes, why? If no, why not?
5. If you don't look after your body and body parts, what problems might you face? You can even draw picture for your sharing)

❑ Observe, Ask & Explore at Home

Students will discuss at home with family about which food habits we could adopt to stay healthy.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 2

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the story wherein the teacher may also help.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

❑ Questions for Discussion

1. Have you or any of members of your family ever fallen ill owing to junk food consumption? If yes then share with your partner.
2. When you fall ill, who takes care of you? (You can also answer through drawing)
3. Who explains to you the ways of keeping yourself healthy? (You can also answer through drawing)
4. Do you look after your body well? How? (You can also answer through drawing)
5. Do you feel that it's necessary to take good care of all your body parts? Why?

❑ Observe, Ask & Explore at Home

Students will talk to their family to find out ways of keeping our body healthy.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Activity: My Body

❑ Objective

Sensitising students towards their physical health.

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Line of Discussion

Teacher will draw the attention of students to the fact through discussion that we do all our daily tasks through our body, for example writing, seeing and walking etc. When our body is healthy, we can do all these tasks easily. So, it's our own responsibility to take good care of our body.

Activity

❑ Steps of the Activity

Teacher will ask the students, “What did you do first when you woke up?”

- Wait for the students to answer the question. In order to motivate them you may ask them the questions listed below:
 - ✦ Do you open your eyes? (Ask the students to close and open their eyes.)
 - ✦ Do you take a long yawn? (Do the act of yawning and ask the students to do the same.)
 - ✦ Then do you rub your eyes? (Do it and ask them to follow.)
 - ✦ Do you get ready for school? (Ask the students to act as if getting ready for school while standing in their own place?)
 - ✦ Then do you have breakfast? (Ask them to act out while having breakfast.)

Teacher will again ask the students how they get up from the bed. (With the help of their feet; take a yawn and rub their eyes.)

❑ Questions for Discussion

1. What tasks do you perform daily with your different body parts? (You can share your answer through a picture also).
2. If we don't take good care of our body parts, will we be able to perform all our daily tasks? If yes how? If no, why not?
3. Do you take help from the members of your family also in keeping your body healthy? How?
4. In order to keep your body healthy, what efforts do you make? (You can share through a picture also)

❑ Observe, Ask & Explore at Home

Students will discuss with their family how to keep their body clean and healthy.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 4

Activity: My Body

❑ Objective

To make them aware regarding personal hygiene and also expressing gratitude towards people who are helpful in doing the same.

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Line of Discussion

Taking care of our body's cleanliness is our own responsibility. The purpose of this activity is to sensitise the students about the usefulness of various body parts. Other people also help in keeping our body healthy. Students should notice them also and feel grateful towards them. This gratitude will replace any indifference towards them with sensitivity and affinity



❑ **Recapitulation and Experiences at Home**

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

❑ **Steps of the Activity**

Teacher will inform the students that as per the instruction, they will first hear and then jump in their place.

- Students will only jump when they agree with what is being said.
- Now teacher will tell the student to
 - ✦ Jump if your nails are clipped.
 - ✦ Jump if you have taken breakfast.
 - ✦ Jump if you have taken bath today
 - ✦ Jump if you have combed your hair
 - ✦ Jump if you have said thank you to someone today
 - ✦ Jump if you have helped someone today

❑ Questions for Discussion

1. Do you feel better after taking a bath? Why?
2. Do you like long nails or clipped nails? Why?
3. Is it necessary to clean your body every day? If yes, then why?
4. Who all help you in keeping your body clean and healthy?
5. What can we do for those who help us in keeping ourselves clean and healthy?

❑ Observe, Ask & Explore at Home

Students will discuss with their family who all helped them in keeping their body clean when they were younger. How?

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 5

Assessment Session

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Questions for Assessment

1. This week which family member helped you in keeping your body clean and healthy?
2. Did you also do something for those people? If yes, then how?
3. Did you also help someone in the family in keeping them clean and healthy? If yes then how?
4. Did it ever happen that you wanted to help those who took care of you but you could not do so? If yes then how?

❑ **Observe, Ask & Explore at Home**

Students will discuss with their family if they want you to change some of your habits (Like nail biting, junk food eating and not taking care of cleanliness etc).

❑ **End of the class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



□ Note for the Teacher

In previous lesson, we learnt that-

- to become aware about our body and about keeping the parts of the body clean and about the safety of their body parts.
- it is our responsibility to take care of our body.

In the sequence of being aware about self it is important that students will be able to realise their abilities and develop them and their attention will be drawn towards both their qualities and drawbacks so that they will be able to develop themselves as a sensitive and contemplative human being. The attention of students will be drawn to the fact that when all of us smile together, it feels like a festival then.

□ Objectives of the Lesson

1. Students will become aware of themselves.
2. Students will develop the ability in self to differentiate between good and bad deeds.
3. Students will be able to understand the importance of bringing a smile to others' faces.
4. Students will be able to identify their drawbacks and work upon them.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Fragrant Eraser

□ Objective

To motivate the students to decide whether to buy something or not based on its usefulness to them and not because somebody else has it.

□ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

Experiences at home

Students would be given opportunity to share their experiences of reflections and discussions at home.

Line of Discussion

Sometimes we feel that we must also have something that others have even if it's not useful for us. Without knowing its utility, we want to have it just because our friends have it. A discussion could be initiated with the students to make them understand to first learn about the usefulness of what they want to acquire.

Story



Yash was studying in 1st class. He liked the fragrant eraser that his friend Naveen had. One day he said to his mother, "Mummy, I also want a fragrant eraser like Naveen." Mummy replied that they will buy it when they go to the market next time.

Next day, Yash found an eraser lying on the floor of the classroom. He picked it up and smelled it. It had a very pleasant smell. He quietly put it in his bag. At home, he told his mother that he no longer needed the fragrant eraser. Even though the mother was surprised she did not say anything. By evening, Yash was not able to resist. He showed the eraser to his mother and told her that he had found it on the floor of the classroom.

Mummy asked if he knew to whom it belonged. Yash replied that it perhaps belonged to Naveen but now it was his. "How can something that belongs to others be yours?" the mother said and went back to her work. Next day when Yash reached school, he found that Naveen was sad. When asked, Naveen told him that he had lost his fragrant eraser. Yash fell into deep thought. Then,



finally he took the eraser out from his pocket and gave it to Naveen saying that he had found it on the floor the previous day. Naveen was very happy to have got his eraser back and so was Yash after seeing his smiling face. Both hugged each other.

❑ Questions for Discussion

1. If you were in the place of Yash, what would you have done?
2. Have you ever found something that belongs to others? What did you do with that?
3. How do you feel when you find something that you have lost?
4. Is it really important that an eraser should be fragrant or how it looks? Share with one or two examples.

❑ Observe, Ask & Explore at Home

Students will discuss with the family if it is really necessary to have something that others have and why.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 2

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the story wherein the teacher may also help.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

❑ Questions for Discussion

1. When do you like something?
2. What is your favourite thing at home and who gave that to you? You can answer it by speaking or through drawing.
3. How do you feel when something that you really like is lost?
4. What is there in something that makes it our favourite?

☐ Observe, Ask & Explore at Home

Students will ask their family if they ever found something which did not belong to them What did they do with that?

☐ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 3

Activity: Super Smile

☐ Objective

To feel harmony in self and in relations with others through smile.

☐ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

☐ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

☐ Line of Discussion

We all want to stay calm and stable. Everyone likes affinity with others. By spreading joy, happiness increases. If we make a decision with a calm and happy mind, the decisions are also more likely to be well informed.

Activity

☐ Steps of the Activity

- Teacher will ask 8 to 10 students to stand in a circle.
- Teacher himself will participate and join the circle.
- Teacher will look at a student with a smile and greet him/her.
- That student will also smile and greet the teacher.
- The teacher will now share his happiness by clapping thrice.

- Now ask them to make eye contact with another student; smile and greet them.
- When the other student smiles back then the first student will clap thrice.
- This smile will be spread all around the circle and there will be three claps each time.
- After one round, other students will also be involved.

❑ Questions for Discussion

1. How did you feel when your friend smiled at you?
2. How did you feel when you smiled back?
3. How do you feel when someone talks to you angrily?
4. How do you feel when someone talks with a smile on their face?
5. What are the things that make you happy?

❑ Observe, Ask & Explore at Home

Students will discuss with their family how they feel when they talk to someone with a smile.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 4

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

❑ Questions for Discussion

1. When was the last time that you talked to someone smiling? What was the reaction of the person that you were talking to?
2. When you meet a friend smiling, how does it affect your friendship with them?
3. In your opinion, what is it that others want from people? Love or anger?
4. How does smiling affect our anger? Discuss.

☐ **Observe, Ask & Explore at Home**

Students will discuss with their family what brings a smile on their faces.

☐ **End of the class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 5

Beginning of the class

☐ **Begin the class**

with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

☐ **Experiences at home**

Students would be given the opportunity to share their experiences of reflections and discussions at home.

☐ **Questions for the assessment of the students**

1. Did you do something this week which brought a smile to someone's face?
2. Who all met you smiling this week? How did you feel?
3. Share an incident when you faced a situation smiling and then situation was resolved.

☐ **Observe, Ask & Explore at Home**

Students will discuss with their family how do they face their challenges. While smiling or getting irritated and why?

☐ **End of the class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



□ Note for the Teacher

In previous lesson, we learnt-

1. smiling improves our relations with others.
2. we also become happy when we make others happy.
3. self-awareness improves our decision making.

In this lesson, we will try to understand how Nature gives us so much and how we completely depend on it for our survival. Students will be able to understand and appreciate the system of Nature and our responsibility towards the same.

□ Objectives of the Lesson

1. Students will be able to understand that in order to maintain balance in the environment its preservation is very important.
2. Students will also be motivated to participate in preserving our Environment.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Nearby

□ Objective

To draw the attention of students to the preservation of Nature.

□ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

□ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

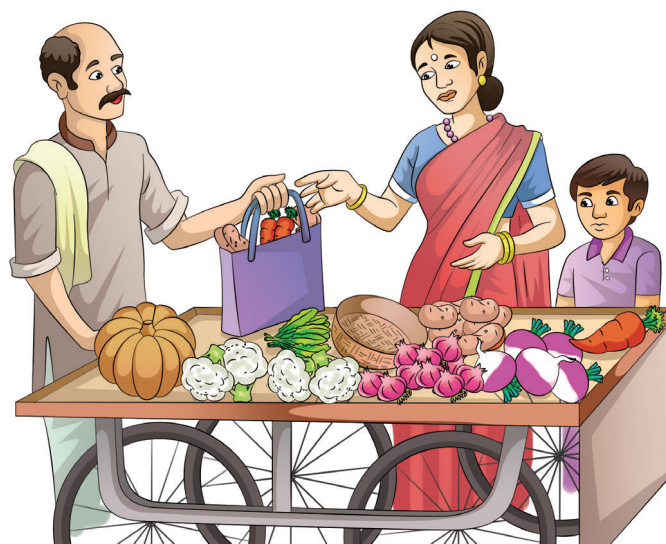
Line of Discussion

The attention of students will be drawn to the beautiful balance and interdependence among all units in Nature and how important it is to understand the same. We can truly appreciate Nature only after understanding its function; we become more aware about our health and cleanliness. Then only we can understand our personal and collective responsibility towards Nature. Only with proper understanding, we can participate in natural orderliness.

Story

Aahan liked going to the market with his mother. One day, mother was collecting grocery items and making payment at the shop when Aahan suddenly said, Uncle, don't give us a plastic bag. These are harmful for the environment." The shopkeeper and the mother smiled at each other. "You have a valid point." Mother admitted.

As soon as the shopkeeper heard Aahan, he said, "Son, you are right. I had completely forgotten about Fiber Bags. Today onwards,



I will not be giving any plastic bags." At that very time, Aahan and his mother saw Aunt Gunjan shopping with a Cloth bag. Aahan and his mother became even more motivated and the moment they got back home, they made several cloth bags. They decided that now onwards they will use these bags only.

Questions for Discussion

1. Why did Mummy and the shopkeeper smile at each other?
2. Aahan refused to accept the plastic bag. If you were in his place what would you do?
3. Are plastic bags harmful for us? Please answer thoughtfully.
4. Who else do plastic bags harm apart from human beings?
5. According to you, what are the alternatives to plastic bags?

❑ Observe, Ask & Explore at Home

Discuss with your family about the options for plastic bags in the markets and malls etc.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 2

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the story wherein the teacher may also help.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

❑ Questions for Discussion

1. Where do you use plastic bags daily?
2. Can we use anything else in place of plastic bags? Discuss.
3. Is it necessary to turn off the water tap after brushing your teeth? Why? Why not?
4. What steps can you take to save water?
5. Do you turn off the lights and fans in an empty room? Why?

❑ Observe, Ask & Explore at Home

Students will discuss with family if we can also play a role in preserving our environment.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Activity: How Useful

❑ Objective

Students will be able to see their role in maintaining their environment

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Experiences at Home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Line of Discussion

If some fun activity could be performed in the group, they not only give opportunity for collaboration but also improve harmony. At the same time, it's necessary to hear, see and understand with focus to do something well. Through play, attention will be invited to understand and appreciate the role of Nature in our lives. It could also help increase awareness among students about their health and hygiene. Gradually, they will learn to understand and fulfill their personal and collective responsibility towards Nature.



Activity

Steps of Activity

Ask the students to stand in one circle. Now the teacher will pass some instructions regarding preserving the environment on which the students will act (Like what they will do in that situation).

For example, what will you do when-

- You find a toffee wrapper lying on the ground.
- While brushing your teeth, tap is running.
- While shopping, the shopkeeper gave you a plastic bag.
- There is no one in the room but the fan is running
- Plants are drying up for no water
- Some papers are lying on the floor in your class.
- A tree has been cut and birds are leaving their nests.

Questions for Discussion

1. Which act did you enjoy the most? Why?
2. Did you face problems in any of the acts? Why?
3. While acting, were you thinking about preserving your surroundings? How? Share in detail.

Observe, Ask & Explore at Home

Students will discuss with their family about the situations that have been discussed in the class and ask them what would they have done in similar circumstances.

End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 4

Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ **Recapitulation and Experiences at Home**

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

❑ **Steps of the Activity**

Ask the students to draw a picture based on the previous activity.

❑ **Questions for Discussion**

1. Which incident did you draw? Why?
2. Could you draw any incident easily? What was your feeling while making the picture?

❑ **Observe, Ask & Explore at Home**

Students will discuss with their family that we have taken so much from our surroundings like water, sunlight, shade, air and vegetables etc. Can we also give something back to preserve our environment?

❑ **End of the class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 5

Assessment Session

❑ **Beginning of the class**

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ **Experiences at home**

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Questions for Assessment

1. This week, were you able to maintain cleanliness in your house/ room and your classroom? How?
2. In your view, what did you do to keep your surroundings clean?
3. Did you feel that it's important to keep your surroundings clean? How?
4. Did you motivate your friends also about cleanliness? Did you altogether clean any place?

❑ Observe, Ask & Explore at Home

Students will discuss with the members of their family if the whole family could contribute to keep our surroundings clean and safe.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



□ Note for the Teacher

In the previous lesson, we learnt that-

- in order to maintain balance in Nature, it's important to preserve the environment.
- we can become happy by ensuring our participation in the preservation of our environment.

Sharing means letting others also use our things. This is a social feeling. During his development, students learn many new things. One among them is sharing. It could be called a kind of social skill which students learn gradually over time. In this lesson, students will be sensitised about the importance of sharing and also how it strengthens our relations.

□ Objectives of the Lesson

1. Students will notice that sharing strengthens relations and everyone stays happy.
2. Students will be able to feel the happiness of living in relationships.
3. Students will also be sensitised that relation are more important than things.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Whose Biscuit?

□ Objective

To draw the attention of the students to the fact that sharing strengthens our relations.

□ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

□ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

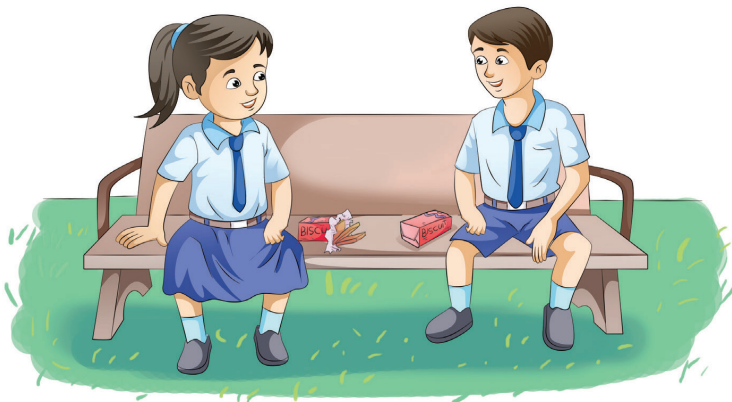
Line of Discussion

Relations are above anything for us. When there is acceptance of relations then we can live with confidence and share our things with ease. It also leads to mutual fulfillment in relations. It could be discussed with the students that when we share different things with those whom we are connected with, how do we feel? Is it a factor in our happiness?

Story

In the school playground, Ajay and Savita were sitting on a bench. Ajay saw that there was a packet of biscuits on the bench. Upon seeing it he said, "Hey, this is my packet. Mummy gave it to me in the morning." He quickly ate one biscuit from it.

Kavita also ate one biscuit from the packet. Both of them were playing and eating biscuits, and soon the packet was reduced to half.



Ajay thought, "Now I will eat the rest of the biscuits myself." So he put the packet in his pocket.

But the moment he put his hand in his pocket to pick the biscuit, he realised that the packet that his mother had given him was lying there with his pocket intact. Now Ajay understood that the packet that he was eating from was actually of Kavita. Now he took

both the packets and placed them on the bench. Both of them started eating and playing once again.

Questions for Discussion

1. Why did Ajay put the remaining half of the packet in his pocket?
2. Why did Kavita not tell Ajay that the packet was hers?
3. If you were Kavita, what would have you done?
4. Do you like sharing your things with others? Yes/ no, why?

❑ **Observe, Ask & Explore at Home**

Students will discuss at home with family about what things they share among them.

❑ **End of the class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 2

❑ **Beginning of the class**

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ **Recapitulation and Experiences at Home**

- Students would be asked to recap the story wherein the teacher may also help.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be asked to share similar experiences they have had at home.

❑ **Questions for Discussion**

1. When was the last time that you shared your favourite things or dish with your friends?
2. If you have less, will you still share with others?
3. How do you feel whenever you share something with others, or your friends share something with you?

❑ **Observe, Ask & Explore at Home**

Today, students will share their favorite toys/ things etc with their siblings at home. Then they will note how they felt afterwards.

❑ **End of the class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 3

Activity: Let us make a Picture

❑ Objective

To sensitise towards the importance of relations. Also, to make them realise that the happiness from relations is more sustainable than the one from materialistic things.

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Line of Discussion

Through this activity, students will try to understand and support the needs of each other. They will also be able to see how the other person (beneficiary of this help) feels about it. This practice will develop amongst them an understanding which will guide them to be in harmony with others. Also students will be able to make better relations based on sharing.

Activity

❑ Steps of the Activity

- The teacher will ask all the students to sit in one circle.
- All students will keep the drawing material (like pen, pencil, colors, eraser etc.) in front of them or in their hands.
- Give one minute each to all students and ask them to draw something.
- Now every student will pass his/ her drawing to the student sitting next to him/her.
- Everyone will add something more to the drawing of their partners and then pass it onwards.
- Continue this activity until everyone gets their original drawing back.
- In the end, see how all pictures have evolved.



❑ Questions for Discussion

1. Did you think of something particular before you started drawing?
2. How did you like this activity? Share with your partner.
3. In the end, how did you like the picture which was created? Share with your partner.
4. Did you feel that you alone could have created a better picture than the one that was created by the whole group?

❑ Observe, Ask & Explore at Home

Students will discuss with their family about what were the things that they enjoyed sharing with their friends in their childhood.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 4

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Recapitulation and Experiences at Home

- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

❑ Steps of Activity

- Teacher may ask student to repeat the previous day activity.
- Questions from previous day discussion may be taken for recapitulation .
- Students will be given chance to share their discussion done at home in small groups. Some students can be asked to share with the large group.

❑ Questions for Discussion

1. Were you able to identify the picture on your paper at the end of the activity? How did you feel?
2. Did you ever feel in the activity that your picture had been spoiled by anyone? Share.

❑ Observe, Ask & Explore at Home

Students will discuss with their family what they do when they feel happy or unhappy.

❑ End of the class

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



Day 5

Assessment Session

❑ Beginning of the class

Begin the class with 2- 3 minutes of Mindful breathing and after that 2- 3 students would be asked to share their experiences.

❑ Experiences at home

Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Questions for Assessment

1. Have you shared any of your favourite items- food or toy etc? How did you feel afterwards?
2. Did it ever happen that your friends did not share something with you? How did you feel when it happened?
3. Did you tell your family about sharing? How did you feel when you did that?

□ **Observe, Ask & Explore at Home**

Students will discuss with their families how they feel when all the members of your family share with one another.

□ **End of the class**

In the end, students would be asked to sit quietly for 1- 2 minutes and reflect on the things that they noticed today and also what understanding they built.



