

Grade II

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-II (English Version)

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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.

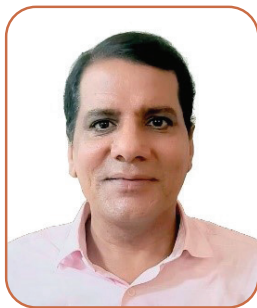
With warm regards

Rita Sharma

(Dr. Rita Sharma)

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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.

I am grateful to the members of the team Happiness and all DHCs namely Sh. Sudhir Rathi, Sh. Sumer Singh, Sh. Anil Kumar Singh, Sh. Karshan Kumar, Sh. Avinash Kumar Jha, Sh. Manjeet Rana, Sh. Pardeep Kumar Sh. TC Sharma, Dr. RP Verma, Ms. Meenakshi Malhari, Ms. Anuradha Jain, Ms. Savita, Ms. Richa Sakhuja Sethi, Ms. Jyoti Dahiya, Ms. Tina Malhotra, Ms. Chandrika, Ms. Rajwant Kaur, Ms. Punam Malwaliya and Ms. Atuba Saeed who were the key authors while developing the initial draft of the Happiness Curriculum Handbooks.

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.

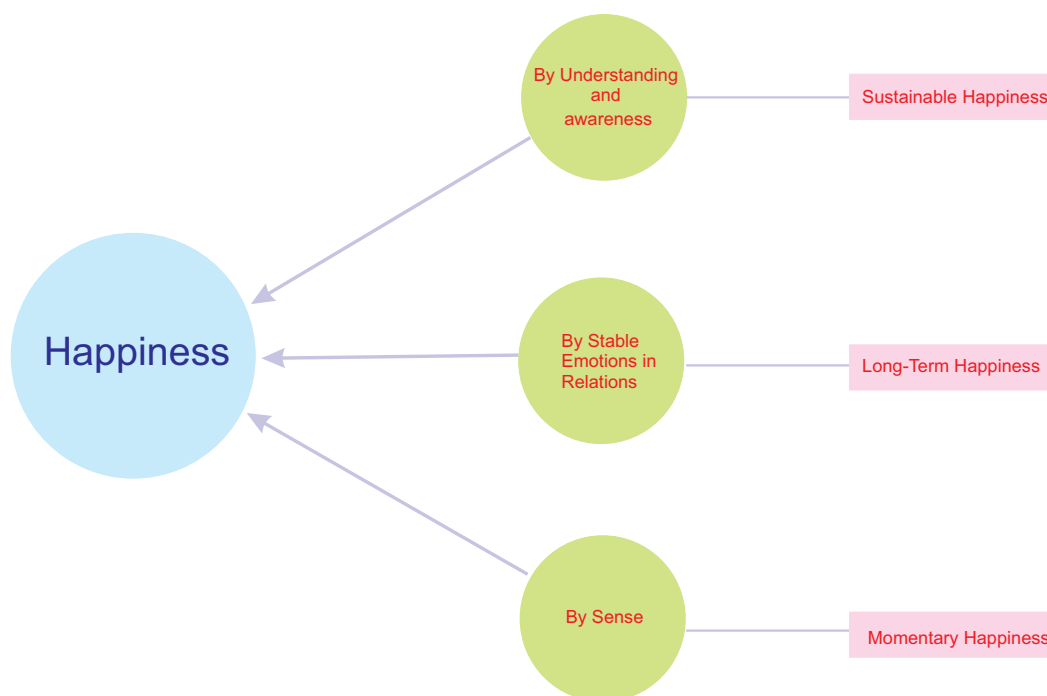
A. Nagraj (1999) proposed a Happiness model. According to this model Human living is the integration of four dimensions of human life like: work, behaviour, thoughts and experiences. Our sensibilities, feelings, power to understand and awareness are all interlinked with these dimensions. Put together, 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)

- Are the breaths fast or slow.... light or deep..... (wait for 10 seconds)
- Without any change, just be aware of each breath. Not even a single breath will go unnoticed..... (wait for 10 seconds)
- Now, slowly focus on how you are sitting and feel the touch of the body.
- Whenever you are comfortable, you may open your eyes.

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.

Do's 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 would 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 experience: 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

□ Objective

The students will bring their attention to their belly along with focusing on their breath.

□ Steps of the Activity

- ❖ Begin the activity by asking students the following questions:
 - Which of the 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)



- ❖ Practice 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.
- ❖ Students 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 practice of mindfulness, and we will do it every time.
- ❖ Ask the students to sit comfortably and close their eyes.
- ❖ Ask them to put their hand on their stomach.
- ❖ In this practice, the students 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 breathe in and breathe out. Does it expand or contract?
- ❖ In the meantime, if it appears that students' attention has shifted from their breath and stomach then the instructions may be repeated.
- ❖ After getting the activity done for 1-2 minutes, ask the students to repeat the activity by placing their hand on their belly..



Points for Sharing Experiences

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 deflated? (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

- While taking answers from the children, the teacher would easily take all the answers given by them and not make any comment on whether they are right or wrong.
- 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.

Practise 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 2 : Seema Says

Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Seema Says: 5-7 minutes
4. Sharing of experience: 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. They will do something like this- 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:

Seema says (or without taking Seema'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 body part helps you to hear or listen? (ears)
2. In order to follow the Teacher's 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?
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 experience: 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 throats 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 practiced with different levels of hand movements (up/down).
- As a second alternative, if teacher wishes then he/she can give directions to them like while joining both the hands together, be quiet and increase the sound of aalap 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 see 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 experience: 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: Work according to instructions

□ 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 will instruct – keep your hand on your shoulder, but keeps his/her hand on the belly.
- Teacher will instruct – 'Jump', but remains sitting.
- The teacher will instruct 'Sit', but remains standing.
- The teacher will instruct 'Keep your eyes open', but keeps his/her eyes closed.
- The teacher will instruct, '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 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 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 experience: 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 tell the students that, "Now we will practice mindful listening, by paying attention to the sounds around us."
- The teacher will ask the students to pay attention to their sitting posture, then the teacher will ask students to sit comfortably, keeping their back straight, and take 2-3 long breaths.
- Now take a long, deep breath and turn your attention to sounds coming into the classroom from outside or from the classroom itself. These sounds can be of someone's talking or walking, something falling, or the voice of a bird from outside.
- (Stop here for a few seconds to let students listen to the sounds and do not give any instructions.)
- Now tell the students to pay attention to any one continuous sound that may come from outside or inside the class (for example, the sound of a fan, the chirping of birds, the sound of traffic, etc.).
- In between the instructions, the teacher may make some sounds, maintaining a pattern in them.

- For example - a teacher can clap 3 times, snap fingers 2 times, tap the ground with his or her feet 4 times, etc.
- The teacher now tells the students, "Can you all hear different types of sounds?"
- Now the teacher asks the students whether the sounds they heard were the 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. There were some sounds that were produced by different objects. Can you name those objects?
8. Could you count these voices?

☐ Dos and Don'ts

Ensure the participation of all the students.

Teacher will pay attention to the counting pattern of the sounds they made.

☐ 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 experience: 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 Listening

□ Objective

The focus of the students is to increase alertness and make them concentrate on the instructions given.

□ Steps of the Activity

- For this activity, students would be told to stand up when the teacher snapped their fingers. When the teacher claps, you will sit down, and when the teacher taps the desk, you have to jump.

According to this, the teacher will keep making the sound of pinch, clap and tap and the students will stand, sit and jump according to the instructions given. The teacher may increase or decrease the speed of their actions and may also interchange the sequence of their actions.

- For example, students have to sit when snapped, jump when clapped, and stand up when tapped on the desk.



Points for sharing Experiences

1. Was this activity difficult or easy?
2. What did we have to do to do this activity?
3. Did you enjoy this activity?
4. When were you able to do the activity correctly, and when did you make a mistake? Why so?

Dos and Don'ts

Ensure participation of all the students.

Practice at Home

Students will practice today's Mindfulness activity with the members of family at home daily. It will be discussed in the 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 Seeing - I

Distribution of Time

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

□ Objective

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

□ Steps of the Activity

- The teacher will tell the students, "Today we will practice mindful seeing and 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, a desk
- Now ask the students to pay attention to any one desk in the class and observe it mindfully. Students will observe the structure of the desk and see if they can find it different from other desks in any manner.
- These two desks will have some features in common, like four legs, being made of wood, etc. Some features will also differ, such as: if there is a scratch on the leg of one desk, it is not on the top of the other desk; the colour of one is lighter than somewhere else. The attention of the students would be drawn towards these similar and different 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?

□ Dos and Don'ts

- Motivate all students to answer.
- The teacher readily accepts all the answers from the student.

□ 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 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 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, concentrate on a particular object and practise mindful seeing.

□ Steps of the Activity

- The teacher tells the students, "Now I am going to show you an object." All of you will observe the colour, size, shape, etc. of this object carefully. , (Any object like a duster, notebook, or mobile phone can be displayed.)
- The teacher can give them about 1 minute to see this object. During this, direct the attention of the students to the features of that object—whether there is a mark, a fingerprint, etc.
- The teacher then hides the object and asks the students to draw a picture of it. (5 minutes)
- The teacher can again show the object to the students and ask some students to tell them about their picture.



❑ Points for sharing Experiences

1. How are you feeling?
2. Which thing did you observe carefully?
3. Could you make it the same way? Why or why not?
4. Did you find it difficult or easy to do? Why or why not?

❑ Dos and Don'ts

- The teacher will ensure that s/he uses a calm tone while giving instructions.
- This is not an exercise in painting. That's why anyone's picture good or bad.

❑ Practice at Home

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

Distribution of Time

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

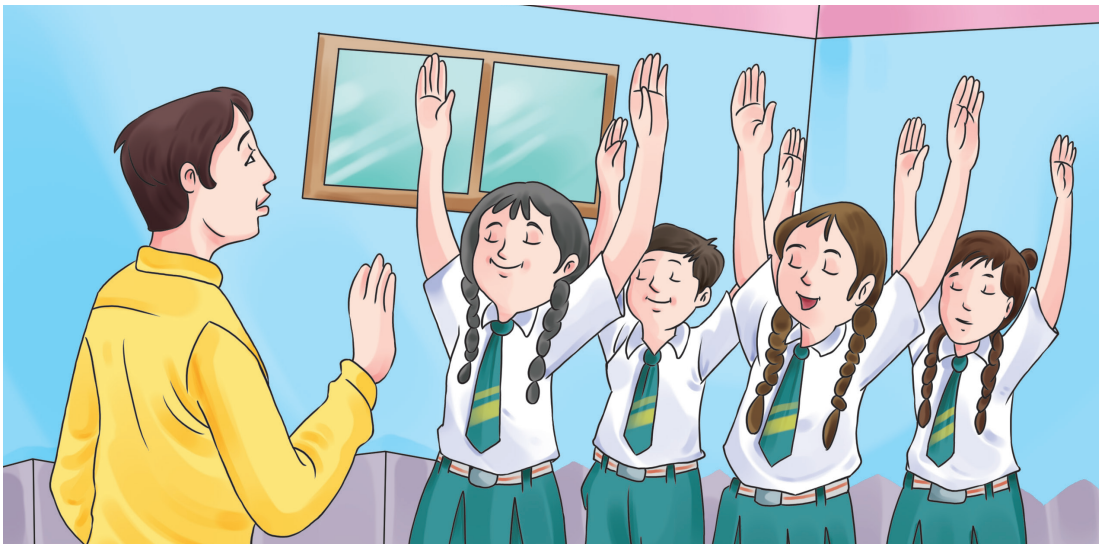
□ Objective

To draw the attention of the students to the process of breathing and to align breathing with the hands.

□ Steps of the Activity

- While giving instructions to the students, the teacher will first do these themselves. Keeping our hands straight, we will slowly move them above the head, bring them down, and then bring them to the resting position.
- Now make the students do this process 5–6 times.
- The teacher would tell the students that now, while raising their hands; they would inhale and exhale while bringing their hands down.
- (Repeat this process with the students slowly for 30 seconds.)
- Now the teacher tells the students that we will bring our attention to the process of our breath and feel that when we are raising our hands, the breath is coming in, and when we are bringing our hands down, the breath is going out.
- The teacher instructs the students to do these themselves: "Breathe in" (hands up)... "Breathe out" (hands down).

- The teacher would tell the students that by doing this, we are giving our attention to our breath.
- (Repeat this process for about 30 seconds: hands up, hands down.)
- Then come to a state of relaxation and discuss the process. You can use the proposed points of discussion given below.
- After some time, repeat the same activity after discussion.
- If desired, one or two students can be called forward alternatively to do the activity, and the whole class can repeat the activity along with that student.



❑ Points for sharing Experiences

1. Were you able to pay attention to your breath?
2. Was your breathing fast or slow?
3. How did you feel when you put your hands down?
4. How did you feel while raising your hand?
5. When was your breath going in, and when was it coming out?

❑ Dos and Don'ts

- Motivate all students to participate in the activity.
- Do not start the activity until the students are seated properly.

Practice at Home

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

Distribution of Time

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

□ Objective

To bring the attention of the students towards different types of smells found in the environment.

□ Steps of the Activity

- The teacher tells the students that we will practise the process of smelling mindfully.
- The teacher asks the students, "What are the different types of smells they can smell in everyday life?"
- The teacher can take answers from students and write them on the board.

S.no	Smells found in the environment
1	The smell of rain
2	The fragrance of trees and plants
3	The scent of flowers
4	The smell of wet soil
5	The smell of cooking
6

- The teacher tells the students that now we will all practise the process of smelling mindfully, in which we will pay attention to the smells coming from the environment.
- The teacher asks the students to close their eyes in a comfortable position. Now take 2-3 long, deep breaths through the nose and exhale through the mouth.
- Now, with your next breath, pay attention to the smell present around you.
- Keep your attention on this smell and try to see how it makes you feel. How do you feel when you smell like this?

- Are any feelings arising in you while smelling? Try to stay with this feeling for some time.
- The teacher and students would stay with it for 30 seconds.
- The teacher would tell the students that if they felt that their attention was being disturbed they would again pay attention to this smell.
- Teacher, tell students that now all of you take a long, deep breath, and whenever you feel good, you can slowly open your eyes.

☐ **Points for sharing Experiences**

1. How are you feeling?
2. Could you smell anything? What was it?
3. How did you feel when you turned your attention to this smell? Could you recognise any emotion?
4. By paying attention to this smell, which new smell did you recognise today? Share it.
5. How could be you benefitted from paying attention to the smells around you?

☐ **Dos and Don'ts**

- Teachers will be aware of the smells coming from the surrounding environment so that they can draw the attention of the students to them.
- The teacher could also conduct this activity by taking the students to the field/park.

☐ **Practice at Home**

Students will practise today's Mindfulness activity with the members of family at home daily. It will be discussed in the 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 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: Paying attention to the heartbeat

□ Objective

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

□ Steps of the Activity

- Teacher will tell the students, “Today we will do an activity in which we will pay attention to our heartbeats.”
- Ask them to stand in their places.
- Now ask them to jump slowly and gently.
- Gradually ask them to 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 students to pay attention to the speed as well as the sound of the heartbeat. Tell them to listen carefully so they can hear ever the slightest sound of their heartbeat.



Points for sharing Experiences

1. How many of you felt your heartbeat?
2. Was the heartbeat fast?
3. Has anyone of you 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 would practise today's Mindfulness activity with their family at home daily. It will be discussed in the 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 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 touch

□ Objective

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

□ Steps of the Activity

- The teacher asks the students to take out any one book or notebook (copy) from their bags on the table.
- Ask students to hold the book or notebook (copy) in their hand and see how they feel about it.
- Teacher, tell the students, "Now we will practice the process of mindful touch by paying attention to the book or notebook (copy) in your hand.”."
- Ask all the students to sit in a comfortable position and bring all their attention on the book or notebook kept on the desk. Notice the colour and shape of the pencil. Now take a long, deep breath and hold the book or notebook in your hand
- Ask the students to bring their attention to the weight and design of that book or notebook. Ask them whether the book or notebook is hot or cold? How do you feel the touch of this book or notebook in your hand? (Stop here for 5 seconds)

- If you feel distracted, then try and bring your attention back to your book or notebook.”
- Now take a long, deep breath and whenever you feel comfortable put your book or notebook back on the desk.”



▣ Points for Sharing Experiences

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

1. How are you all feeling?
2. Were all of you able to give your full attention to the book or notebook (copy)?
3. Did you notice anything about this book or notebook (copy) that you had never seen before?
4. How did you feel when you held the book or notebook?
5. Did your thoughts wander at any point during the activity?
6. Were you able to bring your thoughts back to the book or notebook?

Dos and Don'ts

- Motivate all students to answer.
- The teacher would readily accept all the answers from the student.

Practice at Home

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

□ Objective

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

□ Required material

Paper, colour (crayon)

□ Steps of the Activity

- Ask students to sit in a comfortable position. Now ask them to take three long, deep breaths 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. Focus on all the colours available and take out any one crayon of your choice.
- Now feel the weight of the crayon. Is it heavy or light?
- Ask the students to make anything with that crayon on the paper.
- Ask the students to scribble quickly.
- (Do not give any other instructions for 10 seconds.)

- If required, the teacher can give the following instructions for scribbling – up, down, left, right, and crisscross.
- Ask students to pay attention to any pain or tightness they are feeling in their hands or shoulders, or if there is any change in their breathing.
- Do this process again, but this time gets the scribbling done slowly. Take the students' attention to their hands, shoulders, and breath.
- Encourage all students to scribble.
- This is not the drawing class, so don't put pressure on the children to draw the picture.



Practice at Home

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

Distribution of Time

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

□ Objective

The objective of this activity is to makes students practise mindful stretching of the body.

□ Steps of the Activity

- The teacher would ask the students to stand up and leave their bodies loose.
- Now slowly raise both of 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 asks 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, "Do all of you feel comfortable in your hands now?"
- Similarly, now ask the students to touch their feet with their hands without bending their knees (stay here for 5 minutes).
- 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 asks the students, "Are you all comfortable with your legs now?"
- In this way, 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 put your hands down?
4. Do you find any difference between these two situations?
5. Teachers can tell the students that we don't pay attention to our bodies all the time. By doing this exercise, we 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 during any activity.
- If a student does not want to do any activity, do not force him/her.

❑ 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 Stretching- II

Distribution of Time

1. Beginning of the class: 2-3 minutes.
2. Discussion on mindfulness: 5-7 minutes.
3. Mindful Stretching-II : 5-7 minutes
4. Sharing 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 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 asks students to sit in a comfortable position and leave their bodies loose.
- The teacher asks the students to raise their right hand up, and then pull the hand further up.
- Stay here for 15 seconds.
- The teacher tells 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 right leg up. Raise your leg as high as it is comfortable for you.
- Stay here for 10 seconds.
- The teacher asks the students, "Do you all feel any kind of stretching in your legs?"
- The teacher now asks the students to bring their feet down.

- The teacher now asks 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 it is comfortable for you and turn your attention to the stretch you feel in your body.
- Ask students to bring their feet down.
- The teacher asks 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 feet 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 do not get hurt during any activity.
- If a student does not want to do any activity, do not force him or her.

❑ **Practice at Home**

Students will practise today's Mindfulness activity with the members of family at home daily. It will be discussed in the 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 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 students' attention towards mindful walking.

□ Steps of the Activity

- Tell the students that we will practice mindful walking today. Ask them to come out of their seats and stand comfortably. Ask them to loosen up their hands, legs, and shoulders and become aware of their breathing.
- Take 2-3 deep, long breaths and exhale through your mouth.
- Ask them to bring their attention to their standing posture and then pay attention to their feet. Now notice the touch/feel of their shoes.
- Take a long, deep breath and move one step further.
- Tell them to imagine that they are walking on clouds, and keeping that in mind, walk slowly and mindfully.
- They pay attention to their walk and to their feet. How do they feel when they lift their foot, and how do they feel when they put it back on the ground? How does their body react to this movement?

- Now students will take a second step forward and move their attention towards their other leg. Now ask the students to start walking very slowly, paying attention to each and every step they are taking.
- (Let them do this for 30 seconds.)
- Ask students if they can feel any change in any part of their body.
- (Let them feel for 30 seconds.)
- Now ask them to take a long, deep breath, and whenever they feel comfortable, they can go back to their seat and sit down peacefully. (Give them 1-2 minutes to do this)



□ Points for Sharing Experiences

1. Have you ever paid attention to your walking?
2. What did you do in this activity?
3. Were you able to pay attention to your walk?

Dos and Don'ts

- The teacher can take the students out on the ground for this activity.
- Teachers will ensure that students do not get hurt during any activity.

Practice at Home

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

□ Objective

- Identification of feelings/emotions.
- Discussion about feelings for better understanding.

□ Steps of the Activity

- Tell the students that today we will talk about our feelings. Sometimes we feel happy, sometimes sad, and sometimes scared. All these are our feelings/emotions.
- Teachers may draw pictures of different emotions/feelings on the board.
- The teacher will now tell the students that today they will discuss a feeling called "Happiness".



❑ Points for Sharing Experiences

1. How does your face look when you are happy?
2. When do you feel happy?
3. What do you do when you feel happy?
4. When you feel happy, what changes do you notice in your body? (While discussing the feeling of happiness in the body, the teacher may draw a body shape on the board and continue the discussion.)

❑ Dos and Don'ts

- Ensure a safe, secure, and non-judgemental environment in the class. Accept and respect the feelings of every child.
- Do not make any decisions based on your prejudice.

❑ Practice at Home

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

□ Objective

To bring students' attention towards their feelings.

□ Steps of the Activity

- Inform the students that we will now do an activity which will help us remember our happy moments.
- Teacher to 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 to 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 take a breath slowly... and release it. Breathe in. Think that you are smiling while breathing out.
- Now you may open your eyes slowly.
- Now look at each other and smile.



❑ Points for 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

- Ensure a safe, secure, and non-judgmental environment in the class. Accept and respect the feelings of every child.
- 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 the 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 would be 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 is 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 get their thought process ignited and may develop reflective thinking in their life.

❑ 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 moving towards the objective then more questions would be put up.
- Do not try to tell the objective or the motive of the story, 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 one part would be completed before moving towards the other.

❑ **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 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. Student's 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 different and in a unique manner and make their own decisions, when in need.

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 would participate in the discussion.
- To encourage students, teachers would actively participate in the activity.
- Give the students ample time to reach 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



□ Note for the Teacher

In the previous class, we learnt that –

- supporting each other is essential for being happy in a relationship.
- the happiness that comes from relationships is more important than the happiness that we derive from materialistic things.

In this lesson, we will try to understand that

It is important to draw the attention of the students to the point that whenever we prove our usefulness by being cooperative with each other, as a result, we stay happy for a long time. Therefore, in this lesson, efforts will be made to draw attention to self usefulness.

□ Objectives of the Lesson

1. Students will be able to recognise the happiness derived from working together.
2. Students will be able to see that the happiness that derives from helping others has a far greater effect than their own amusement.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day -1

Activity: Let's Make a Beautiful House!

□ Objective

To draw the attention of the students towards the happiness that derives from working 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.

Activity

❑ Steps of the Activity

1. Ask the students about the members of the family and the objects they have at home.
2. Ask the students to draw a picture of a person or an object related to their home. Tell them that after joining these pictures drawn by them, a very beautiful house will be created. (Note: Give clear instructions to the students that they don't have to draw a picture of home but a picture of a person or an object related to their home. E.g., grandfather, grandmother, brother, sister, chair, fan, etc.)
- 3 **Note:** Let the students draw according to their imagination and ability. Here, expressions are more important than a beautiful picture.
4. Paste the pictures drawn by the students and that chart can be given the shape of a house
5. After giving it the title "Our Beautiful Home," paste the chart paper appropriately in the class.

❑ Questions for Discussion

1. Which member of your family or which object did you draw?
2. How did you feel about building a house together, and why do you feel so?
3. How did you like the house made by joining the pictures made by you, and why?
4. What activities do you do together?

❑ Observe, Ask and Explore at Home

Today, ask all the members of the family at home what kind of home they want, after considering all the things that members say, put together a picture and decorate that picture in the house.

❑ 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 previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home
- Show the students one-by-one the household items or pictures of the person made on the first day and ask them how we can help in taking care of them. Write their answers on the board or chart.

❑ **Questions for Discussion**

1. What are the tasks for which you need the help of elders?
2. What are some of the tasks that elders do with your help?
3. How do you feel about taking care of something?

❑ **Observe, Ask and Explore at Home**

Students would discuss with their family today and note down who takes care of which items in the house.

❑ **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 - 3

Story: Collaboration

❑ **Objective**

The attention of the students would be drawn to the fact that there is greater happiness in being useful to our loved ones than first having fun.

❑ **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 a time, such a situation arises when someone is in trouble and we are not doing any special useful work at that time or are only engaged in our own entertainment. Through this discussion, the attention of the students would be drawn to the point that there is greater happiness in being useful to someone close to you than being busy in your own entertainment. Develop this understanding among the students that it is our responsibility to take care of those, whom we love.

Story

Geeta and Ashish were very happy while returning from school that day. New swings were installed in the park near their house, only yesterday, and all the friends had decided that they would do their homework after school and play in the park in the evening. Both were rushing towards home and were planning to play on the new swing with their friends. As soon as the brother and sister reached home, they saw that the mother was busy with the household chores. What is this, Mother? Geeta asked. "Didn't Savita Aunt come today?", Ashish said. Mother told them that Aunt had to go to get her child admitted to school, so she is on leave today. Ashish remembered that his mother's health was also not good in the morning. Mother was telling my father that after we left for school, she would see the doctor. Ashish asked his mother, "Mother, did you go to the doctor?" Mother said, "There is still some work left." "I will go to the doctor in the evening after finishing the household chores.



Both brother and sister quickly exchanged a glance; both of them kept their bags aside, changed clothes, ate food sitting with mother, then started doing household chores with mother. Meanwhile, their friends came to invite them to play. Both of them said to their friends, "You guys go. We will join

you after finishing this work in a while." Together with the mother, both of them finished the housework quickly. Then they took the mother to the doctor. After coming, both said to their mother, "We will not go to play today; you are very tired. Take a rest." Mother said, "No, I am fine. Now you can go and play. Your friends will be waiting for you." Geeta and Ashish were talking with their mother when their father also came. After their father's arrival, the mother said, "Children, now go and play carefree."

Both brother and sister looked at their mother with a smile, and holding each other's hands, they went to play in the park.



❑ Questions for Discussion

1. Was it right for Geeta and Ashish to keep their friends waiting to play? Why or why not?
2. Have you ever helped your mother or father? How?
3. Have you ever prioritised someone else's work over your own favourite work? How did you like it? Did it feel bad to leave a work you loved? Why or why not?

❑ Observe, Ask And Explore at Home

At home, ask students to discuss with the members of their family what work they do at home together.

❑ 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 - 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 one of your friends is unable to come to school, how do you support him or her?
2. Do you feel the need for the support of your friends if you are not able to go to school for some reason? If yes, do you ask for their help?
3. How do you cooperate with your teacher in class?

❑ Observe, Ask and Explore at Home

At home, students ask the members of their family how they used to cooperate with the elders of their house in their childhood.

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 opportunity to share their experiences of reflections and discussions at home.

Points for Assessment

1. Have you helped anyone in the family to meet their needs? If yes, then how?
2. How did you feel about helping your family this week?
3. How did everyone in your class support each other this week? Give one such example.

Observe, Ask and Explore at Home

Students will note how members of the family support each other at home.

End of the Class

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



□ Note for the Teacher

In the previous lesson we learnt that –

- helping other people brings Happiness.
- happiness derives from self participation or usefulness seems to be more important than entertainment.

Now in this lesson we will see that

Whenever someone makes a mistake, how do they admit it, and how do others present that matter? Knowing this plays a big role in giving direction to relationships. This is an effort to improve our family and social lives by bringing such situations to the centre of discussion.

□ Objectives of the Lesson

1. The attention of the students will go towards the fact that no human wants to make mistakes.
2. Students will react thoughtfully when someone makes a mistake.
3. Students will be comfortable admitting their own mistakes.
4. Students will try to correct their mistakes by taking responsibility for them.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day - 1

Story: Lunch Break

□ Objective

To draw the attention of the students to the point that no human wants to make mistakes. So if someone makes a mistake, then react thoughtfully to 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 the opportunity to share their experiences of reflections and discussions at home.

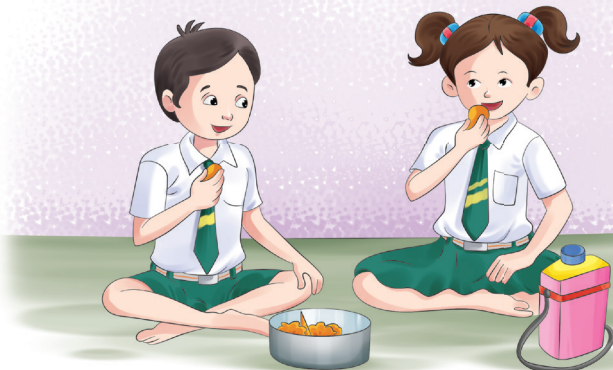
Line of Discussion

If we look at our family or society, we find that sometimes small mistakes or things become the cause of big disputes or quarrels. If we try to get to the bottom of them, it often comes to light that the mistake is due to lack of understanding or inability, whereas others feel that mistake has been made intentionally. As a result, our relations start deteriorating. Shifting the attention of the students to this will improve their way of handling situations. At the same time, it will provide opportunities for the harmonious development of each other's understanding and abilities.

Story

Raman and Fiza were friends. They both studied in the same class, played together, and ate together. One day, as the bell rang for lunch break, Fiza said, "I'm feeling quite hungry; let's eat our lunch, Raman." Looking at Raman's lunchbox, she asked, "What have you brought for lunch today?"

Raman told her, "My mother has prepared aloo-poori (spiced potato curry with crispy Indian fried bread) today." Fiza said, "My mother has given me sweet vermicelli (seviyan)!" Both started eating, sitting together. While eating, Fiza said, "I am feeling thirsty. Raman! Please pass the water bottle to me."



lunch box in the middle, and they both ate aloo-poori together.

Raman picked up the water bottle and was just trying to pass it to Fiza, suddenly the bottle slipped from his hand and the water went into the sweet vermicelli.

Regret could be seen on Raman's face. He was upset that the lunch prepared by Fiza's mother was spoiled.

When Fiza was going to say something, she saw his sad face. Fiza smiled and said, "Dear friend! You haven't done it on purpose. Give me your aloo-poori! I'm really hungry." Raman kept his

❑ Questions for Discussion

1. How would Fiza have felt after the water fell into her lunchbox?
2. How would you have reacted to, if you were Fiza in Fiza's place?
3. Has it ever happened to you that something of yours was spoiled by someone? (Ask the student answering this question: Did the person do it on purpose? What did you do in that situation?)
4. Have you ever spoiled something belonging to others? Ask the student answering this question: Did you do it on purpose? What did you do in that situation?

❑ Observe, Ask and Explore at Home

Students would see in their family that if any member has committed any mistake, did he do it intentionally.

❑ End of the Class

In the end, students would sit quietly for 1- 2 minutes and would 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. If you suffer any kind of loss, would you like to share it with anyone? If yes, with whom and why?
2. If you are harmed by your friend, do you complain to anyone? If yes, to whom and why? If not, then why not?

❑ Observe, Ask and Explore at Home

Students discuss with the members of their family whether they want to make mistakes or not.

❑ 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 - 3

Activity: Everyone Makes Mistakes

❑ Objective

The students will have a sense of accepting their mistakes easily, and they will try to rectify 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.

❑ Experiences at home

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

❑ Line of Discussion

We do not want to make mistakes intentionally, nor does anyone else want to make mistakes intentionally. For example, if someone breaks a glass or cup, was it done intentionally by the person? If there is a mistake, instead of hiding it or lying about it, it is better to rectify it by sharing it with someone.

Activity

❑ Steps of the Activity

1. First of all you share with the students any of your mistakes and also share how you handled your mistakes.
2. Ask the students to think of a mistake they have made and share it with their partner next to them.
3. Ask the students what they did after they made a mistake.

❑ Questions for Discussion

1. Do you want to make mistakes intentionally?
2. When someone else makes a mistake, do you feel that she/he must have done it intentionally? Why?
3. In the event of a mistake, can we tell someone about it? Why or why not?
4. What do you usually do when you make a mistake?

❑ Observe, Ask and Explore at Home

Students would discuss and ask their family, if they make any mistake then what they do after that.

❑ End of the Class

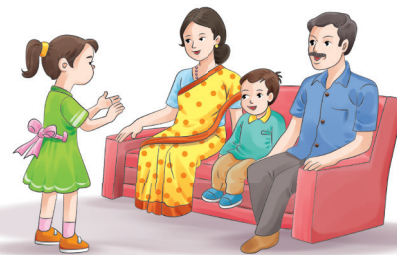
In the end, students would sit quietly for 1- 2 minutes and would reflect on things that they noticed in the class today and also what understanding they built.



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

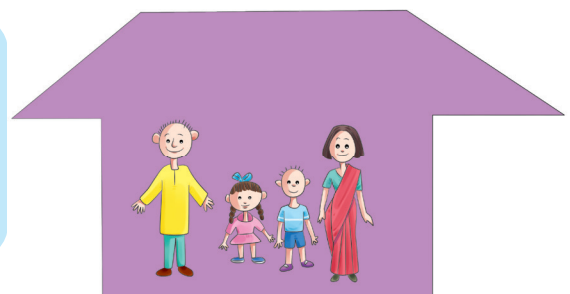
- Students would be asked to recap the previous activity or hold a discussion on the same.
- Students would be asked to share their experiences of reflections and discussions at home.

❑ Steps of the Activity

1. Ask the students to sit in small groups.
2. Apart from the things discussed the previous day, share your own mistakes. Find out through discussion what the reasons behind those mistakes could be.

❑ Questions for Discussion

1. What will you do if you make a mistake in the future? In that situation, how would you like others to treat you
2. What will you do if someone else makes a mistake in the future?



❑ Observe, Ask and Explore at Home

Discuss with the members of your family at home what they usually do when they make mistakes. Do they like being scolded? Why or why not?

❑ 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 opportunity to share their experiences of reflections and discussions at home.

❑ Points for Assessment

1. Have you come across people this week who made mistakes on purpose?
2. To whom could you talk about your mistake? How did you feel having this kind of conversation?
3. Has this changed anything in your class? Has this changed the other persons behaviour in any way at home?
4. Have you found out the reason for any of your mistakes that you didn't know about earlier?
Share that.

❑ Observe, Ask and Explore at Home

Students pay attention to to the fact that. if someone in the family makes a mistake, then what do other members do?

❑ 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.



□ Note for the Teacher

In the previous lesson, we learnt that –

- no human wants to make mistakes.
- when someone makes a mistake, react thoughtfully.
- there will be an effort to accept their own mistakes.
- try to correct their mistakes by taking responsibility for them.

In this lesson, we will see that our entire behaviour is governed by the value of gratitude.

Gratitude governs all our behaviour. If we can see someone's contribution to our progress, then not only do we have a sense of respect towards them, but also due to their presence, we become self-disciplined in our behaviour. We can clearly see the role of many people in our lives, but many other people are also contributing to our progress, which we cannot see clearly. In such a situation, it is necessary that our students develop an understanding that all the people are directly or indirectly helping us in our progress so that we can create a grateful generation. Here, the teacher is expected to draw the attention of the students to this aspect through conversation, group discussion, and questions in the class so that they can understand the role of people who have contributed to their progress.

Objectives of the Lesson

□ Objectives of the Lesson

1. Students will become sensitive to the needs of others as well as themselves and understand the meaning of gratitude in relationships.
2. The people who contribute to making the things we use in our daily lives will be noticed by the students, and they will be grateful to them.

□ Proposed Duration

Minimum of five days or till the teacher is satisfied



Day - 1

Story: Aloo Paratha (Potato stuffed Flatbread)

Objective

Students will become sensitive to their own needs as well as the needs of others and understand the sense of gratitude in relationships.

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

Through this story students will learn to pay attention to the needs of others, and the first step is to develop a sense of sensitivity towards someone before we cooperate. This story will bring attention to the needs of others. Through this story, the attention of the students will be drawn towards the cooperation and contribution of the family so that they can recognise their gratitude towards them and express it in their lives.

Story

"Herman! Wake up early. You have to go to see your grandmother today, don't you? I am making aloo parathas for you." Mother said while waking him up from sleep.

"Wow! Aloo paratha!" Herman jumped up from his bed. He liked aloo paratha very much.

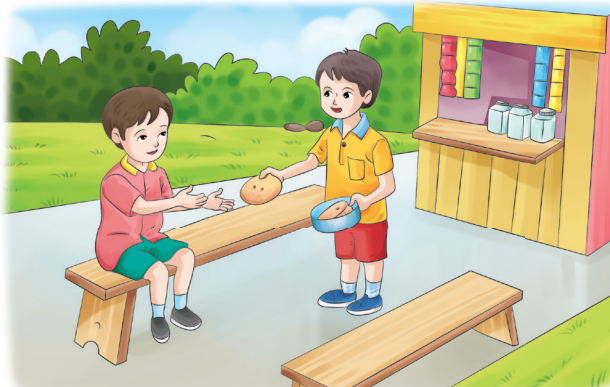
He was ready to go with his father to his grandmother's house. Father and Herman caught the bus to the village. The bus was running fast. Looking out the window, it seemed to Herman that all the trees were running backwards.

After some time, the bus stopped at the tea shop. Father ordered tea for himself. Harman wanted to eat the delicious aloo parathas that his mother had given him. He opened his box and started eating aloo paratha.



He had just put the first bite in his mouth when his eyes fell on a child sitting nearby who was staring longingly at the parathas.

Herman thought, 'Maybe he is also hungry.' He went to that child and gave him a paratha.



The child said 'thank you' to Harman and quickly ate that paratha. Then a voice came: "Harman!" The father was calling Harman because the bus was about to leave. Harman ran towards the bus, sat down, and ate the remaining parathas.

After eating parathas, Herman said "thank you" to his mother in his heart of hearts, because two people were fed today by the delicious parathas made by his mother.

Questions for Discussion

1. What tasks do you do yourself?
2. For what tasks do you depend on others?
3. How do you help others and why?
4. What activities do you do that help members of the family?
5. For what tasks do you take the help of your family?

Observe, Ask and Explore at Home

At home, discuss with your family what activities we can do together.

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 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.

❑ **Line of Discussion**

Sense of cooperation and gratitude connects us with family and society. After drawing the attention of the students to this point, try to get their opinion about it.

❑ **Questions for Discussion**

1. Have you ever helped someone, if yes, how did you feel doing so?
2. Have you tried to get someone's help?

❑ **Observe, Ask and Explore at Home**

At home, note how often you need support from the members of your family members or people around you throughout the day. Express your gratitude to all of them.

❑ **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 - 3

Activity: Express Gratitude to All

❑ **Objective**

The students will pay attention to all those people who contribute to providing us with all the necessities of life, and they will express their gratitude to 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 opportunity to share their experiences of reflections and discussions at home.

□ Line of Discussion

Acknowledgment of one's contribution fosters a sense of gratitude. It brings humility and decency in dealing with them. It is expected that attention of the students will be drawn towards this through discussion.

Activity

□ Steps of the Activity

Students can narrate an incident or story related to the activity. For example, in the breakfast we had this morning, how did the flour reach the kitchen to make bread with it? For example, someone carefully kept the flour in their shop; before that, someone made flour by grinding wheat; the wheat must have reached there by truck or rickshaw; before that, it must have been kept in the godown; someone must have grown it. (Keep writing the names on the board in a sequential manner.)

Now form small groups of students and give them the following topics to make a flow chart of the contributions of the people:

- a) Their uniform, (b) their plate or mid-day meal in their tiffin.

□ Questions for Discussion

1. What things do you have with you? Who all has a role in their making?
2. Who helps you in school, and in what ways?
3. Who are the people, whose absence from our lives for a few days greatly disturbs us?

□ Observe, Ask and Explore at Home

At home, discuss with your family about all those who have contributed to our lives and how we can show our gratitude to them.

□ 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 - 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. Tell me one thing from the discussion at home that you liked the most.
2. To whom did you express your gratitude?
3. Can we thank anyone other than family and school members? Why?

❑ **Observe, Ask and Explore at Home**

Students share the discussion done in the class at home and get the views of family about the occasions on which it will be good for them to thank each other.

❑ **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 opportunity to share their experiences of reflections and discussions at home.

❑ **Points for Assessment**

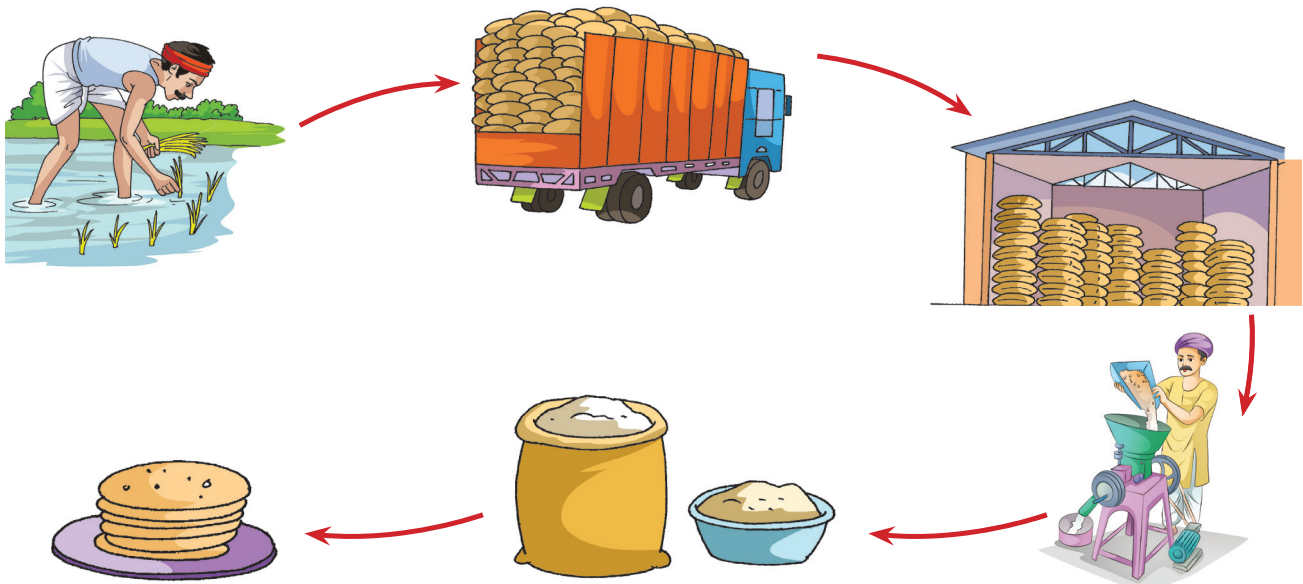
1. Who did you thank this week that you hadn't thanked before? Also, tell the reason for it.
(a) in the family; (b) in the neighbourhood; (c) in the school
2. Apart from saying thank you, what other ways do you use to express your gratitude?

❑ **Observe, Ask and Explore at Home**

Carry out the class discussion at home and get opinions from your family about how the absence of the people from whom we are getting support will affect us.

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.



□ Note for the Teacher

In the previous lesson, we learnt that-

- when we do any work together and cooperate with each other, we also get happiness from it and our relations also get stronger.
- no human wants to make a mistake. That's why; if someone makes a mistake, respond thoughtfully.
- Many people have contributed to our progress.

In this lesson, we will understand that -

Storing items in an orderly manner saves our time and hassle. This is the basic foundation among the individuals for working harmoniously.

In this lesson, we would like to draw the attention of the students to the benefits of keeping things in their proper places in an orderly manner. Along with this, efforts will be made to make them learn to organise their way of life.

□ Objectives of the Lesson

1. The attention of the students will go towards keeping their things in an organised way.
2. Will recognise themselves as participant in a larger system.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day - 1

Story: Socks of Rohan

□ Objective

The attention of the students will go towards putting their objects in their respective places.

□ 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

The attention of the students would be drawn to the fact that keeping things in an orderly manner saves time and also reduces our problems. The habit of organising objects ensures better use of goods, and it is also helpful while working in harmony among individuals.

Story

As soon as Rohan returned from school, he took off his shoes and socks and threw them aside, changed his clothes, ate fast, and went to play with Gurpreet, who lived in the neighbourhood.



He jumped back in the evening, did his homework, and had a little chat with his parents and went to sleep after eating.

The next morning, when he was getting ready for school, he was not able to find his shoes. Though he was fully ready but without socks, how to wear shoes? What could he do? He went to school wearing shoes without socks. He felt a little awkward while walking, but there was no other way.

In the afternoon, his father reached school to pick him up. His father had to finish some work at his shop quickly, so he took Rohan first to his shop.

Rohan started watching his father carefully while working. Father used to cut the cloth with a pair of scissors and put it in the drawer, then take the needle used to sew the cloth and hang the needle next to him. Seeing his father repeatedly do this, Rohan asked his father the reason.

Father said, "I put things in their places so that when I want something, it is easy to find."

Rohan noticed that if he had kept his socks in their proper place yesterday, the trouble would not have happened today. When he reached home, he took off his shoes and laid down on the bed. His mother had found his socks. Rohan immediately put them in the shoes.



❑ Questions for Discussion

1. What would have happened if Rohan's father had not put the needle and scissors in the right places?
2. Do you keep your belongings in the right place? Why or why not?
3. What happens if we don't store our stuff in the right place?

❑ Observe, Ask and Explore at Home

At home, ask the members of your family if they have ever been in need of something, and they may not have found it at that time. How did they feel at that time?

❑ 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 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. Name the objects and the places where they are kept in the classroom?
2. What are the things that are always kept in the same place? Why do you think this would have been done?
3. Whether space has been allocated in your school for any facility(such as drinking water, mid-day meal distribution , etc.) Why? Or why not?

❑ Observe, Ask and Explore at Home

Go to the kitchen with a member of your family and try to find out whether all the things kept there (like utensils, salt, a sugar box, etc.) have a fixed place.

❑ 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- 3

Activity: Start-Stop

❑ Objective

The attention of the students will be drawn to the fact that keeping things organised is beneficial for all. They will identify themselves as part of a larger system.

❑ 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

Through this activity, students will understand that small actions they take can be useful in maintaining order. The attention of the students will also go to the point that it is not the responsibility of any one person to maintain the system; On the contrary, it is everyone's responsibility.

Activity

While conducting the activity, the teacher would keep in mind the following points:

- Do the activity in a safe place.
- Ask students to do the activity slowly and with patience.

Steps of the Activity

- Call on the students to perform the activity and tell them to walk slowly in any direction within the specified perimeter till instructed to stop by the teacher.
- When instructed "to walk", students have to walk slowly in different directions without touching anyone.
- When instructed to "stop", the students would stay in their place in the same position.
- This activity would be done a couple of times by walking and stopping at a slight increase in speed.
- Ask students to go faster and stop.
- Ask the students to walk at a fast pace while giving the thumbs up, but be careful not to bump into anyone. Similarly, ask the students to walk while dancing, singing, and jumping. Teachers can also add new instructions according to their own choice.



Questions for Discussion

1. Were you afraid of bumping into any of your companions while walking? If yes, then why? And if not, why not?
2. How did you feel when you could not find a proper place to walk? What did you do then?
3. Have you ever bumped into someone while walking or running? Why would this have happened?

Observe, Ask and Explore at Home

At home, sit with members of your family and discuss what cooperation the family members can do so that all the work in the house can be done at the right time and in the right way.

❑ 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 - 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 were you able to walk without bumping into the activity? What methods did you use for this?
2. Why do all the students stand in the line of their respective classes in the school prayer meeting?
3. Why do you stand in line while taking a midday meal at school? What is the benefit of doing this?

❑ Observe, Ask and Explore at Home

At home, see where all the members of the family keep their belongings, like bags, lunch boxes, watches, etc., after returning from work. Ask them why they do this.

❑ End of the Class

In the end, students would sit quietly for 1- 2 minutes and would 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 opportunity to share their experiences of reflections and discussions at home.

❑ Points for Assessment

1. Has it ever happened to you this week that you did not get any items at the time of need? Share the incident that happened to you. Why did this happen?
2. In the last few days, when did it happen that you could easily find things you kept? Why did this happen?
3. In the last few days, which things have you decided to keep at a certain place at home?

❑ Observe, Ask and Explore at Home

Discuss with your elder brother, sister and other member of the family whether they keep their belongings at their right place. Why do they do this?

❑ 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.



Coordination

□ Note for the Teacher

In the previous lesson we learnt that –

- keeping our things organised saves time, energy and hassle.
- orderly living increases coordination.

Now, in this lesson, an attempt will be made to understand more deeply the coordination required for systematic living.

□ Objectives of the Lesson

1. The attention of the students will go towards the fact that they live better when they live in harmony.
2. The attention of the students will also go to this point that the work done together is better.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day - 1

Activity: Imaginary Ball

□ Objective

The mutual relation between the students will deepen and mutual coordination will increase.

□ 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.

Activity

Steps of the activity

- Ask the students to form a circle.
- Tell them that you have an imaginary ball that you can't see.
- Also determine the size and weight of this imaginary ball and then making loud noises, move it forward in a circle.
- Each child gets this ball with the same sound, weight and shape.
- Now tell the students that they can change the size and weight of the ball while giving it. For example, while giving the ball to the student, they can comment like this-
 - Take this ball. It is very heavy.
 - The ball is very hot, handle it carefully.
 - Oh! This ball smells so good.
- Continue this sequence. If possible keep rotating a second ball and a third ball in the same circle.
- Each student can use the imaginary ball with different expressions and give it to his/her partner.
- This activity can also be repeated.



Questions for Discussion

1. Which imaginary ball did you find funniest? Why?
2. An imaginary ball came your way, could you catch it?
3. What were the things you kept in mind while taking the ball?
4. What things did you keep in mind while passing the ball?
5. How did you feel when the ball came near you? And when it was given to the next one, how did it feel?
6. Do you give any of your things to someone else? Why or why not?

Observe, Ask and Explore at Home

Ask students to play an imaginary ball game together with the members of their family.

❑ End of the Class

In the end, students would sit quietly for 1- 2 minutes and would 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 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

- Divide the class into three/four groups.
- Now one student from each group would come forward and imagine the ball in hand and try to tell its colour, size and weight through gestures without speaking.
- All the students of the rest of the groups will try to identify these characteristics of the ball together.

❑ Questions for Discussion

1. With what other objects can you do this activity?
2. How did you feel when you got the right attributes of the ball?
3. Did it also happen that you could not correctly identify the colour, shape and weight of the ball? Why did this happen?

❑ Observe, Ask and Explore at Home

Students will ask the members of their family what games they used to play together in their childhood.

❑ End of the Class

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



Day - 3

Story: Being in Harmony

❑ Objective

Students will notice that they can live by establishing 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 opportunity to share their experiences of reflections and discussions at home.

❑ Line of Discussion

Through this discussion, the attention of the students will be drawn to the fact that by rising above oneself, many things can be done better by working together. If students start looking for ways to be cooperative rather than being competitive with each other, it will lead them towards social harmony.

Story

Disha, Gurpreet and Ahmed all three used to study in the same class. All three loved to sing and play. But they used to sit in different places and try to play their songs and make new tunes.

During recess time, Gurpreet would be playing some song in one corner of the class, while Disha would be singing some other song in her own fun or tune in the other corner. On the other hand, Ahmed would be playing a different tune by taking out his own small musical keyboard. They would have had three or four friends surrounding all three. All three wanted that only he/she would be chosen in the annual festival. But for other children, these voices coming from three sides were no less than noise. Everyone was very upset. All the children thought for a while and went to meet the madam. They all found a solution to this problem by discussing with her. (What would have they thought?) Madam put all three in the same program in the annual function.





All three started preparing together. Gurpreet started tapping on the drum, and then Ahmed started moving his fingers on the musical keyboard and Disha's melodious voice along with them made the whole atmosphere musical. Now three types of voices have stopped coming from three sides in the class. Gradually their friendship also started getting deeper. The children were just waiting to see their program on stage.

❑ Questions for Discussion

1. Would it have been okay to choose one of those children or would it be okay to do the program together? Why?
2. What all things can we do alone?
3. In your opinion, what all works can be done together?

❑ Observe, Ask and Explore at Home

Students will talk to the members of their family at home about whether they have become friends with someone while working together. When and how?

❑ 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 - 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 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 does it feel if some work is done together?
2. Has it ever happened that you became friends while working together?
3. Tell about something that you like to do in a group?

❑ **Observe, Ask and Explore at Home**

The students would note whether the work done at home is better when everyone works together. Why and How?

❑ **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 opportunity to share their experiences of reflections and discussions at home.

❑ **Points for Assessment**

1. What activities did you do together as a family at home this week?
2. How did you feel working together with the members of your family?
3. Tell about any work done in the class this week which was done with mutual coordination.

❑ **Observe, Ask and Explore at Home**

At home, ask the students to note which members of the family like to work together.

❑ **End of the Class**

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

□ Note for the Teacher

In the previous lesson, we learnt that

1. establishing harmony with each other leads to happiness.
2. harmonious work is better.

Now in this lesson, we will try to understand that-

Trust is a foundational value for maintaining relationships. When we have trust in each other, we can only feel respect and affection for each other. If there is trust, then the relationship feels good and happy; otherwise, fear or apprehension persists. In this lesson, an attempt is made to enable the students to realise the value of trust in mutuality.

□ Objectives of the Lesson

1. Students will understand the meaning of trusting each other in a relationship.
2. Students will identify the basis of relationships.
3. Students will show how they can share their point of view when they have faith.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day - 1

Story: Burden Of Mind

□ Objective

Trusting each other in relationships and sharing their thoughts with their family.

□ 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 is a common problem in many families that children do not talk to their parents or elders at home about the incident that happens to them, or they don't share their thoughts. This is because of some fear, a lack of trust, or not giving each other time. It is necessary to create a comfortable environment for conversation at home. At the same time, discussions will be taken in this direction so that the acceptance of the mistakes made by the students themselves helps create an atmosphere of mutual trust in the house.

Story

One day, Soumya's mother got hurt on the head. At that time, her father was not at home. Soumya went to her neighbourhood aunt and asked her for help. She came and applied medicine and bandaged her mother's head.

Some days have passed like this. One day Soumya went to his parents and said to them, "You know how Mother got hit on the head that day?"

"Yes! Your mom said that she tripped and fell!" Father said.



But Soumya said, "No, Father! I was swinging a wooden bat at home, and she got hurt because of that. Sorry Father! Sorry Mother!"

After saying this, Soumya's face had such an expression as if she had taken off some of her burden.

Now the father noticed that after that incident, Soumya had stopped playing with the bat inside the house.

❑ Questions for Discussion

1. Mother didn't tell father the exact cause of her head injury. What do you think, why would she have done that?
2. Why would telling the truth to the father feel like taking off the burden to Soumya?
3. Has it ever happened to you when you made a mistake and accepted it?
4. How did you feel after admitting that you were wrong?

❑ Observe, Ask and Explore at Home

At home, students ask their parents if sometimes it happens to them too that they can't express their feelings to someone.

❑ 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 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 any incident similar to Soumya happened to you? Share it.
2. What do you do if you ever make a mistake?
3. To whom in your family do you feel more comfortable saying sorry? Why?
4. With whom do you share your thoughts? Why do you prefer to share with them only?

❑ **Observe, Ask and Explore at Home**

At home, ask the members of your family, and also see in themselves how they feel if they do not share their thoughts with each other. Also notice how it feels when you share.

❑ **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 - 3

Activity: Caterpillar

❑ **Objective:**

To draw the attention of the students towards a feeling of 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.

❑ **Experiences at home**

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

❑ **Line of Discussion**

It is absolutely necessary to have trust in all relationships. We can trust the person with whom we have a relationship. Like small children, they are afraid to come to school in the beginning, but after a few days, when they recognise their relationship with the teacher, they have faith in the teacher that they will take care of them. An attempt to draw their attention to this side will be made through discussion. While doing this activity, teacher will keep in mind that there will be equal participation by male and female students in the class.

Activity

❑ **Steps of the activity**

- Make groups of 8 to 10 students and ask them to sit in rows.
- Now ask the students in a row to stand up. Let the first student make the head of the caterpillar, followed by the other students. By holding the waist of the person in front of him, he will form the body of the caterpillar.
- A student who has become the head of a caterpillar will walk with his eyes open.

- The students who have become the body of a caterpillar will keep their eyes closed. Now the caterpillar-like students will walk slowly in the class. All students will walk slowly together, holding the waist. The student who has become the head of a caterpillar will take care that the student who is forming the body of the caterpillar doesn't collide anywhere. (Let the other students take it in turns to be the head of the caterpillar.)
- This activity will be done by each group in turn.

❑ Questions for Discussion

1. When you closed your eyes, were you afraid or confident that you could do the activity properly or not?
2. Have you opened your eyes in between? If yes, then why?
3. How did the student who became the head of the caterpillar feel? Was he/she feeling happy or scared?
4. If he/she was scared, why?

❑ Observe, Ask and Explore at Home

Do this activity at home with your friends or family members, and share your experiences with the class the next day.

❑ 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 - 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. Were you scared or had trust in your teammates while walking as a caterpillar?
2. What would you like to be, the head or the body of the caterpillar? Why?

3. Do you trust any of your friends with any of your work? Why or why not?

4. Is it easier to work when you trust your friends? Why or why not?

Observe, Ask and Explore at Home

At home, reflect on whether you are afraid to do any work for any other reason. So what do you do when it happens?

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 opportunity to share their experiences of reflections and discussions at home.

Points for Assessment

1. How often did you do group work this week? Did you enjoy working together?
2. What was the reason for working in the group?
3. Who were the people with whom you enjoyed spend time?
4. What did you do every time you felt scared this week?
5. With whom did you share your good or bad experiences this week? Why?

Observe, Ask and Explore at Home

Today, at home, ask the family with whom they are able to share their thoughts and why.

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.



□ Note for the Teacher

In the previous lesson, we learnt that

- one has to live cooperatively in society.
- with a sense of gratitude and faith, human beings can live in harmony with each other.

In this lesson, we will see that human beings have a sense of sensitivity, and this sense inspires them to contribute to society. A man finds happiness in his life by living sensibly.

If care is taken to determine the needs wisely, then a person can not only live satisfactorily with available resources but also cooperate with the surplus available to them to help others meet their needs.

□ Objectives of the Lesson

1. Students will be sensitive to the needs of other people.
2. Students will recognise their contribution to society.
3. Students will be motivated to make wise decisions.
4. Students will also be able to identify their own needs.

□ Proposed Duration

At least of five days or till the teacher is satisfied.



Day-1

Story: A Shoe

□ Objective

Students will be motivated to make sensible decisions while being sensitive.

□ 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

Ravi had come to the railway station with his father to go to his village when he saw a child sitting barefoot at the station. Ravi was walking slowly towards his compartment, holding his father's hand.

While climbing into the compartment, one of Ravi's shoes fell off. The compartment was too crowded. Then the train started moving slowly. Ravi saw through the window that the child's eyes fell on the fallen shoe. The boy picked up



the shoe and started running along with the train. (What do you think is the reason the child started running with the one-foot shoe?) Then Ravi threw his other shoe from the window towards that child. That child also picked up the other shoe and kept running with the train to return those shoes. Then Ravi smiled and waved his hand. The child stopped and looked at Ravi in surprise. Then he also smiled and started waving his hand towards Ravi.

Ravi took out his slippers from his bag and wore them. Today he was very happy, even after losing his shoes.

Questions for Discussion

1. What thoughts must have gone through Ravi's mind when he saw the child's barefoot?
2. Did Ravi's first shoe fall by mistake, or did he drop it intentionally? What do you think?
3. Why do you think Ravi threw away his other shoe?

Observe, Ask and Explore at Home

Today, at home, notice that whenever the people of the house eat food, who usually eats last! Find out the reason as well.

❑ 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 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.

❑ Line of Discussion

Being sensitive to someone's needs is good in itself, but the aim of this discussion is to divert the attention of the students towards making decisions with an understanding of themselves and the other person's situation rather than being carried away by emotions.

❑ Questions for Discussion

1. If Ravi did not have slippers to wear, would he still have given his shoes to the child? What do you think?
2. If you were in Ravi's place, what would you have done? Why?
3. Have you ever done anything for a needy person? When and how?

❑ Observe, Ask and Explore at Home

At home, ask students to try to find out some of the needs of the members of their family.

❑ 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 - 3

Activity: If Not

❑ Objective

The attention of the students will go towards identifying their needs.

❑ 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 are very fond of some of our things. We feel that without that, our lives will not go well. We are not able to decide our needs, and many times we get jealous of others when they have better things than us. Through this activity, an attempt is made to draw the attention of the students towards knowing their own needs.

Activity

❑ Steps of the Activity

1. Ask the students to name some objects they like.
2. Whatever the name of the object the students say, the teacher writes it on the board.
3. Write the names of 10 to 20 objects on the board.
4. Then cross out the name of any one object.
5. Ask the students what would happen if the object was not near them. Can we live without it?
6. In the same way, keep on cutting the names of objects one by one, and the discussion in the class go on.

On crossing out the name of each item, discuss the effect of having or not having that item.

❑ Questions for Discussion

1. Which of these (written on the board) are the things you need?
2. Which of these things do you like, but it will be fine even if you do not get it?

❑ Observe, Ask and Explore at Home

At home, ask students to check if there is anything in the house that has not been used by anyone in the last 8–10 days.

❑ 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- 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

(Similar to the previous day's activity, the students' attention is to be drawn to our other requirements.)

- Students would be asked what other requirements we have. The teacher would write the answers of the students on the board.
- Ask the students how our lives would be affected if we had some or all of those things. Are these things that we really need?

❑ Questions for Discussion

1. If you had to take only four things, what would you like to take?
2. Have you ever felt like getting something that your friend has? So what did you do?
3. Were you able to identify the needs of any member of your household or any of your friends and help them?

❑ **Observe, Ask and Explore at Home**

Students would discuss with the members of their family at home what items they felt were needed. If some things are not with them, then what will be the effect on their lives?

❑ **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.

❑ **Points for Assessment**

1. Did a sibling or friend let you use their toy or other item this week? If yes, then why? If not, why? How did you feel about them doing that?
2. In the last few days, when did your brother, sister, or friend say thank you, and why?
3. Do you share your favourite things with others? How did you feel at that time?
4. How do you help others?

❑ **Observe, Ask and Explore at Home**

Students will know the members of your family at home when they have helped someone and how.

❑ **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.



Beauty or Usefulness

□ Note for the Teacher

In the previous lesson, we learnt that

- human beings have sensitivity.
- sensitivity motivates a human being to contribute to society.
- a man can be happy by living sensibly.

In this lesson, we will try to see:

In selecting any item, it is important to consider its usefulness and our needs. It is not necessary that the object that is attractive and beautiful to be presented always be useful as well. Many times, because of the attractive and beautiful look of an object, we want to take it, but after getting it, when that thing is not useful, we have to repent. The attention of the children would be drawn to the fact that the usefulness of an object is more important than its beauty.

□ Objectives of the Lesson

1. The attention of the students will be drawn to the fact that the attractiveness or beauty of an object does not determine its usefulness.
2. Students will develop an understanding that the usefulness of an object is more important than its beauty.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day - 1

Story: Whose Pencil is Better?

□ Objective

The attention of the students will go towards the fact that the usefulness of an object is more important than its beauty.

□ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing, followed by 2-3 students sharing reflections.

□ Experiences at home

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

□ Line of Discussion

Through discussion based on this story, an attempt would be made to draw the attention of the students to the fact that the usefulness of an object is more important than its beauty. It is not necessary that everything that looks good also be good. As well, if our desire is only because of feeling or seeing something good, but we have not considered its usefulness and our needs, then it creates pressure to accumulate unnecessary objects. At present, despite having the essentials available with us, we give up the happiness of the moment.

Story

As soon as the children arrived in class on Monday, everyone wanted to know how their Sunday holiday was.

Mohini said, "I went to the market with my parents, and from there I brought a beautiful and unique thing."

As soon as Mohini opened her bag, her friends surrounded her. Everyone started wondering: "What new has she brought today?" Mohini took out a new pencil from her bag.



Mariam said, "Look what a beautiful pencil it is!"

Rasha said—and how long it is too! Kuldeep said, "It turns too!"

By now, the teacher had come to the class. He gave the children to write calligraphy. The children quickly completed the work and lined up to show it to the madam. After seeing everyone's work, the teacher said that Mariam and Kuldeep's writing is very beautiful. Hearing this, Mohini went to see

Mariam's notebook. Her writing was really beautiful. Then she picked up her pencil. It was just a simple pencil! Mohini thought that her own pencil is so beautiful, but to write beautifully, she had to try it herself.

Whereas Mariam was thinking whether she needed a beautiful pencil or if her simple pencil was good enough!

❑ **Questions for Discussion**

1. Do you also want to have beautiful pencils like Mohini had? Why or why not?
2. What do you think, what shall a pencil be like? Which is more beautiful to look at, or which makes good writing?
3. When you buy something from a shop, do you buy it because it is beautiful or because it will be useful for you?

❑ **Observe, Ask and Explore at Home**

Students will discuss with their family why they buy an item. Just because that thing is beautiful or because that thing is of their use.

❑ **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, followed by 2-3 students sharing reflections.

❑ **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 can we improve our writing? Will a beautiful looking pencil help us with this?
2. Has it ever happened to you that you buy something because it looks beautiful, but don't find it useful later? How did you feel afterwards?
3. Do you have any such things that are very beautiful to look at but not that useful?

❑ Observe, Ask and Explore at Home

Students will note at home today that whenever they asked for or bought something, it was because of the need for that thing or because they decided to ask for or buy it just because it looked good.

❑ 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 - 3

Activity: How Useful

❑ Objective

The attention of the students will go towards the fact that the appearance of an object does not determine its usefulness.

❑ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing, followed by 2-3 students sharing reflections.

❑ Line of Discussion

Through this activity, an attempt is made to draw the attention of the students to the fact that the beauty and attractiveness of any object and its usefulness are two different things. It is not necessary that the more beautiful an object is, the more useful it is. The value of any object is related to its usefulness, not its outer appearance. Sometimes simple looking things are also very useful for us. The usefulness of an object is important.

❑ Experiences at home

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

Activity

❑ Steps of the Activity

- Get all the students in the class in a circle.
- Tell the students that you will describe some characteristics of some objects. They have to listen to it carefully. They will be one step ahead of their place when they hear about the items they would like to have. They will take a step back from their place when they hear about things they don't want to have. (Make sure that every child participates in this activity.)

- Now tell about the objects one by one in the following way:

What do we need?

1. (a) A very beautiful looking little bag.
(b) A bag that is not pretty to look at but that can fit all our belongings.
2. (a) A very beautiful and expensive but non-functioning watch.
(b) A watch that is neither beautiful nor expensive but gives the correct time.
3. (a) A beautiful looking coloured pen.
(b) A simple, well-functioning pen.
4. (a) At the time of cold weather, a great-looking hat that's not too warm.
(b) A simple, warm woollen cap made at home
5. (a) A very beautiful looking water bottle that leaks.
(b) A very unattractive water bottle from which water does not leak.
(Some more similar conditions can be put in place.)

❑ Questions for Discussion

1. What were you thinking when you took a step forward or backward from your position during the activity?
2. What things do you want to have - which are beautiful or which are not very beautiful but are useful? Why?

❑ Observe, Ask and Explore at Home

Ask the member of your family to find out what they look for when buying something and why.

❑ 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 - 4

❑ Beginning of the Class

Begin the class with 2-3 minutes of Mindful breathing, followed by 2-3 students sharing reflections.

❑ 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.

❑ Step of the activity

Give students 10 minutes to draw a picture of any two of their favourite objects they have at school or at home, and start the discussion by making it the basis.

❑ Questions for Discussion

1. Why did you get or buy the things? Did you find these things attractive (good to look) or did you need them?
2. Have you ever felt after buying an item that you should not have bought it? Explain with examples.
3. Have you ever felt that you were wise enough to buy something? When did it happen? Give an example.

❑ Observe, Ask and Explore at Home

Discuss with your family what are the things in your house that are very beautiful to look at but are not that useful.

❑ 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, followed by 2-3 students sharing reflections.

❑ Experiences at home

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

❑ Points for Assessment

1. Did you buy something this week that was useful but not good to look at?
2. This week, when you saw some such things around you that were very beautiful to look at but not very useful, what thoughts came to your mind?

3. What things did you keep in mind while buying or getting something in the last few days?
(Colour, use, design, price...)

Observe, Ask and Explore at Home

Ask the members of your family what their main concerns are while shopping.

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.



Company of Elders

□ Note for the Teacher

In the previous lesson, we learnt that

- students will not judge things on the basis of their external beauty alone.
- students will see the usefulness of an object

In this lesson, you will learn that

We all are busy fulfilling our own needs, and due to this busyness, we are not able to pay attention to our relationships. We don't even know what problems our relatives face in their day-to-day lives, the elders of the family need special time. We also forget what they might expect from us. There is a need to sensitise the students to all of these.

Through the medium of discussion, an attempt will be made to draw the attention of the students towards spend time with the elders in the family. The attention of the students will also go towards this because there is one's own happiness in living and taking care of them in the family.

□ Objectives of the Lesson

1. Students will note that taking care of elders strengthens the relationship and brings happiness to both the parties.
2. Students will identify the joy that comes from living in a relationship.
3. They will determine the priority by taking decisions according to the circumstances between their own needs and the needs of the family members.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day - 1

Story: A Letter Named Grandfather

□ Objective

The attention of the students will be drawn to the fact that elders are suffering from loneliness in many homes, and they will be inspired to spend some time with 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 opportunity to share their experiences of reflections and discussions at home.

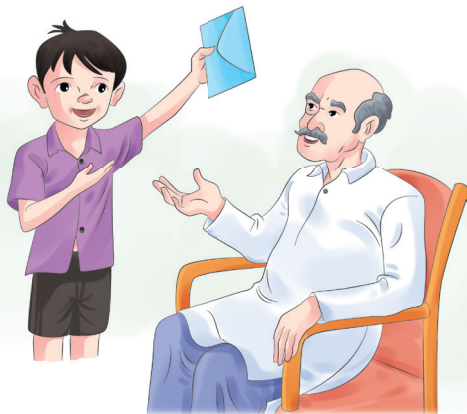
□ Line of Discussion

Through questions, the attention of the students would be directed towards their behaviour towards the elders. Spend time with them will not only bring happiness to both of them, but they will also get to know and learn a lot. Through the discussion, the attention of the students would be directed towards understanding the importance of elders in the house and taking care of them. Also, they will see complementarity in the relationship.

Story

One day, when Amresh went on the terrace, he saw that the grandmother was giving water to the pots and the grandfather was sitting lost in his chair. Amresh lovingly called him "Grandfather!" Then he smiled a little after hearing this. Both talked for a while. Then they fell silent. Suddenly Grandfather said, "How many days have passed? I have not received any letters from my son!"

Amresh said to his grandmother, "Grandmother! We live only with our grandfather! Is there any need for a letter, then?" Grandmother said, "This is the problem with Grandfather's memory. When he was young, his memory was good, your father used to stay in the hostel and write letters. He probably feels that he is still far away and will send letter."



Amresh went downstairs and returned after a while, making noise, and saying, "There is a letter! Grandfather's name is written on the letter!" He handed over the letter to his grandfather. Grandfather, wearing glasses, read the letter. That letter, written in big letters and in broken language, touched Grandfather's heart. His face lit up.

Now it was as if Amresh had found a new game. He often started writing letters to Grandfather, which he would sometimes hand over to Grandfather, and sometimes read himself. The grandparents were very happy with this lovely game.

❑ Questions for Discussion

1. Do you spend time with your grandparents? How?
2. What things or work make them happy?
3. Share a happy moment you spent together.

❑ Observe, Ask and Explore at Home

Sit with your grandparents or any elder and talk about their childhood. If they live elsewhere, try talking on the phone or writing letters. Students can share their experiences the next day.

❑ 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 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. Share any work that you have done for an elderly person at home or in the neighbourhood.
2. If you have seen someone doing something for an elder, then share it.
3. What are the things that bother or hurt your grandparents? How do you handle it, or how would you like to handle it?

❑ Observe, Ask and Explore at Home

Students would be told that today they would do some work for an elder at home. How did you like it, and how did the grandparents like it? Students will share it tomorrow.

❑ 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 - 3

Activity: Passing the Ball

❑ Objective

The attention of the students will be drawn to the importance of relationships in their lives. Also, they will realise that the pleasure we get from relationships lasts for a long time.

❑ 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 understand the ways in which they can take care of their family and elders. The teacher must inform the students that they cannot follow the examples given by the teacher. The teacher also explains to the students that mistakes usually happen when we do something in haste. So while playing the game, everyone must listen carefully to what they say and respond mindfully.

Activity

❑ Steps of the Activity

- The teacher asks the students to stand in a circle and ask any two students to make a ball by twisting one or two papers. (Students can also use an actual ball instead.)
- Now students start passing the ball to each other, and while passing, all the students and teachers applaud simultaneously
- The teacher would ask the students to stop clapping at any time, and at that time the student holding the paper ball would tell when and how we could pay attention to the elders.

- In the same way, the students keep passing the ball to each other while clapping, and when the clapping stops, they keep sharing with each other how to take care of their elders. Teachers would note that no student would repeat what was told by another student.
- Continue this process till all the students have had their turn and have shared.

❑ Questions for Discussion

1. In which of the following ways would you like to help the elders, as mentioned by your classmates?
2. Why do you think people would help the elderly?
3. Have you ever helped an elderly person? Why did you do this?

❑ Observe, Ask and Explore at Home

Ask your grandmother/maternal grandmother to find out what were the activities she used to do as a child and derive pleasure.

❑ 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 - 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

- To play the game, divide the class into groups of 4-5 students.
- Students in each group share how they take care of elders.
- Give 4 to 5 minutes to all the groups to think and discuss among themselves.
- Now one student from each group would come forward and share the discussion to the class.

❑ Questions for Discussion

1. How did you feel doing this activity, and why?
2. How did you feel whenever you helped an elder?

3. In what kind of activities can we help the elders?
4. Does talking to elders also make them happy? Let me know if you have any experience of your own.

Observe, Ask and Explore at Home

At home, the students would ask the elders what they do when they are sad or happy.

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 opportunity to share their experiences of reflections and discussions at home.

Points for Assessment

1. Did you spend time with your elders this week, how did you feel doing this?
2. Have you expressed gratitude to the elders in the family for doing many things for you? By doing this, how did you feel?
3. What have you done in the last few days to take care of your grandparents?

Observe, Ask and Explore at Home

The children at home will talk to the members of the family members about the discussion in the class and ask the elders how they feel when all the people in the family pay attention to them.

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.



Let Live and then Live

□ Note for the Teacher

In the previous lesson, we learnt that

- being able to see the contributions of others in your life fosters a sense of gratitude.
- mutual trust and coordination are necessary to live happily.
- an understanding of one's own needs and sensitivity to those of others are essential for cooperative living.

In this lesson, we will try to see:

There is a big issue in family and society about whose interests will be protected first, one's own or the other's. Does taking care of the interests of one person for another also ensure the interests and prosperity of that person?

In this lesson, an attempt will be made to understand this topic.

□ Objectives of the Lesson

1. Students will pay attention to whether anyone is being harmed because of their enjoyment.
2. Students will see what role they can play in removing the pain and problems of others.
3. Students will be ready to cooperate with others.
4. It will become a practice to see each other's goodness.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day - 1

Story: Have a Little Fun

□ Objective

The attention of the students will go to the point that no one else shall be harmed by the steps taken for their own enjoyment, and they will be ready to cooperate with 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 given opportunity to share their experiences of reflections and discussions at home.

❑ Line of Discussion

Many a time, children or even adults do something for fun that hurts others or causes damage while it is totally unintentional. The attention of the students will be drawn to the fact that this little fun of theirs shall not become a cause of trouble for someone else. They shall not laugh at the situation or become mute spectators, rather move towards making their contribution to correcting the situation.

Story

Some children were playing in a group in the park. A bandage was tied around Shweta's eyes. She was going hither and thither to touch others. The rest of the children were making noise to call her towards them.

There was a small pit nearby where Rohit was making noise. When she leapt towards him. Rohit ran to the other side, but Shweta fell into the pit. She cried out in pain. Some children laughed at seeing her fall. But seeing her in pain, Rohit got tearful. He felt sorry that Shweta was crying in pain because of him. He went near Shweta, apologised, and tried to take her up.



At the same time, Arjun came for a walk in the park with his grandfather. As he heard the sound of shouting, he ran away, leaving his grandfather's hand. Grandfather ran behind, calling out "Arjun-Aarjun". Arjun also tried to support Shweta. But how could she be taken out of the pit by those small children? Never mind! By then, the grandfather had reached

All three together pulled her out. She had a sprain. Rohit apologises to Shweta again and went to drop her off at her house while supporting her.

❑ Questions for Discussion

1. Whose behaviour was wrong in this story according to your opinion? Why did you find his behaviour wrong?
2. Whose behaviour you find right in this story? Why did you find that behaviour correct?
3. Did Rohit hurt Shweta intentionally? Then why did he do that?

❑ Observe, Ask and Explore at Home

Today, everyone at home will think whether we have ever laughed at someone else's mistake. Did we help fix that work?

❑ 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 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 feel about a child who laughs at you?
2. Has it ever happened that you wanted to have a little fun, but it caused trouble for the other person? So what did you do?
3. Have you ever helped someone in trouble?

❑ Observe, Ask and Explore at Home

Today, students will help someone with some work at home. By doing this, how did they feel about themselves Students will share it the next day.

❑ 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 - 3

Activity: Picture of a Friend

❑ Objective

Students will get to know each other better and understand each other's feelings better.

❑ 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

The attention of the students would be directed towards their classmates. They get to know each other and become friends. This is for the class environment to be conducive to learning and understanding. Also, the attention of the students will go to the good qualities in each other. This will establish good relations among the students. Often, our attention goes to the other person when they make a mistake. It is only by pointing out the faults of the other that gaps in the relationship are created. There are good qualities in every person. On seeing them, we don't get affected by mistakes. Also, telling others about their good points raises their confidence. Even when our self-confidence grows, we are able to maintain our relationships better.

❑ Experiences at home

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

Activity

❑ Steps of the Activity

- Give a piece of paper to each student.
- Ask the students to draw a picture of their partner sitting with them as well as think of good qualities in them. If they want to write, they can also write. (Go ahead only after all the students have drawn the picture.) Also keep in mind that learning the skill of drawing is not the aim of this activity. So whatever the picture is made by the children, it will be accepted as their expression.
- Now the students present their drawn picture in turn, name their partner, and share one good thing about him or her

❑ Questions for Discussion

1. Did you take time to think about the good qualities of others? Why or why not?
2. How did you feel when you heard something good about yourself?
3. Did you know that your friend feels the same way about you?

❑ Observe, Ask and Explore at Home

Students will pay attention to one good thing about their family and friends at home today, and they will share their experiences in class the next day.

❑ 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 - 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 home experiences

- 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 students to sit in pairs with their friends.
- They tell each other the good things about them which were not told on the first day.

❑ Questions for Discussion

1. Can you think of something good about your friend that you hadn't noticed before?
2. What are the things you two have in common?
3. Mention the qualities of some other friends in your class.

❑ Observe, Ask and Explore at Home

At home, tell someone you care about (friend or a member of family), about the strengths you have noticed. Ask them about themselves too.

❑ 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.

❑ Points for Assessment

1. How did it feel to get to know each other's strengths with your friends and family this week? Have you noticed any change in their behaviour after this conversation?
2. Have you done anything for a family member or friend in the last few days to understand their problem? How did you feel doing this?
3. Did someone get in trouble this week because of your mistake? If yes, then what did you do?
4. Did any action of yours make anyone happy this week? Tell me about the incident.

❑ Observe, Ask and Explore at Home

At home, ask the members of your family whether any of their actions ever became a cause of trouble for anyone. What did they do in such a situation?

❑ 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.

My Participation

□ Note for the Teacher

In the previous lesson, we learnt that

- the usefulness of a thing is more important than its beauty.
- in relationships, only the happiness that comes from living together with understanding can last for a long time.

In this lesson, we will try to see:

Only sensible and responsible people stay in the system and also participate in other systems. They fulfil their own needs and the needs of others and live happily.

Understanding the system and being able to participate in it is a proof of being a sensible and responsible person.

□ Objectives of the Lesson

1. Students will understand the various systems around them and their importance.
2. They will participate by understanding the importance of their contribution.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day - 1

Story: My Park - I will decorate it

□ Objective

Students will be motivated to participate in maintaining the system. At the same time, they will try to find an equal basis for their own happiness and the happiness 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 given the opportunity to share their experiences of observation and discussions done at home.

Line of Discussion

Two aspects emerge in this story: first, respect for others' labour and taking care of their happiness; and second, finding one's own happiness by living in harmony with nature. The attention of the students would be drawn to helping those who contribute to maintaining order, who work as gardeners, cleaners, and maidservants (who work as helpers). Seeing their contribution, the students could live with a sense of gratitude towards them. At the same time, their attention would also be drawn towards the protection of nature.

Story

Raju's grandfather used to go for a walk in the park every morning. Raju also went with him on Sunday.

In the park, he noticed that some plants were rotting and that the park was not as green as it was last time. When Raju asked Grandfather the reason for this, Grandfather said that Gardener Uncle was not able to take care of the plants due to his ill health. Raju did not like to see this and he told his friends about it. All of them decided that they would take turns in watering the plants in the morning before going to school and in the evening. All the friends did the same.



Within a few days, the park became as green as before. When the gardener uncle came back after recovering, he saw Raju and his friends watering the park, and the park was green. Seeing this, a big smile came on his face.



❑ Questions for Discussion

1. Did Raju like what he saw in the park? If yes, give examples.
2. What did Raju and his friends do to help maintain the park? How would they have felt doing this?
3. If you have seen someone willingly contributing to the neighbourhood in one or the other way, share about it (e.g., planting trees, cleanliness, etc.)

❑ Observe, Ask and Explore at Home

At home, ask members of your family to find out who are the people in the neighbourhood who do something for the good of all.

❑ 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. Are there some people around you who do some work for your convenience? Who are those people?
2. Do you support, or can you support, the work of any of them? If yes, how?
3. Have you ever contributed to such a work? If yes, then tell us how you felt then.

❑ Observe, Ask and Explore at Home

Discuss this with members of your family who are involved in taking care of the cleanliness, water system, etc. around your house.

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 - 3

Activity: What would you do if...

Objective

Students will see their own and others' participation in the school system.

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

Any system runs on the combined efforts of many people. If every person is present for participation with an understanding of their role, then everyone's life is comfortable and work is done smoothly. This activity and the subsequent discussion are an attempt to draw attention in this direction.

Activity

Steps of the Activity

- Let the students sit in small groups of 4-6.
- Give each group an A4 size sheet or drawing sheet.
- Now each group will draw a picture of any work happening in the school. (The scene of studying in class, cleaning up, prayer meeting, mid-day meal, etc.)
- Discuss in your group how the work would be done if the people shown in the scene did not turn up some day.
- In turn, each group will come forward and share their group discussion by showing their picture.
- Display the picture made by them in the class.



❑ Questions for Discussion

1. How did you like drawing together?
2. What role did you play in the group while drawing the picture?

❑ Observe, Ask and Explore at Home

Discuss with family members at home what the responsibilities of each member of the family are.

❑ 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 - 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.
- Give a chance to all groups for the activities they have done.

❑ Questions for Discussion

1. What activities do you do together at your school? How do you feel about doing this?
2. How can you contribute to the functioning of your school?
3. What would you do in the following situations?
 - (a) If the gardener is not coming to the school for some days.
 - (b) if on any day a sweeper aunt or uncle may not have come.
 - (c) If your teacher is not in the class (teachers can give some other school related situations).

❑ Observe, Ask and Explore at Home

By discussing with members of the family, you will know that they are partners in making arrangements around them and will also know how they participate.

❑ 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.

❑ Points for Assessment

1. What was your contribution to the cleanliness of your house and the neighbourhood this week?
2. This week, what was your contribution in keeping the class clean?
3. What did you do when the teacher was not in the classroom at some point this week?

❑ Observe, Ask and Explore at Home

By discussing with members of the family , find out all the events happening in your neighbourhood and how your family is involved in them.

❑ 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.



Happiness in Relationships

□ Note for the Teacher

In the previous lesson, we learnt that

1. students would be able to see various arrangements around them.
2. students would see the contribution of the people who made these arrangements.
3. students become aware of the importance of their own participation in the system.

In this lesson, we will try to understand that-

Many tasks done in the house are for the whole family and not for the personal benefit of anyone, such as cleaning the house, arranging food for all, etc. But many times it is seen that the children do not give credit to those works done by the parents. Through this story-based discussion, the attention of the students would be directed towards the contribution of their parents, and they would be motivated to cooperate in work according to their abilities as per the need. At the same time, they could make their decisions by balancing their personal happiness with the happiness of their family.

□ Objectives of the Lesson

1. The attention of the students will go towards the contribution of the parents.
2. They will recognise the joy of living in relationships as a major foundation.
3. Their attention will also go towards what they can contribute to their home.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day - 1

Story: I will Help

□ Objective

The attention of the students will go towards the contribution of the parents. At the same time, they will recognise the joy of living in relationships as a significant factor.

□ 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.

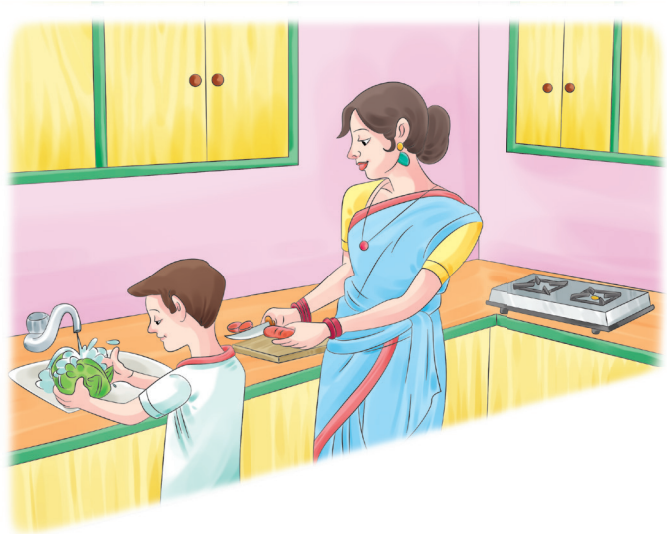
□ Experiences at home

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

Story

George's parents had a vegetable shop, and they worked very hard. Sometimes George would also accompany them to the shop and help with the work.

George also had many friends. When he had time, he used to play a lot with his friends. Mother and father used to handle household chores together, including many tasks like cooking food for everyone, cleaning the house, and washing everyone's clothes. When his friends used to come home, sometimes his parents used to cook special food for him, and they used to talk a lot with love. George used to



watch how much work they did all day. They looked tired in the evening. He felt that if he helped his parents a little, maybe they would not get so tired. So when they cooked, he washed the vegetables, and when they washed the clothes, he helped them dry. He would also join in cleaning the house.



One day in the evening, George's friends came to his house and said, "Come on, George, let's go to play cricket." George said, "Right now I am working with my mother, you go and play! I will come later".

Hearing this, he said, "I agree that she is your mother, but she is also our aunt!" saying this they joined in the work. The

work was done quickly with everyone, and all the friends went to play.

❑ Questions for Discussion

1. Why would George have helped with the household chores?
2. Why would George's friends have cooperated in the work?
3. Do you help your parents with household chores? Share something from the past.
4. How did you feel about the help? And how did the parents feel?

❑ Observe, Ask and Explore at Home

At home, ask the members of your family in what ways they help the rest of the family members.

❑ 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 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. Whose responsibility is it to do the housework? Why do you think so?
2. What are the things you like to do at home? Mention any two such works.
3. What are the benefits of sharing household chores?

❑ Observe, Ask and Explore at Home

At home, discuss with the members of your family that if all the members do all the work inside and outside together, then how would the atmosphere of the house be

❑ 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 - 3

Activity: Roles within the Family

Objective

The attention of the students would be directed towards how they could contribute in their home.

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

1. Make the students sit in groups of 4-4.
2. They discuss among themselves for 5 minutes.
 - (a) Which member of the family performs what functions for the family and why?
 - (b) How can you help them?



3. By making a table on the board in the following way, the teacher will fill it while asking the students.

Members of the family	What work do they do?	How can you help them?

Questions for Discussion

1. What caught your attention while doing this activity?
2. How did you feel when you noticed those things?

3. How do you think they will feel when you cooperate with the members of your family?

4. How do you feel about helping the members of your family?

Observe, Ask and Explore at Home

Students would cooperate with family to do work at home today and share their experiences in class tomorrow.

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- 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

- The discussion can be carried forward by repeating the activity according to the interest of the students.
- Students would be asked to share their experiences of reflections and discussions at home.
- Some students volunteered to share their experiences in the class as to how this activity affected them in their personal lives.

Questions for Discussion

1. Have you ever shared your belongings with your friends or family members? If yes, what and why?
2. How do you feel when someone in your family is happy because of you?
3. Can someone become our friend because of our sharing habit? If yes, then how?

Observe, Ask and Explore at Home

At home, ask the members of your family what work they do for the happiness of other family members.

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.

❑ Points for Assessment

1. Did you help anyone in your school this week? If yes, then, how?
2. How did you feel about doing this?
3. Did someone become your friend this week because of your help or sharing? If yes, then how?
4. For the last few days, what work have you started doing so that it becomes easier for any member of the family?

❑ Observe, Ask and Explore at Home

At home, ask the members of your family if they helped make someone's job easier this week. How did they feel doing this?

❑ 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.



We are All the Same

□ Note for the Teacher

In the previous lesson, we learnt that

- the attention of the students went towards the contributions of the family members.
- students would be able to recognise the joy of being in a relationship as a significant factor.
- the attention of the students was drawn to the contribution they could make to the household by helping the members of their family.

In this lesson, an attempt will be made to understand that if we can understand our own feelings, then it becomes easier for us to understand the feelings of others. If we think about the effect it will have on others before making any decision, we will move towards making the right decision. Through this lesson, we will motivate the students to become responsible and sensible social individuals. The purpose of this lesson is also to help us understand the impact of our actions and behaviours on the people and nature around us.

□ Objectives of the Lesson

1. Students will understand their own feelings as well as the feelings of others.
2. Students will come out with empathy for others.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day - 1

Story: That Money

□ Objective

Before making any decision, the student would keep in mind its impact on 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 given the opportunity to share their experiences of reflections and discussions at home.

Line of Discussion

Am I reaping any benefit or driving happiness at the cost of someone else's loss? Keep this in mind while making your decision. Students would be led in this direction through discussion. This will make them sensitive to others and keep them away from longing for their own happiness, the happiness that is derived from others possessions. Not only will this, but taking care of others become the basis of their happiness.

Story

Kamlesh was going home from school with his friends.

He saw that an aunt had bought bananas. When he opened the purse to give the money to the shopkeeper, some money fell down, and the aunt didn't even know. Aunt went ahead with bananas.

Kamlesh and his friends saw all this. "Kamlesh let's take the money!" Saying this, one of them went there and picked the money.

"Yes, we will all buy chocolates with this money! We will buy lots of chocolates!," another friend said.



Now the aunt had reached the vegetable shop. She was looking for money in her purse. She got very upset.

Kamlesh was listening attentively to his friends and said, "Buddy, I don't like this. Once I have been in trouble for losing money. That day I was not able to buy my school shoes."

The first friend said, "Its okay with you! Once we went for a walk. We had to return home hungry because our father's purse was lost." The other friend said, "Come on!"

(Where have they all gone?)

Everyone ran towards the aunt, "Aunt, your money has fallen," he said. And give it back to the aunt. Aunt's face lit up. She patted their head with great affection and thanked them.



❑ Questions for Discussion

1. Why didn't Kamlesh and his friends use the money lying on the road to buy chocolates?
2. If you were in Kamlesh's place, what would you have done with that money?
3. Have you ever lost any of your items or money? How did you feel then?
4. How does it feel if the lost thing is not found?

❑ Observe, Ask and Explore at Home

At home, discuss with the family what they did when they found something belonging to someone else. How did they feel doing this?

❑ End of the Class

In the end, students would sit quietly for 1- 2 minutes and would 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 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 ever found something that belonged to someone, what did you do?
2. How did you feel about returning a lost item?
3. What would you do if you found a lost item belonging to someone who didn't care?

❑ Observe, Ask and Explore at Home

At home, ask the members of your family what they did when they found someone's personal belongings. Did they feel that way?

❑ 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 - 3

Activity: "Let's Share the Fear"

❑ Objective

Students will be aware of their own and their peers' feelings and will comfortably share their thoughts and experiences with each other. They will also be able to see the similarity in their feelings.

❑ 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 given the opportunity to share their experiences of reflection and discussion at home

Activity

❑ Steps of the Activity

- Make the students sit in a circle, and the teacher will also sit with them.
- First, talk about yourself. This will remove the student's hesitation. Example: "Today I will tell you what I am afraid of. For example, I am afraid to go out alone at night. I am afraid of lizards."
- Now, ask each student turn wise to share their fear.
- When some or most of the students share their fears, ask them further questions.

❑ Questions for Discussion

1. How did you feel when you were speaking?
2. Do you share your thoughts with any of your friends? Why or why not?
3. Why do we feel afraid?

❑ Observe, Ask and Explore at Home

Students ask the members of their family about what they were afraid of as children and how they were able to overcome that fear.

❑ 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- 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. Who is afraid of dogs? Why are you afraid of them?
2. Who is not afraid of dogs? Why are you not afraid of them?
3. Do you ever get scared of a familiar person? Why or why not?
4. Do you think that now you will talk more openly with me and your friends?

❑ Observe, Ask and Explore at Home

Discuss with your family what they are still afraid of and what they can do to overcome their fear.

❑ 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.

☐ **Points for Assessment**

1. Could you shed some of your fears after this week's discussion?
2. What did you find common between you, your friends, and me during our conversations this week?
3. Have you ever found someone's dropped or lost item in the last few days? If yes, what did you do about it?

☐ **Observe, Ask and Explore at Home**

Students would ask the members of their family whether they had ever helped a needy animal or bird. If yes, then how?

☐ **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.



Efficient Use of Resources

□ Note for the Teacher

In the previous lesson, we learnt that –

- there is a need for participation and understanding in the family and society.
- living in empathy with others gives us happiness.

In this lesson, we will learn that

Natural resources are a priceless gift given to man by nature. Natural resources like water, food, etc. have to be used properly. Through discussion, efforts will be made to draw the attention of the students towards conservation and the efficient use of natural resources.

□ Objectives of the Lesson

1. Students will identify misuse of resources like paper, water, electricity, food, etc.
2. Students will identify ways to make good use of the resources and will make good use of them.
3. Students will understand the importance of efficient use of natural resources.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day - 1

Story: Middle Page

□ Objective

The attention of the students will go towards making efficient use of resources.

□ 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 based on this story, an attempt would be made to draw the attention of the students towards better use of the available resources. Unnecessary use or misuse of resources will reduce their availability for other purposes. We need to be alert so that natural resources are available to meet the present and future needs of human beings.

Story



That day, when Rajesh returned from school, he was very happy. As soon as he came home, he opened the bag, took out a notebook and a page from it, and sat down to make something. Mother called out lovingly from the kitchen, "Son, wash your hands and feet quickly, the food is being laid/served."

Rajesh's plane collided with the mother. Mother said, "Hey! What's this? Aeroplane! Who made it?" said Mummy in awe.

"I made it! Today we have been taught to make aeroplanes and boats out of paper". Rajesh said. "My son is learning a lot!," said Mummy, patting him on the cheek.

His younger sister Kavita blurted out and said, "But brother, tearing your notebook is wrong! It damages the notebook."

Rajesh came running, brought his bag, took out the notebook, and said,

"Tell me from which notebook I have extracted the page."

No signs of page tearing! But the page is for notebook only. Kavita gets lost in thought. Then Rajesh says, "Dear sister! You would not know. I had taken out the middle page.,"

"Yes, so that's what the matter is!" said Kavita.

Rajesh said, "But I have got your point."

And he went to his mother and said, "Mummy, may I have the old newspaper?,"

Mother smiled and said, "Why not? At least eat food first!"



❑ Questions for Discussion

1. Is it always wrong to tear a blank page from a notebook? If yes, why? If not, then why not?
2. Why would Rajesh have thought of using a newspaper? Could there have been some other way?
3. Which paper do you use for making paper boats, planes, etc.?

❑ Observe, Ask and Explore at Home

Discuss with the members of your family at home for what other purposes the old newspaper and paper can be put to.

❑ 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. What are the benefits of using paper properly?
2. How can we reuse old copies or books?
3. Apart from paper, what other things can you think of that can be put to better use?

Note: Give them the opportunity to answer by discussing amongst them.

❑ Observe, Ask and Explore at Home

At home, note what other items in your home you can reduce the misuse of.

❑ 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 - 3

Activity: Ten Things

❑ Objective

Students will understand the proper use of natural resources like water, electricity, trees, etc.

❑ 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.

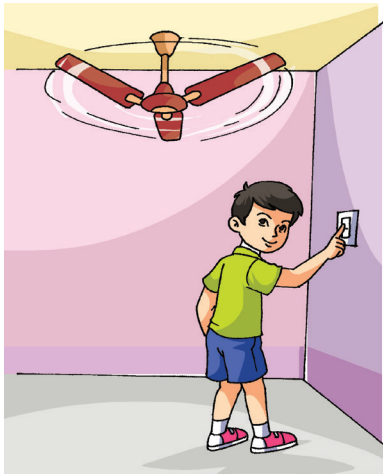
❑ Steps of the Activity

- Make three groups of students in the class.
- Give 10 slips to each group.
- Students in each group would write according to the instructions given on those slips.

Group 1: Write in your slip about a work in which you have seen misuse of water. Like washing a car, with water pipes, running a water tap while brushing, etc.

Group 2: Write such work in your slip where you have seen misuse of electricity, like electricity in a vacant room etc.

Group 3: Write such work in your slip where you have seen the misuse of food. like at a birthday party, making more food than necessary, taking more food on the plate, then throwing it away when it is not consumed etc.



❑ Questions for Discussion

1. The teacher asks all the students to read their slips in turn. The rest of the students in the class who have witnessed such misuse will raise their hands.
2. Why is it necessary to stop the misuse of resources- electricity, water, paper etc.?
3. How can the resources be used efficiently?

❑ Observe, Ask and Explore at Home

At home, students would ask the members of their family whether there is water, electricity, or food in any way misused at home.

❑ 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- 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

- The teacher distributes the slips made the previous day among the students.

- On the basis of water, electricity, and food, students would sit in three groups according to their slips.
- In their groups, discuss ways to convert the misuse written on their slips into good use. (Give them at least about 10 minutes.)
- Let each group share those useful ways in front of the whole class.

Observe, Ask and Explore at Home

At home, discuss with the members of your family how you can use electricity, water, food, etc.

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.

Points for Assessment

1. How did you make good use of paper this week?
2. How did you not waste water this week?
3. How do you make sure not to waste electricity nowadays?
4. Have you changed any of your habits in the last few days, keeping in mind the good use of food? If yes, so what is that new habit?

Observe, Ask and Explore at Home

At home, tell the members of your family that after this week's discussions, your attention shifted towards changing your habits.

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.



□ Note for the Teacher

In the previous lesson, we learnt that-

- the proper use of resources is essential for nature.
- students would be aware of the proper use of resources.
- will suggest ways to make proper use of resources

In this lesson, an attempt will be made to understand that-

If we remain aware, we keep on learning something or other in life. Education is not just bookish knowledge. It can be discussed with the students that how during various activities, they are learning something or other by being mindful.

□ Objectives of the Lesson

1. Students will notice that learning happens during activities other than studies.
2. Students will recognise the importance of listening attentively.
3. Students will be aware of their environment.

□ Proposed Duration

At least five days or till the teacher is satisfied.

**Day - 1****Story: The Rocket of Rohit****□ Objective**

Students will notice that learning happens during activities other than studies.

□ 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 we remain mindful, then we keep on learning something or other in life. Education is not just bookish knowledge. It can be discussed with the students how, during various activities, they are learning something or other by being mindful.

Story

Ruhi used to run out to play outside at 6 o'clock every day with her blue ball.

When she came back, her elder brother would say, "Ruhi, go and study ; you run away to play every day. There's no point in playing."

After listening to him, she would say, "Hey brother, come with me one day; it's a lot of fun!"



But under the pressure of his brother, she had to sit down for studies many a time in the evening.



Everything went on like this for a few days.

One day, Rohit was making a rocket for his Science project. His rocket was falling again and again. Ruhi was watching all this.

She went to his elder brother Rohit and, together with him, made his rocket.

Rohit was surprised and asked Ruhi, "Where did you learn the right way to make the rocket stand straight?" "From 'Pithu'! (Traditional Indian game of seven stones) While playing 'Pithu' in the park, my friends and I always put bigger stones at the bottom, and smaller

ones at the top. Also one on top of the other. Keep it in the middle. This keeps all the stones fixed."

The next evening, Ruhi was sitting with her books open when Rohit brought her blue ball himself and said with a smile, "Ruhi, can I also play with you in the park today?"

Ruhi jumped with happiness.

❑ Questions for Discussion

1. What do you do in school?
2. How do you feel about learning something?
3. What objects or shapes can you make from paper?
4. Have you learnt anything from other than the books? shall one such learning.

❑ Observe, Ask and Explore at Home

At home, narrate this story to your family and ask the members whether they also played or learnt something while doing some work.

❑ 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 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 have you learnt from your friends?
2. What have you taught your friends?
3. How do you feel about learning something new?
4. What new games do you play with your friends?
5. What have you learnt from your family members?

❑ Observe, Ask and Explore at Home

At home, students would ask the members of their family which thing they learnt was particularly useful to them.

❑ 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 - 3

Activity: Listen and Act

❑ Objective

Will know the importance of listening carefully.

❑ 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

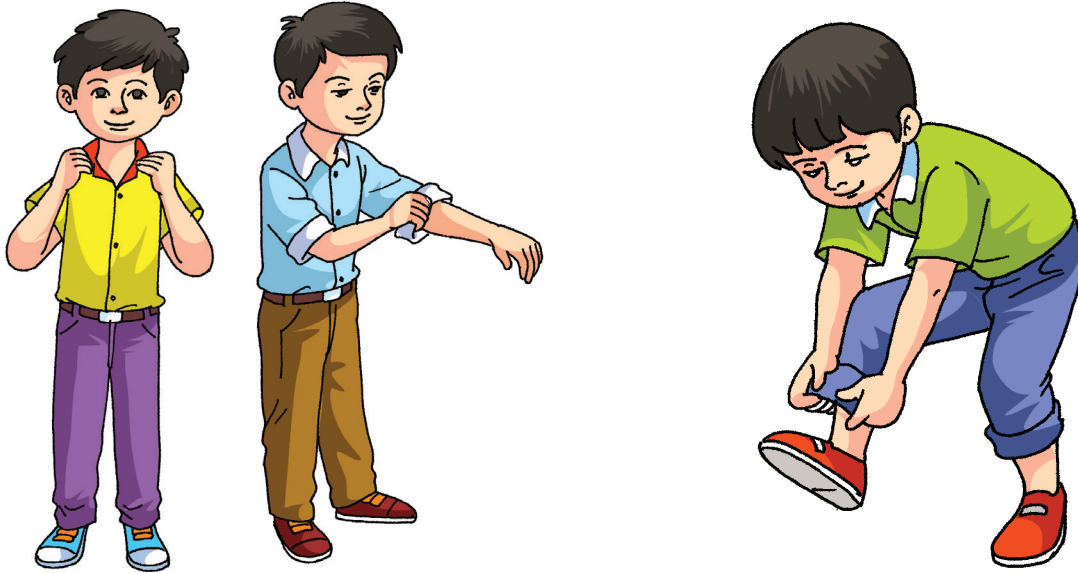
❑ Necessary ingredients

Old newspapers or any cloth that can serve as a curtain can be used.

❑ Steps of the Activity

- Divide all the students in the class into groups of 3–3 and also call 1-2 students to help in holding the curtain.
- One of the helper students will stand in front of the chalk board, facing the students, and the other student will stand in the opposite direction, holding the other corner of the screen.
- One student will stand on either side of the screen, and the third student will stand in such a way that he can see both students.
- The third student will equally instruct the students standing on either side of the screen to perform some action, and the students standing on either side of the screen will have to act according to the instructions.
- The student giving instructions can also give instructions to the other two students about some expressions, such as crying, laughing, getting angry, blushing, etc.
- All the other students in the class will carefully observe the actions done by both the students note.

- a) Are they acting according to the instructions given?
 - b) Are the actions performed by both the same ? If there are differences, then what kind of differences are there?
- Similarly, call the rest of the groups according to the time and repeat the same process.



Questions for Discussion

1. Who listens to you attentively (in class or at home)?
2. Do you listen to your friends carefully ? If yes, why? If not, why?
3. Do you listen to your parents, brothers, and sisters carefully ? If yes, then why?
4. How do you feel when someone does not listen to you carefully?
5. What happens when you don't listen to someone carefully?

Observe, Ask and Explore at Home

At home, students would ask the members of their family if they have suffered any loss for not listening carefully. Ask them to narrate that incident.

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 - 4

Activity: Identify the Change in Me!

❑ Objective

Students will be aware of their surroundings.

❑ 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

- Students would be asked to walk in the designated area.
- After walking for a while, they would be asked to stand in pairs, looking at each other.
- Now they look at each other properly.
- Now they stand with their backs to each other.
- Now all the students have to change something about their appearance. As-
 - ❖ take off the collar.
 - ❖ mess up your hair.
 - ❖ folding the sleeve of the shirt
 - ❖ fold your pants.
 - ❖ braid forward
 - ❖ (Students can also make other changes using their creativity.)
- Ask the students to turn back.
- Now the students in their pairs have to identify the changes in each other.
- This activity would be done 2-3 times with the same pair or by changing pairs.

❑ Questions for Discussion

1. Can you spot each other's changes?
2. What were the things you kept in mind so that your partner could not recognise the change?
3. If you could not identify the changes, what could be the reason for that?

4. Do you notice the changes happening around you? Share an incident when you have benefited from this habit.

❑ **Observe, Ask and Explore at Home**

At home, ask members of your family when they have the benefit of observing something carefully.

❑ **End of the Class**

In the end, students would sit quietly for 1- 2 minutes and would 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 opportunity to share their experiences of reflections and discussions at home.

❑ **Points for Assessment**

1. What did you learn this week besides studying in your class?
2. During the last few days did you suffer any loss due to not hearing clearly or not seeing properly? If yes, then narrate that incident.
3. After this week's discussion, how can practising mindfulness (observing and listening) help you in your actions? Was it helpful to do it in a good way?

❑ **Observe, Ask and Explore at Home**

At home, students will discuss with the members of their family what have been the effects of the changes that have taken place in their street/colony.

❑ **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.



Come To Understand Ourselves

□ Note for the Teacher

In the previous lesson, we learnt that

- practising mindfulness (seeing and listening carefully) helps us do our work in a better way.
- a mindful person also learns during the tasks of daily life.

In this lesson, an attempt will be made to understand that -

Along with awareness, the process of thinking itself also contributes to understanding and learning. In this lesson, efforts will be made to draw the attention of the students in a direction where they will be inspired for reflection.

□ Objectives of the Lesson

1. Self-awareness will be developed in the students.
2. Students themselves will correctly identify their abilities.
3. Students will identify their shortcomings and remove them themselves.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day - 1

Story: I got it

□ Objective

Students will live with confidence by recognising the reasons behind an event and knowing themselves.

□ 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, the attention of the students would be drawn to the point that, by recognising our true potential, we would keep trying to improve it more and not consider ourselves less or more than anyone else. By doing this, our confidence also increases, and we are able to do whatever work we do better. Also, for the correct understanding of any event or situation, there is a need to see different dimensions of it.

Story

Republic Day was about to be celebrated at the school. Shazia, Karan, and their friends were all practising a group dance. After practice, everyone sat down to eat food together, but Shazia left from there, feeling a bit sad, and sat under a nearby tree.

Karan was his good friend. He went to Shazia and asked her, "Why are you so sad? She said," I have worked so hard for this dance, yet madam gave me a place in the last line only. Don't I dance well?"

"It's not like that. You dance very well!" ,Karan started thinking about something after saying this. Then he said, "Come on, today we will talk to Madam. But tell me one thing, where were you



in the morning assembly today? I couldn't see you?"

Shazia said, 'Where? I was standing in my own line. At the back!

Last in line! Why?', Karan asked.

"Hey... I'm the tallest in my class, ain't" I? Shazia said. As soon as she spoke this much, her attention went to her dance. She stopped Karan and said, I don't feel any need to talk to Madam about the dance, as I have understood why I have been made to stand behind in the dance.



❑ Questions for Discussion

1. At the end of the story, why did Shazia feel that there was no need to talk to Madam about the dance?
2. Name one thing that you can do well (with self confidence)?
3. Have you ever been angry with your parents or (teacher) about something? How did that anger fade away?

❑ Observe, Ask and Explore at Home

At home, students would discuss with the members of their family whether it ever happened that they were not given a chance to do the work of their choice. So in that case what did they do?

❑ 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. What are the things you want to do well, but are not able to do?
2. Who do you take help from to do those things?
3. With whom do you share when you feel bad?
4. When you are able to do something well, what is the reason behind it?

❑ Observe, Ask and Explore at Home

At home, students will discuss what their parents were not able to do well in their childhood and ask them if they can do that job well now .

❑ 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 - 3

Activity: Is Anger Good or Bad?

❑ Objective

The ability of the students to recognise their feelings will increase.

❑ 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

We all want to be calm and stable. Everyone likes affinity. No one likes to be angry. We can't stay angry continuously for long. We want to stay away from anger, but sometimes, due to the circumstances, we get angry because we are not able to reconcile. Then we repent later because we do not accept it. It is worth noting that the decisions taken with a calm mind are correct. Through this activity, an attempt will be made to draw the students' attention to the basis and effect of anger.

❑ 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 pairs.
- Tell them that, according to the given situation, they have to act in front of a fellow.
- Now give them situations to act.
 - (a) It is great to meet your partner.
 - (b) Your favourite food item in your mouth.
 - (c) You have been praised by your partner for some work.
 - (d) Your partner is angry with you for something.



(e) You are angry with your partner.

- Teachers would also express their feelings through acting in these situations.

❑ Questions for Discussion

1. What are the ways to show your belongingness?
2. Do all people express anger in different ways? How?
3. How do you feel when someone is angry with you? You can tell by drawing a picture or by speaking.
4. For what reasons do you get angry?
5. What do you do when you are angry?
6. In front of whom do you mostly show your anger? How is it shown? Why? (Brother, sister, mother, teacher, father, friend, etc.)

❑ Observe, Ask and Explore at Home

At home, students would ask the members of their family that when do they feel good - when someone gets angry with them or when someone talks to them nicely. And why?

❑ 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 - 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 you make a mistake, would you like to be scolded or explained with love and care ? Explain by giving a reason ?
2. What do you do when you don't like something about your friend or younger brother or sister?

3. What would others like: anger or love? Why?

Observe, Ask And Explore at Home

At home, discuss with the members of the family last time they got angry and why. How did they feel after the anger cooled?

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.

Points for Assessment

1. What did you do this week when someone said something bad to you?
2. What did you do if any of your friends or siblings made a mistake in the last few days?
3. During this week, in which kind of situations you became angry, did you realise later that you could have handled it without anger. If yes, then, how ?
4. Did you help someone fix their mistake this week without getting angry?

Observe, Ask and Explore at Home

Go home and discuss with your parents and siblings in the family, that when their attention turns towards their shortcomings, what they do to overcome their shortcomings.

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.



Our Environment

□ Note for the Teacher

In the previous lesson, we learnt that

- coordination and cooperation are necessary to live happily in a relationship.
- being able to determine one's needs intelligently ensures optimum utilisation of resources.

In this lesson, an attempt is made to see why it is necessary to live in harmony with nature and to maintain the availability of resources. Along with this, attention will be drawn to how to protect our environment.

□ Objectives of the Lesson

1. The attention of the students will be directed towards nature and their role in taking care of the environment.
2. Students will understand that keeping the environment safe keeps us healthy.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day - 1

Activity: Let's Take Care

□ Objective

Students will know how they can take care of the things, animals, and plants available in the 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

Encourage students to observe and discuss the plants around them. They get to know what is necessary for plants to flourish and grow and what their could contribute towards it.

Activity

Steps of the Activity

- Take the students to the school garden or a place where there are some trees and plants.
- Ask them to look at all the things there like: trees, plants, leaves, flowers, soil etc. carefully.
- Come back to the class and discuss with the students what they observed.
- Ask the students to bring one type of seed from their home the next day. Like- coarse coriander, moong, rice, fenugreek seeds etc.



Questions for Discussion

1. How did you feel seeing the greenery around you?
2. Do you think that trees and plants also need care?
3. How can you take care of trees and plants? Share three things.

❑ **Observe, Ask And Explore at Home**

At home, discuss with your the members of you family why it is necessary to take care of trees and plants.

❑ **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 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 take their seeds and walk in a garden or a place where there are trees and plants.
- Teacher themselves cleans the soil, digs it up and sows the seeds in it.
- Now ask the students to do the same.
- Add water to that soil as required.
- Now everyone will come to the class after washing their hands and will be discussing.

❑ **Questions for Discussion**

1. Why was the soil cleaned before sowing the seeds?
2. How did you feel after sowing the seed?
3. What will you do for your seed to become a plant?

❑ **Observe, Ask And Explore at Home**

Ask the students to plant a seed at home and take care of it regularly for a week.

❑ End of the Class

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



Day - 3

Story: Grandmother's Birthday

❑ Objective

The attention of the students can also be diverted towards taking care of nature in their daily lives and festivals, as well as paying attention to each other's happiness in relationships.

❑ 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

Through the medium of discussion, the attention of the students would be drawn to the point that it is the responsibility of all of us to take care of the environment.

Story

It was Sonu's birthday. He was very excited. When he went to play in the park in front of the house, he saw that his grandmother was already there and doing something. Sonu ran to his grandmother and saw that she was planting a small sapling.



Grandmother hugged Sonu on seeing him and said, "Happy birthday, Sonu, son!" Sonu also hugged Grandmother and said, "Thank you, Grandmother!" Then Sonu asked, "Grandmother, what are you doing?" Grandmother said, "Today is your birthday, so I am planting this small sapling. This plant will also grow up with you!" Sonu felt very good to hear this. Every day, he would go to the park and water that plant. A few days later, it was grandmother's birthday.

Early in the morning, Sonu took his grandmother by the hand, took her to the park, and said, "Look, grandmother! Today is your birthday, isn't it? I have also planted a sapling for you." Grandmother saw that right next to the plant she had planted, a small sapling had been planted and watered. He lovingly caressed Sonu's head and said, "A little distance is also necessary." He also explained the reason for this. Sonu planted that plant a little distance away. Now it has become a part of his daily routine to water both plants.



❑ Questions for Discussion

1. What gift do you want for your birthday?
2. How did grandmother feel about the gift Sonu gave her on her birthday ?
3. Why would the grandmother have said that 'a little distance is necessary'? Discuss.

❑ Observe, Ask, and Explore at home

At home, ask the members of your family who takes care of the trees and plants in the park and why.

❑ 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 - 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 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. Would you like to plant saplings on your birthday like Sonu and his grandmother? If yes, then why?
2. What would you do if you see someone plucking flowers?
3. How can you take care of the objects, animals, and plants around you?

❑ Observe, Ask, and Explore at home

At home, discuss with the members of your family what contribution their family can make in keeping the environment clean.

❑ 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.

❑ Points for Assessment

1. Have you sprinkled rose water on the seeds you have sown? Why or why not?
2. Has there been any change in the seed sown by you? How did you feel after seeing the change?
3. For the last few days, what are the things you have started doing that are necessary to keep the environment clean?
4. Has any member of your family started doing something good for the environment?

❑ Observe, Ask, and Explore at home

The students would ask their family what activities they do for taking care of the environment.

❑ 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.



