

Grade III

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-III (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



स्वाध्यायान्ता प्रमदः

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Message

Dear Readers,

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

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

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

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

With warm regards

Rita Sharma

(Dr. Rita Sharma)

Dr. Anil Kumar Teotia

Chairman



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ACKNOWLEDGMENT

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

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

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

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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.

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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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Session 1

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.

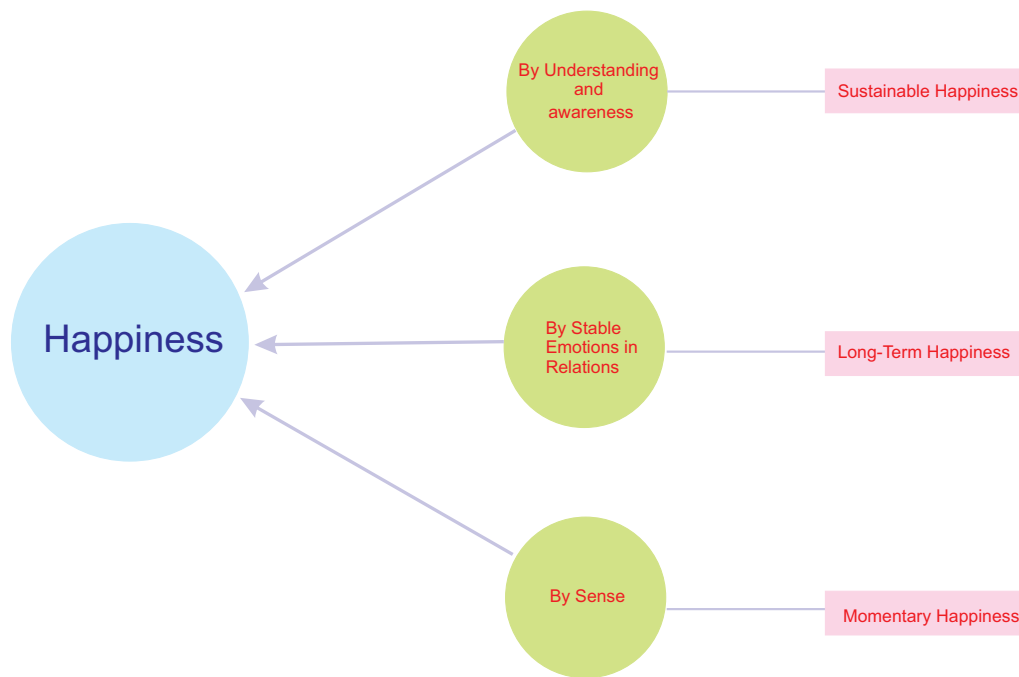
A. Nagraj (1999) proposed a Happiness model. According to this model Human living is the integration of four dimensions of human life like: work, behaviour, thoughts and experiences. Our sensibilities, feelings, power to understand and awareness are all interlinked with these dimensions. Put together,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

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

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

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

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

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

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

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

Weekly Implementation of Happiness Class

Nursery & K.G.

Monday	Thursday
Mindfulness	Mindfulness

Classes: 1- 2

Monday & Saturday	Tuesday - Friday
Mindfulness	Story & Activity

Classes: 3- 8

Monday	Tuesday - Friday	Saturday
Mindfulness	Story & Activity	Expression

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

Time Distribution of Happiness Class

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

Mindfulness Activities to be done daily in Happiness Class

□ Beginning of the Class

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

□ Objective

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

□ Note for the Teacher

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

□ Steps of the Activity

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

Dos and Don'ts

- Before beginning the class, give ample time to the students to settle down.
- During the activity, if you observe a student getting distracted, without naming them, ask the whole class to pay attention.

End of the Class

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

Objective

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

Steps of the Activity

- The mindfulness class will end sitting quietly.
- During this, students will reflect upon the thoughts and feelings generated by today's activities.
- Do not give any other instruction during the activity.
- Students may close their eyes or look downwards as per their convenience.

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

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

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

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

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

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

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

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

❑ What is Mindfulness?

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

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

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



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

Benefits of Practicing Mindfulness in Students:

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

Points to Remember (for Teachers)

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

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

❑ Methodology for Mindfulness Class

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

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

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

❑ Discussion on Mindfulness

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

❑ Objective

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

❑ Proposed Points for Discussion on Mindfulness

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

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

Example: Mindful Eating

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

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



Session 1 : Understanding Breathing

Distribution of Time:

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

□ Beginning of the Class

Begin 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

To make students aware of the process of breathing in and breathing out.

□ Steps of the Activity

- ◆ Start with these questions from students:
- ◆ Which organ of the body helps us smell? (Nose)
- ◆ Where is your nose? (You may point to your nose)
- ◆ Name a few things you have smelled?
- ◆ Have you ever smelled a flower? Which flower do you like the most? (Rose, Marigold etc.)
- ◆ While guiding the students, keep doing these steps yourself too, and ask the students to follow you.
- ◆ Bring one hand under your nose. Imagine that we have a flower in our hands. Try to smell this flower. When we are smelling it, we are breathing in. Now blow the flower away. When we do it, we are breathing out. When we breathe, the air goes in through the nose and while breathing out it goes through either nose or mouth.
- ◆ Practise the given activity to draw students' attention toward the process of breathing.

Activity: Focusing on Breathing

Objective

To help the students focus on their breathing in and breathing out.

Steps to the Activity

- ◆ Students will be informed that in mindful breathing we focus on our breath and notice the air going in and going out. This is the main activity of mindfulness.
- ◆ Ask them to sit comfortably and close their eyes. Ask them to place one hand on their stomach.
- ◆ Along with breathing, students' attention will be brought to their bellies. Ask them to notice when the belly inflated or deflated while breathing.
- ◆ In the process, if students appear distracted, repeat the steps.
- ◆ After doing this activity for 1- 2 minutes, ask the students to do it again with their hands placed on the belly.
- ◆ Now ask the students when the belly was inflated and when it was deflated while breathing.
- ◆ Discuss the following points after doing this activity for 1- 2 minutes and then make them do it again.



Points of sharing experience

1. Did you feel your belly inflating?
2. Did you feel your belly deflating?
3. When did your belly deflate? (When you breathed out)
4. Have you ever before observed this inflation or deflation of the belly while breathing?
5. How will this activity benefit you? (We understand better if we listen mindfully)
6. When we also pay attention to our breath along with our belly, does our breathing slow and deepen?
7. Can we practise this anywhere and anytime?

Dos and Don'ts

- ◆ Make sure that every student is aware of the process of breathing in and breathing out.
- ◆ Take care that students understand the relationship between breathing in/out and the inflation/deflation of the belly.

For practice at Home

Students will practise today's Mindfulness activity with members of 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 2 : Mindful Listening

Distribution of Time:

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

□ Beginning of the Class

Begin 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 objective of this activity is to make students aware of mindful listening.

□ Steps of the Activity

- ◆ In this activity, the teacher may write various sounds on the board/chart and ask the students to share some familiar sounds like
- ◆ Traffic, Birds chirping, Bell, Conversation, etc.
- ◆ The teacher may ask students to imitate some sounds like mewing, roaring, barking, etc.

□ Points for Sharing Experiences

1. Are we able to listen to the sounds around us daily ?
2. Are there some sounds that we ignore?



Dos and Don'ts

- ◆ Ensure the participation of all the students.
- ◆ Students would pay attention to all the possible sounds

Practice at home

Students will practise today's Mindfulness activity with 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 observed in today's class.



SESSION 3 : Do as directed

Distribution of Time:

1. Beginning of the Class: 2- 3 minutes
2. Discussion on mindfulness: 5- 7 minutes
3. Do as directed: 5-7 minutes
4. Sharing of Experiences: 5- 7 minutes
5. End of the Class: 1- 2 minutes

□ Beginning of the Class

Begin class with 2-3 minutes of mindful breathing.

□ Discussion on Mindfulness

For 5-7 minutes, the teacher must discuss the experiences, challenges, and benefits of mindfulness practice done by the students at their home.

Activity: Do as directed

□ Objective

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

□ Steps of the Activity

- ◆ In this activity the teacher will give different instructions to the students and do different actions themselves. Students need to pay attention only to the instructions, not the action.

For example,

- ◆ Teachers may instruct to keep the hand on the belly but keep their hand on the head.
- ◆ Teachers may instruct to put their hands on the shoulders but put their hands on the belly itself.
- ◆ Teachers may instruct them to jump but sit.
- ◆ This activity needs to be taken forward in this manner.

Points for Sharing Experiences

1. Did you face any difficulty during this activity?
2. Was this activity easy or challenging?
3. Which parts of the body did you use to do this activity?
4. Which part of the activity were you able to do properly?
5. Did you focus on instructions or on actions while doing the activity?



Dos and Don'ts

- ◆ Let the students enjoy this activity and have fun.
- ◆ Make sure that no student is being mocked and no one gets hurt.

Practice at home

Students will practise today's Mindfulness activity with the members of their family at home too 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 observed in today's class.



SESSION 4 : Mindful Breathing

Distribution of time

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

□ Beginning of the Class

Begin 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

- ◆ Bring your attention to the process of your breathing and sync your breath with your hand.

□ Steps of the Activity

- ◆ While giving instructions to the students, first the teacher will do it himself/ herself. Keeping our hands straight, we will slowly move them above the head, bring them down, and then bring them to the resting position.
- ◆ Now allow the students to do this process 5–6 times.
- ◆ The teacher would tell the students that now while raising their hands, they would inhale and while bringing their hands down, they would exhale.
- ◆ Repeat this process with the students slowly for 30 seconds.
- ◆ Now the teacher tells the students that they will bring their attention to the process of their breathing and feel that when they are raising their hands, the breath is coming in, and when they are bringing their hands down, the breath is going out.
- ◆ The teacher instructs the students to do this 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 and meditate about the process. You can use the proposed points of discussion given below.
- ◆ After some time, repeat the same activity after the 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. Were you breathing fast or slow?
3. How did you feel while putting 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

- ◆ Speak politely and calmly.
- ◆ 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 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 5 : Temperature of breath

Distribution of time:

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

□ Beginning of the Class

Begin 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: Temperature of your Breath

□ Objective

To draw the attention of the students towards the coolness and warmth of their breath while inhaling and exhaling, respectively.

□ Steps of the Activity

- ◆ Tell the students- "Today we are going to find out about the difference of temperature of our breath while inhaling and exhaling. For this activity, place your finger horizontally under your nose." (Demonstrate it to your students)
- ◆ Now the teacher will ask the students to inhale and exhale and feel on their fingers and try to recognise when does their breath feel warm and when does it feel cold.
- ◆ Teacher will conclude that the breath feels warm while exhaling and cold while inhaling.
- ◆ Continue this process for 1 minute.
- ◆ Repeat the same activity after discussion.

Points for Sharing Experiences

1. How does your breath feel while inhaling? (Cold or warm)
2. How does your breath feel while exhaling? (Cold or warm)
3. What did you learn about your breaths?
4. How did you feel after knowing your breaths?



Dos and Don'ts

- ◆ If any student is unable to feel the temperature difference, don't pressurise them.
- ◆ Instead motivate them to keep trying and do this activity with more concentration.

Practice at Home

Students will practise this 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 observed in today's class.



Session 6 : Breathing while smiling

Distribution of time:

1. Beginning of class: 2-3 minutes
2. Discussion on mindfulness: 5-7 minutes
3. Breathing while smiling: 5-7 minutes
4. Sharing of Experiences: 5- 7 minutes
5. End of the Class: 1-2 minutes

□ Beginning of the Class

Begin 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 practicing at home.

Activity: Breathing while smiling

□ Objective

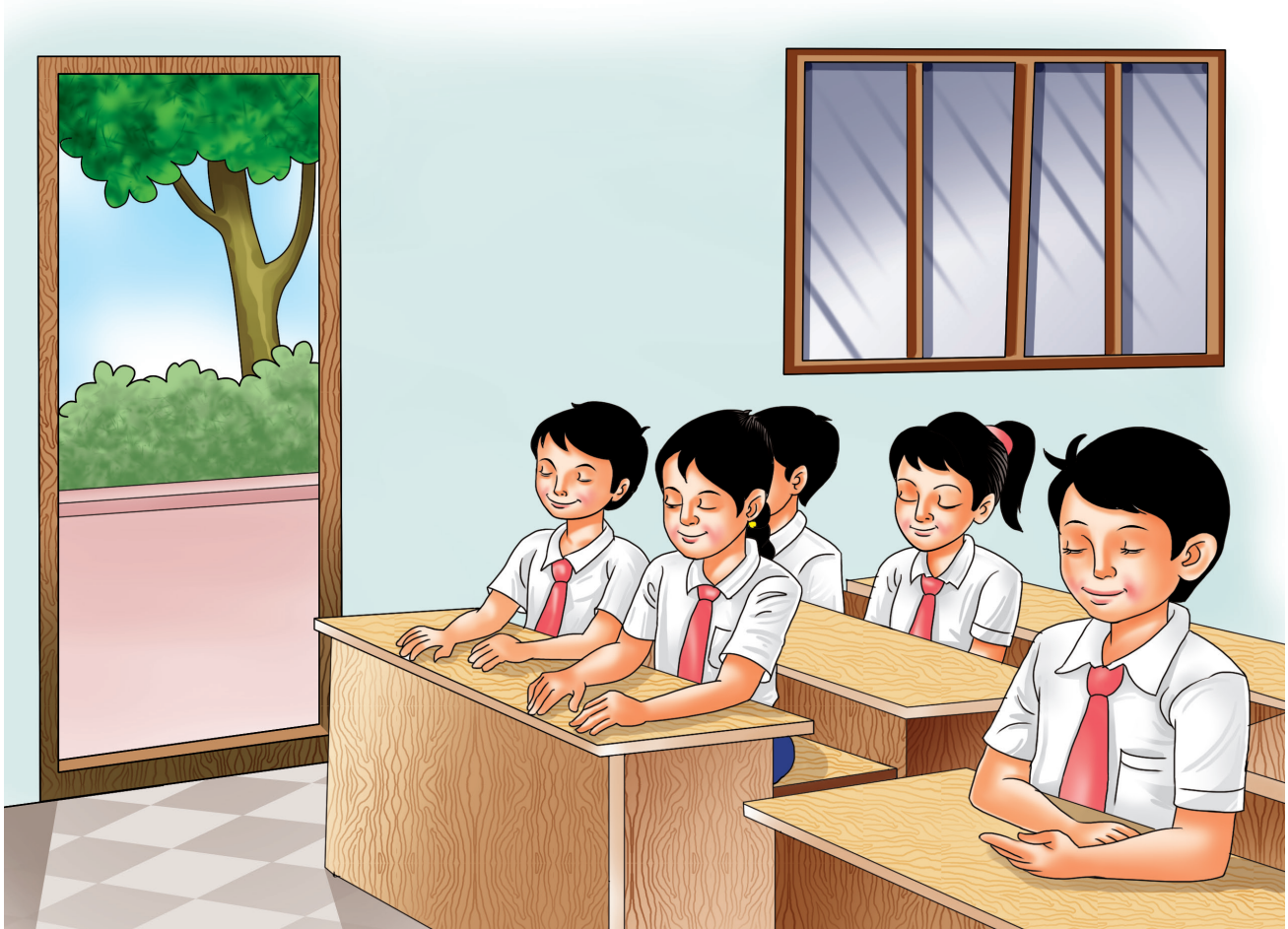
Bringing the attention of the students on their breath while smiling.

□ Steps of the Activity

- ◆ Tell the students that today we will be focusing on our breath.
- ◆ Ask the students to sit in a comfortable position and close their eyes.
- ◆ Now ask them to concentrate on their breaths and tell them:
- ◆ Inhale and think... "I'm smiling", in the same way, Exhale and think... "I'm smiling".
- ◆ Repeat these sentences in your mind for a while.
- ◆ Do this activity for about 2 minutes, discuss with students and then repeat the activity.

Points for Discussion

1. How are you feeling now?
2. Are you able to focus more on your breath now?
3. Are you able to feel your breaths while smiling?
4. How do you feel upon smiling?
5. Did you learn anything new about your breaths?



Practice at home

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

End of the Class

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



SESSION 7 : Mindful Touch

Time Distribution:

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

□ Beginning of the Class

Begin 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

To make students practice mindful touch.

□ Steps of the Activity

- ◆ The teacher will ask the students to open their pencil box and take out all items on the table (if a child does not have a pencil box, the teacher can give them different items from classroom)
- ◆ Ask students to hold an item in their hand and notice how they feel about it.
- ◆ The teacher will guide the students to practise mindful touch by paying attention to the pencil/items on the table.
- ◆ Ask all the students to sit in a comfortable position and bring all their attention on the pencil/items kept on the table. Notice its colour, shape and all other possible details. Now take a long, deep breath and keep holding the pencil in your hand.
- ◆ Ask the students to bring their attention to the weight, design, touch and temperature of that pencil. (Stop here for 5 seconds and let the students feel their pencil)
- ◆ “If you feel distracted, then try and bring your attention back to your pencil.”
- ◆ “Now take a long, deep breath and whenever you feel comfortable put your pencil back on the desk.”



Points for Sharing Experiences

(In order to achieve the objectives of this activity the teacher may ask additional questions)

1. How are you all feeling?
2. Were you able to bring your complete attention to the pencil?
3. Did you notice anything new about the pencil that you had not noticed before?
4. How did you feel when you hold the pencil?
5. Were you distracted during the activity?
6. Were you able to bring your attention back to the pencil?

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 observed in today's class.



SESSION 8 : Mindful Seeing-I

Time Distribution:

1. Beginning of class: 2-3 minutes
2. Discussion on mindfulness: 5-7 minutes
3. Mindful seeing 1 : 5-7 minutes
4. Sharing of Experiences: 5- 7 minutes
5. Ending of class: 1-2 minutes

□ Beginning of the Class

Begin 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 introduce mindful seeing to students

□ Steps of the Activity

1. In this activity, the teacher will tell the students that today they will focus upon different objects available in classroom.
2. Now the teacher may ask what things they can see in their class? (Table, chair, books, fans, tube lights etc.)
 - ◆ Now the teacher will draw students' attention towards the shape, size, colour, texture etc of any one object available in class. Like- drawing their attention to the Table following questions may be asked to draw their attention
 - ◆ Are you able to see all four legs of the table?
 - ◆ Are these four legs the same or different?
 - ◆ Does the table have any scratches?
 - ◆ Is there any change in colour of the table at different parts?
 - ◆ Is it small or big?
 - ◆ Is it smooth or rough?
 - ◆ Did you notice something else about the table?



Points for Sharing Experiences

1. How did you feel after mindful seeing?
2. Have you ever observed anything like that? (Elaborate how mindful seeing helps in knowing our surroundings better)
3. What additional information about the things can we get after mindful seeing?

Practice at home

Students will practise today's Mindfulness activity with members of 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 observed in today's class.



SESSION 9 : Mindful Seeing-II

Time Distribution:

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

□ Beginning of the Class

Begin 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 practicing at home.

Activity: Mindful Seeing II

□ Objective

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

□ Steps of the Activity

- ◆ The teacher shall divide class in small groups and distribute some leaves to them.
- ◆ The teacher will explain the activity that we shall be looking at leaves mindfully.
- ◆ Ask the students to observe the colour, shape, and texture of the given leaf. Observe your thoughts about the leaf. No need to be judgemental about the leaf. Just observe the leaf.
- ◆ Notice if there is any mark on the leaf.
- ◆ Focus all your attention on the given leaf.



Points for Sharing Experiences

1. Did you notice any differences in leaves?
2. Were all the leaves of the same size?
3. Did you notice the difference in colour of the leaves? Explain.
4. Which colour of the leaves you observed?
5. Can you feel the shape of the leaves?
6. Is the texture smooth or rough?
7. Were you distracted during the activity? How did you bring back your attention?

Practice at home

Students will practise today's Mindfulness activity with 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 observed in today's class.



Session 10 : Mindful Smelling

Distribution of time

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

□ Beginning of the Class

Begin 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 Smelling

□ Objective

To bring the attention of the students to 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 scents 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 food cooking
6

- ◆ The teacher tells the students that now we will practise the process of smelling mindfully, in which we will pay attention to different smells in the environment.
- ◆ The teacher asks the students to close their eyes in a comfortable position and to take 2-3 long, deep breaths through the nose and exhale through the mouth.
- ◆ Now, with the next breath, ask students to pay attention to the smell present around them.
- ◆ How does it make them feel?
- ◆ Are there any feelings arising from this smell? Try to stay with this feeling for some time.
- ◆ The teacher would stay for 30 seconds.
- ◆ The teacher would tell the students that if they get distracted, bring their attention back to the smell.
- ◆ Teacher may ask the students to take a long, deep breath and gradually open their eyes.

☐ Points for Sharing Experiences

1. How are you feeling?
2. Did you smell anything? Share.
3. How did you feel when you paid attention to this smell? Did you feel any emotions?
4. Which new smell did you recognise today? Share it.
5. How paying attention to the smells around can help you?

☐ Dos and Don'ts

- ◆ Teachers will be aware of the smells in the surroundings to draw the attention of the students to them.
- ◆ The teacher could also conduct this activity by taking the students to the field/playground.
- ◆ Motivate all the students to answer.
- ◆ Accept all the answers.
- ◆ Avoid negative remarks.

☐ Practice at home

Students will practise today's Mindfulness activity with 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 observed in today's class.



SESSION 11 : Mindful Scribbling

Time Distribution:

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

□ Beginning of the Class

Begin 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.

□ Material required

- ◆ Paper
- ◆ Crayons

□ Steps of the Activity

- ◆ Tell the students to sit in a comfortable position and take 3 long and deep breaths. Ask them to inhale through their nose and exhale through their mouth. Now make them aware of the sounds in the environment. Continue it for 10 seconds and don't instruct anything.
- ◆ Ask them to focus on their breathing. While focussing upon every breath, feel when you are breathing in or out.
- ◆ Now, draw their attention towards paper and crayon. Ask them to take a crayon of their choice. Focus on the weight and texture of crayon. Now draw anything or scribble with crayon rigorously in any direction (at least for 10 seconds).

- ◆ Now take their feedback about any stretch in muscles or shoulders and change in their manner of breathing etc.
- ◆ Tell the students -When we do something which demands more labour , we start breathing heavily but if we like, we can make it normal by taking a slow, deep or long breath.



Points for Sharing Experiences

1. Did you feel any stretch or pain in your hands and shoulders while scribbling fast?
2. Did you feel any stretch or pain in your hands and shoulders while scribbling slowly?
3. Did you feel any difference in these two ways of scribbling?

Practice at home

Students will practise today's Mindfulness activity with 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 observed in today's class.



Session 12 : Mindful Drawing

Time Distribution:

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

Beginning of the Class

Begin 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 Drawing

Objective

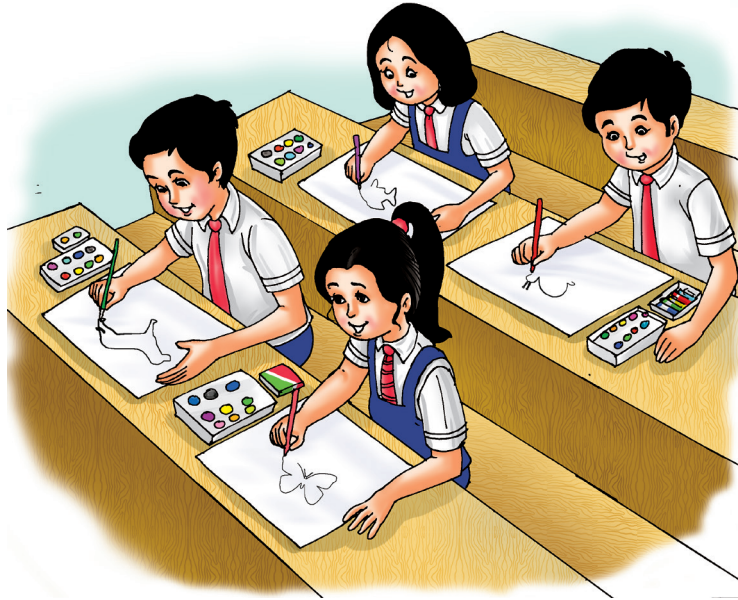
Students would be able to visualize their thoughts and express them through drawing; and while doing so, their attention will be drawn to the different aspects of the activity.

Material required

- ♦ Paper
- ♦ Crayons

Steps of the Activity

- ♦ Ask the students to sit in a comfortable position. Now ask them to take a long deep breath through the nose and exhale through the mouth. Now ask the students to become aware of the sounds from their surroundings with the next breath. Do this for about 10 seconds. No other instructions should be given during this time.
- ♦ Concentrate on your breathing process. Try to focus on each act of inhalation and exhalation.
- ♦ Now ask them to focus on the crayon and paper kept near them. Choose any one colour of their choice. Hold the crayon in their hand and feel its weight. Now ask them to draw anything for the next 5 minutes without any further instructions. However, ask the students to notice their hand movements and feel the strain in their hands and shoulder muscles.
- ♦ Invite the student to talk about their drawing. Applaud the students for their efforts instead of criticising or comparing their work.



❑ Points for discussion

1. How did you feel while drawing?
2. Were you anxious while drawing?
3. Were you aware of your movements in hand, shoulders etc while drawing.

❑ Dos and Don'ts

- ◆ Remember this is not a drawing and painting class.
- ◆ Do not criticize or give remarks to any of the drawings.
- ◆ Give ample time to each student to talk about their drawings.
- ◆ Do not question their creativity.
- ◆ Do not ask the students to complete their drawings quickly.

❑ Practice at home

Students will practise today's Mindfulness activity with 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 observed in today's class.



SESSION 13 : Heartbeat Activity

Time Distribution:

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

❑ Beginning of the Class

Begin 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: Heartbeat Activity

❑ Objective

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

❑ Steps of the Activity

- ◆ Tell the students that, "We will do an activity in which we will pay attention to our heartbeats."
- ◆ Ask them to stand at their places and jump gently.
- ◆ Ask them to increase the momentum of their jump.
- ◆ Let them jump for some time.
- ◆ After some time, ask them to stop and sit down.
- ◆ Ask them to feel their heartbeat and pay attention to the speed as well as the sound of the heartbeat.
- ◆ Ask if they can hear the slight sound of their heartbeat.
- ◆ Draw the attention of the students towards the sound of their heartbeats alongwith its speed and if listened carefully, they would hear the low sound of their heartbeat fast.

Points for Sharing Experiences

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



Dos and Don'ts

- ◆ Let the students enjoy jumping.
- ◆ Make sure no one gets hurt while jumping.

Practice at home

Students will practise today's Mindfulness activity with 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 observed in today's class.



Session 14 : Mindful Stretching - I

Distribution of time

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

□ Beginning of the Class

Begin 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

□ Objective

To bring the attention of the students to the stretching and relaxing of the body

□ Steps of the Activity

- ◆ The teacher will ask the students to stand up and pull their hands straight at least for 10 seconds. (Ask to feel the stretch in shoulders)
- ◆ Hands down. (Notice the relaxation in shoulders)
- ◆ Repeat the activity at least three times.
- ◆ Now ask students to raise their hands again while inhaling, holding their breath for 3 seconds, and bring their hand down while exhaling.
- ◆ Repeat the same activity at least three times

□ Points for Sharing Experiences

1. When did you feel stretch in your hands-upward or downward position?
2. When did you feel relaxed in your hands-Upward or downward position?
3. Do you find any difference between these two situations?
4. Did you feel any difference in your breathing?



Dos and Don'ts

- ◆ If a student feels any discomfort, do not force them to do the activity.

Practice at home

Students will practise today's Mindfulness activity with 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 15 : Mindful Stretching- II

Distribution of time

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

□ Beginning of the Class

Begin 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 and relaxation in the body

□ Steps of the Activity

- ◆ The teacher asks the students to raise their left leg up and keep straight for 5 seconds. Keep down slowly.
- ◆ Now repeat same with right leg.
- ◆ Now draw their attention to breathing. Lift your left leg while inhaling, hold it for 3 seconds and keep your leg down while exhaling slowly.

□ Points for Sharing Experiences

1. When did you feel stretch in your legs?
2. When were your legs relaxed?
3. Was there any difference in both the situations?
4. Did you notice any change in your breathing?



Dos and Don'ts

- ◆ If a student feels any discomfort, do not force them to do the activity.

Practice at home

Students will practise today's Mindfulness activity with 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 observed in today's class.



Session 16 : Mindful Sitting

Time Distribution:

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

□ Beginning of the Class

Begin 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 Sitting

□ Objective

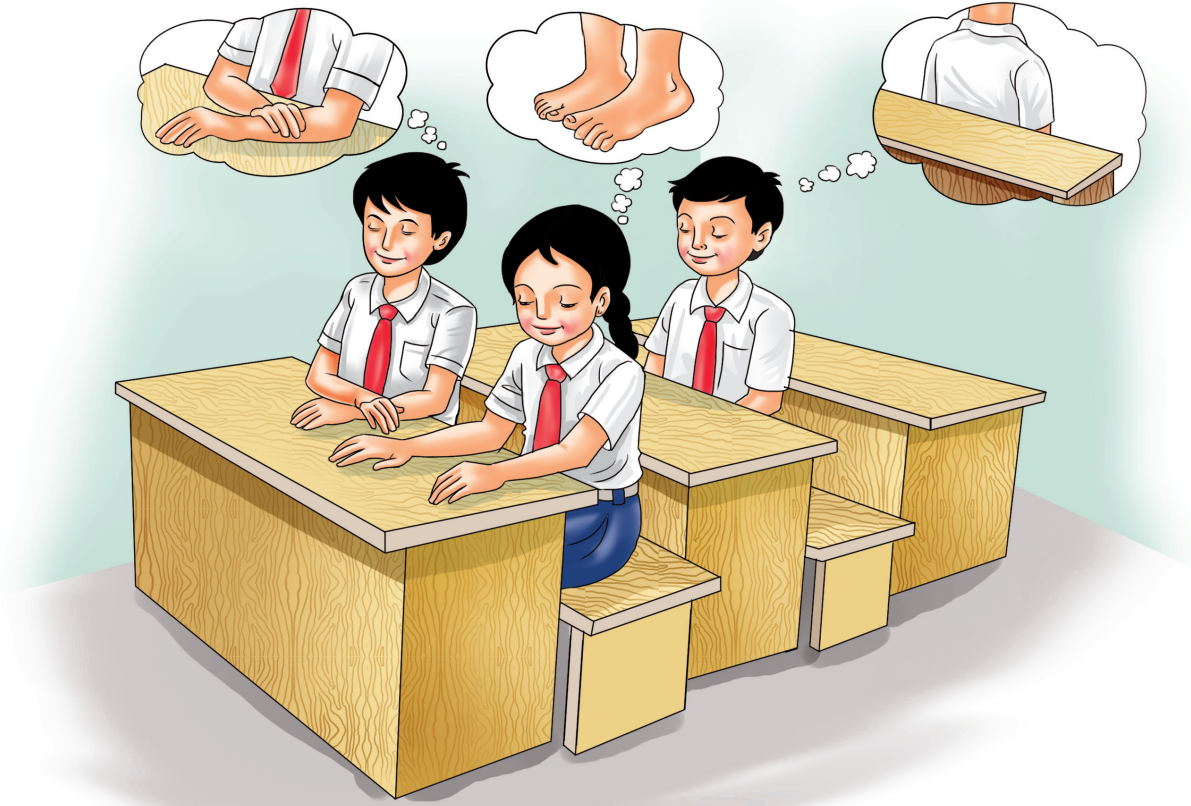
To draw the attention of the students towards their sitting position.

□ Steps of the Activity:

- ◆ For this activity, sit in a comfortable position and close your eyes and focus on your breathing. Breathe in through your nose and breath out through your mouth.
- ◆ Now, bring your attention to your sitting position. Feel where the surface of the chair touches your body. (Wait for 30 seconds)
- ◆ Feel the touch of your legs on the chair.
- ◆ If you feel distracted during the activity, start over.
- ◆ Now shift your attention to the place where your back is touching the bench. Focus for about 30 seconds.
- ◆ Take a deep breath and slowly open your eyes when you feel comfortable.

Points for Sharing Experiences

1. Were you able to concentrate on your sitting position?
2. How do you feel now?
3. Were you able to recognise how the surface of the desk felt on your body?
4. Was this activity easy or challenging?



Dos and Don'ts

- ◆ Make sure no students get hurt.
- ◆ This activity can also be performed outside classroom in the playground

Practice at home

Students will practise today's Mindfulness activity with 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 observed in today's class.



Session 17 : Mindful Standing

Time Distribution:

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

□ Beginning of the Class

Begin 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 Standing

□ Objective

Draw the attention of the students towards their standing position.

□ Steps of the Activity:

- ◆ For this activity, get up and stand beside your desk in a comfortable position. Loosen the muscles in your legs and hands and drop them freely. Take 2-3 deep breaths through your nose and exhale through your mouth.
- ◆ Now, focus on your standing position. Concentrate on the way your feet are touching your shoes for about 30 seconds and how do your feet feel against the surface of the shoes?
- ◆ If you feel distracted during the activity, start over.
- ◆ Take a deep breath in feeling your body weight as you shift. Where do you feel this weight to be more, in your legs or somewhere else?
- ◆ Take a deep breath and get back to your seats as and when you feel comfortable.
- ◆ Give the students a minute's time to get back to their seats.



Points for Sharing Experiences

(Teachers can frame their own questions related to the activity)

1. How did you feel?
2. Did you feel any kind of stress or strain in your legs?
3. Were you able to feel your body weight in your legs?
4. Was this an easy or challenging activity? Why?

Practice at home

Students will practise today's Mindfulness activity with 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 observed in today's class.



Session 18 : Mindful Walking

Time Distribution:

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

□ Beginning of the Class

Begin 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 to mindful walking.

□ Steps of the Activity

- ◆ Tell the students that we will practise mindful walking today.
- ◆ Ask them to come out of their seats and stand comfortably. Now ask them to loosen up their hands, legs, and shoulders, etc to 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. Notice the touch/feel of their shoes.
- ◆ Take a long, deep breath and move one step further.
- ◆ Assuming that you are walking on clouds, so walk slowly and mindfully.
- ◆ Pay attention to your walk and to your feet. How do you feel when you lift your foot and put it back on the ground? How does your body react to this movement?
- ◆ 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 get back to their seats)



Points for Sharing Experiences

1. How are you feeling?
2. Have you ever paid attention to your walking?
3. How did you feel after paying attention to your walk?
4. What happens if we are not mindful of our walk?

Dos and Don'ts

- ◆ The teacher can take the students out in the field/lawn/playground for this activity.

Practice at home

Students will practise today's Mindfulness activity with members of the 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 observed in today's class.



Session 19 : Mindfulness of Feelings-I

Time Distribution:

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

□ Beginning of the Class

Begin 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-I

□ Objectives-

- ◆ Identification of feelings.
- ◆ Discussion about feelings for better understanding.

□ Steps of the Activity

- ◆ Tell the students that today we will discuss our feelings. Sometimes we are happy, sad, and even scared. All these are called feelings.
- ◆ Teacher may draw pictures depicting different feelings on the board.
- ◆ The teacher will now announce that today they will discuss such a feeling- Happiness.

Points for Sharing Experiences

1. What does your face look like 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, the teacher may draw a body shape on the board and continue the discussion)
5. Now we shall discuss sadness as well.
6. How does your face look like when you are sad?
7. When do you feel sad and how do you overcome it?
8. Do you feel any changes in your body during sadness (continue with the activity done in point 4)



Dos and Don'ts

- ◆ Ensure a safe, secure, and non-judgemental environment in class. Accept and respect the feelings of every child.
- ◆ Do not take any decision based on your beliefs.

Practice at home

Students will practise today's Mindfulness activity with 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 observed in today's class.



Session 20 : Mindfulness of Feelings-II

Distribution of time

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

□ Beginning of the Class

Begin 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-II

□ Objective

- ◆ To bring the attention of the students toward their thoughts and feelings.

□ Steps of the Activity

- ◆ Inform the students that we will now do an activity that will help us remember and recall our happy moments
- ◆ Ask the students to sit quietly; close their eyes; take a deep breath and exhale through their mouth. Repeat it once or twice.
- ◆ Ask the students to imagine being at a place where they feel very happy. They might be alone or with someone. Ask them to notice in which they are feeling happy.
- ◆ Now take a breath slowly... and release it. Breathe in and think that you are smiling while breathing out.
- ◆ Now you may open your eyes slowly and smile at each other.

□ Points for Sharing Experiences

1. How did you find this activity?
2. Where in your body did you feel happiness?

3. Which place of happiness did you imagine?

4. How did you feel?



Dos and Don'ts

- ◆ Ensure a safe, secure, and non-judgmental environment in 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 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 not



Story and Activity Section

This section has been divided into 19 portions in which students have been made to understand about happiness through stories and activities. There are notes for teachers also so that the line of discussion and its relation to happiness would be clear.

INSTRUCTIONS FOR CONDUCTING STORY SESSIONS

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

It's a burning question in front of all of us that what type or what genre of stories would be included in the happiness curriculum. Since childhood, we have been listening to stories full of fantasies, fictional characters, talking animals, talking plants, etc. Such fantasies and fictional stories are not included in this curriculum because we want to bring the focus of the students towards the 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. Also the purpose of including in this curriculum is that the students may be able to ignite their thought process and have reflective thinking in their lives.

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

- ◆ Stories would be told with proper gestures and expressions so that students don't lose interest and can relate themselves to characters.
- ◆ The stories would not be narrated with breaks or in parts.
- ◆ It's not a language class so language pedagogies would not be used in the class, instead the stress would be on the values of the stories.
- ◆ The discussion to be done after the narration of the story in happiness class 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 it.
- ◆ 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 an 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. Students' thought process would be ignited and they would be able to think and discuss about them.

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

Activities can be done easily in the classrooms and no special equipment are 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 to their own conclusions. Don't give them your decision.
- ◆ Activities would be conducted for achievement of the objectives as per the circumstances and they can be moulded for the same. Better techniques can also be adopted for better conduction of activities



What do I want?

□ Note for the Teacher

Children are curious by birth. If they are trained to be aware of their actions, they would be able to know the objective behind every task. It would help them channelise their energy in a focussed and specific manner. This, in turn, would help them to utilise their energy for productive work only.

□ Objectives of the Lesson

Students will be able to

1. question and analyse the events and actions happening all around them.
2. analyze the cause and effect of their actions.
3. engage themselves in practical and useful actions.
4. categorize the actions on the basis of utility.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: What Does Monu Wish For...

□ Objective

To draw the attention of the students towards the basic needs of an individual

□ Beginning of the Class

Begin 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 discussion done at home.

Story



Monu was a student of class three. He was a very active child and was unable to focus on anything for a long duration. He was very fond of toys but would very soon get bored of them and ask for new ones. Last week, he purchased a remote-controlled car but the toy broke down after just one day. Now its broken bits could be found in every corner of the house. So, he ordered a new set of building blocks. On the first day of having them, he was very excited and showed them to

all his friends, but this excitement died down the next day.

The next day, he saw his friend playing with a spinning top and kept asking his parents to buy one for him as well. His elder sister, Meenu, saw all this and said to him, “You already possess a lot of toys and yet you keep asking for new ones. Have you ever thought about what you actually want from these toys?”

Monu felt dumbfounded as he had never thought about it in this way.



❑ Questions for Discussion

1. Do you like buying toys like Monu? What are those toys?
2. Do we need a lot of toys to play with? Why?
3. Can we play with a large number of items simultaneously? What's your opinion?
4. What could be the repercussions of buying a large number of things for all the children?

❑ Observe, Ask and Explore at Home

Narrate this story to your family and discuss the effects of overshoopping.

❑ End of the Class

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



Day 2

□ Beginning of the Class

Begin 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 playthings do you have that you no longer play with?
2. Do you share your toys with each other? If yes, why? If not, then why not?
3. Have you ever wondered why you need new things to play with? What's the main motive to acquire these toys?
4. How many things do you think would be enough to fulfil all your needs?

□ Observe, Ask and Explore at Home

Have a family discussion about how many things we need to satisfy our needs.

□ End of the Class

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



Day 3

Activity: Why do We do Anything?

□ Objectives

To draw the attention of the students towards the motive of any task.

❑ Line of Discussion

Behind all our actions like playing, writing, reading, working, eating, drinking, etc., the ultimate desire is to be happy. When we play with our friends, we are happy. We study to get a good job and earn money so that we can fulfill the needs of our family and keep them happy which in turn, gives us satisfaction and happiness. We eat and drink to keep our bodies healthy. It is only with a healthy body that we can work, meet other people, and help others. The motive behind all our actions is to attain happiness. So, our ultimate goal is to be happy, everything else is just a means to achieve that.

❑ Beginning of the Class

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

❑ Steps of the Activity

- ♦ Write the following tasks on the board.
- ♦ Divide the students of the class in small groups and assign a task to each group.

Students will discuss in their group the purpose of assigned work. (5-7 minutes)

S. No.	Task	Purpose of task
1.	Bathing	
2.	Washing hands before eating	
3.	Eating a meal	
4.	Brushing your teeth	
5.	Playing	
6.	Studying	
7.	Washing clothes	
8.	Doing your homework	
9.	Cleaning	
10.	Sleeping	

After the discussion, each group will explain to the whole class the purpose of their assigned task.

❑ Questions for Discussion

1. Which of the given tasks are you able to do properly?
2. Are you able to do the work assigned to your group properly? If not, why?
3. What are the consequences if the task given to your group is not carried out in a proper way?

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

Ask your family about the work you have discussed in your group today, and why we do that work.

❑ **End of the Class**

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



Day 4

❑ **Beginning of the Class**

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

❑ **Recapitulation and Experiences at Home**

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

❑ **Steps of the Activity**

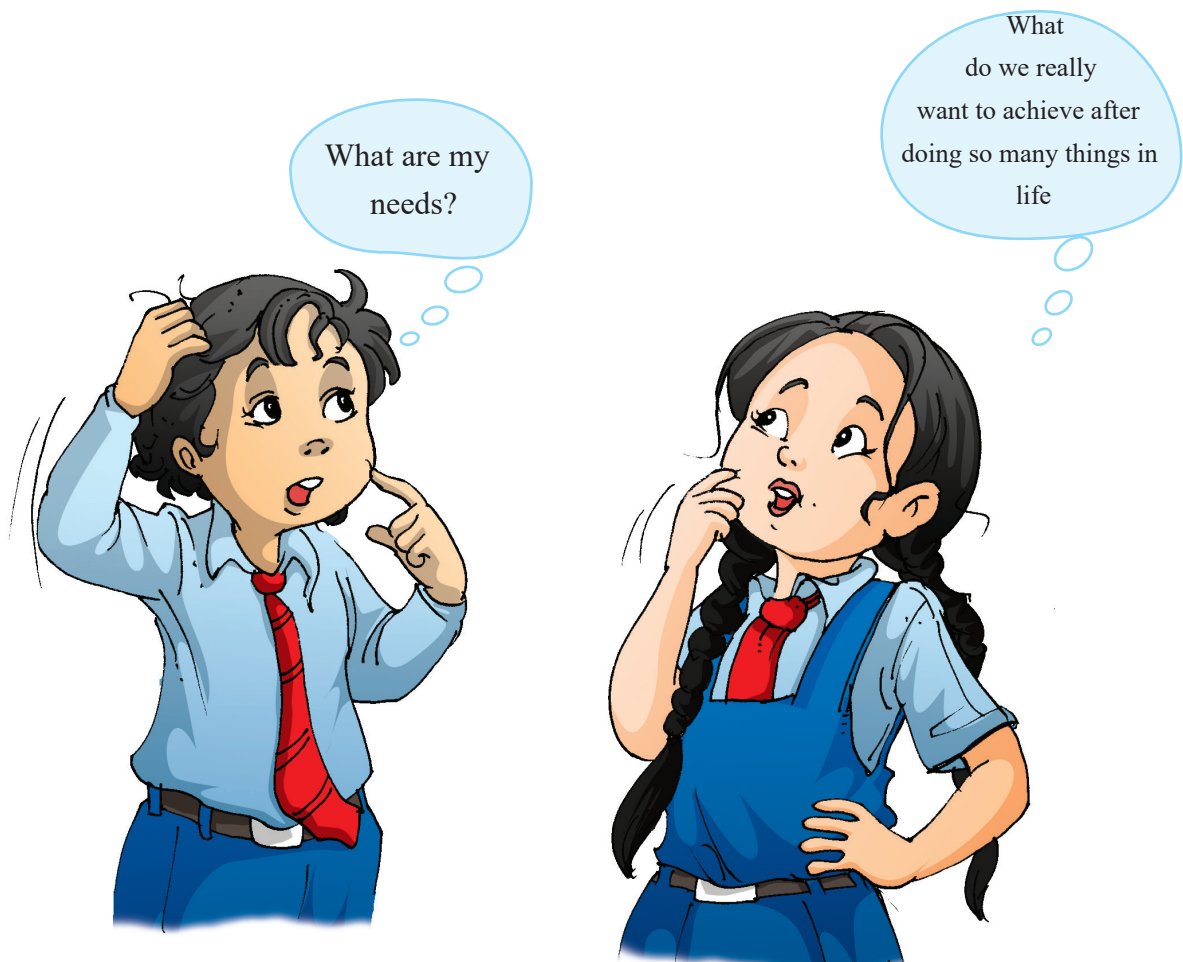
- ◆ Make the students sit in small groups.
- ◆ Let each group discuss an activity, not previously discussed.
- ◆ Now alternately, one group will name the work they have thought in class and the other group will tell the purpose of doing it.

❑ **Questions for Discussion**

1. How can we find out the motive behind any action?
2. Have you ever done anything without any purpose? If yes, please share your experience.
3. What would you like to achieve as an adult?

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

Students will discuss with their families what they need in life and the purpose of their task before doing it.



❑ End of the Class

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



Day 5

Assessment session

❑ Beginning of the Class

Begin 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 were the things that you learned from this lesson that you didn't know earlier?
2. When you grow up, which one thing have you thought of acquiring by all means? You can draw a picture of it.
3. How do you find out the objective behind the tasks about which you have no knowledge or idea?
4. Do you think about the purpose of the task before starting it? If yes, then give an example of such a task.

Observe, Ask and Explore at Home

Students will discuss with their families how can we find out the purpose of any task.

End of the Class

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



□ Note for the Teacher

In the previous lesson, we learnt that –

- ◆ children's attention should be on their basic desire.
- ◆ efforts have to be made in this direction to fulfill it.

Through this lesson, by making the children aware of their actions, they will be able to identify the purpose behind them. By identifying their basic desire, children will be able to save their energy by avoiding unnecessary actions for achieving their desire. Knowing the difference between looking good and being good will inspire you to make yourself even better.

Whenever you make a mistake, you can see that the reason behind it is the lack of understanding. So that they understand and get motivated to act, instead of being troubled by the mistake. When there is a mistake, accepting it makes one feel comfortable and relations with others also improve.

□ Objectives of Lesson

1. Students will be able to understand the reasons for their happiness.
2. Students will be able to understand the difference between being good and looking good.
3. Students will be able to understand that the pleasure of being good is always greater than the pleasure of looking good.
4. Students will be able to understand that acceptance makes you more comfortable and you are motivated to do right.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Neeta's Pen

□ Objective

To draw the attention of students to those things, actions, and feelings from which they can derive happiness.

□ 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 encouraged to share their experiences of observation and discussion at home.

Line of Discussion

The attention of students will be drawn to the fact that when we are in desire to get something for ourselves, many times we make mistakes knowingly or unknowingly. If a mistake is made, we should not hide it, but accept it wholeheartedly so that we can avoid repeating it in the future. In this manner, we can stop feeling guilty and troubled and be true to ourselves.

Story

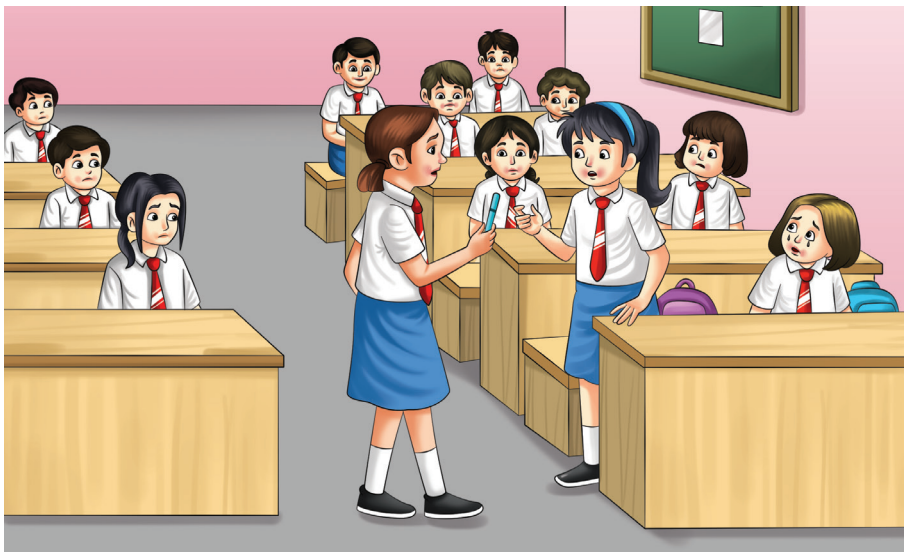
Kirti was a student in class five. She was very good at studies and helped everyone. But she had a habit of getting obsessed with things she liked, even if she didn't actually need them.

One day Nita bought a new pen and showed it to class, and everyone couldn't stop talking about how great it was. Kirti also saw the pen and she too, like everybody else, admired it a lot. Just then the school bell rang and all the kids



went to the playground. Kirti stayed back and started searching for it in Nita's bag. Suddenly she heard someone's footsteps coming towards her and kept the pen in her own pocket out of panic. She turned around to find Vibha coming in her direction. The teacher sent her back from the prayer

because she was feeling unwell. Kirti didn't get a chance to keep the pen back and carried it in her pocket to the prayer ground.



In the first period, Neeta noticed that her pen was not in her bag. Everyone's suspicion went towards Vibha, but no one thought about Kirti's absence from the ground. Vibha felt very humiliated and cried a lot.

For a while, Kirti sat on her seat observing everything quietly. There was a lot of conflict going on in Kirti's mind, hence she was not feeling comfortable.

Before Vibha could say anything, Kirti stood up and said in a loud voice – I have Neeta's pen and she explained the whole situation to class.

She accepted her mistake and returned the pen. She promised that she would never make such a mistake again. She apologized to both Vibha and Neeta.

By accepting her mistake and returning the pen, Kirti felt very calm and light. She was amazed and happy. The teacher praised Kirti for this action.

❑ **Questions for Discussion**

1. Why do you think Kirti accepted her mistake? Discuss
2. How did this action of Kirti affect her relationship with her classmates? Discuss.
3. Have you ever had such an instance where you accepted your mistake? If yes, then share that incident.
4. Can we be at peace upon hiding our mistakes? Why or Why not?

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

Students will discuss with the members of their families that when they were young did they make mistakes and did they accept it later.

❑ **End of the Class**

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



Day 2

❑ **Beginning of the Class**

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

❑ **Recapitulation and Experiences at Home**

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

❑ **Questions for Discussion**

1. How did you feel when you had to hide your mistake? Share giving examples from your life. (eg - some household item breaks etc.)
2. What is the difference between the consequences of hiding a mistake and admitting a mistake? Share your views with an example.
3. Have you ever made any mistake that you would like to admit now?
4. Why do we try to hide our mistakes?
5. What difference does it make to us after admitting our mistake?

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

Students shall ask the members of their family that why do we try to hide our mistakes.

❑ **End of the Class**

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



Day 3

Activity: I Feel So

❑ **Objective**

To understand the difference between “Being good” and “Looking good.”

❑ **Beginning of the Class**

Begin 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 discussion done at home.

❑ Line of Discussion

Through this activity, students will be able to understand that we like many things, but all those things may not be good for us. For example, what is good for us - nutritious food or tasty food? Through this activity, students will be able to think critically and analyze the various activities they do in their daily routines.

❑ Steps of the Activity

- ◆ The teacher will ask the given questions regarding their choice.
- ◆ Before this, instructions will be given to the students that if the answer to the question asked by the teacher is 'yes' then the students will put their thumbs up, and if their answer is 'no' then they will put their thumbs down.
- ◆ The teacher will ask the following questions
 1. Do you like going to school?
 2. Is it good to go to school?
 3. Do you like to wake up early in the morning?
 4. Is it good to wake up early in the morning?
 5. Do you like to eat out?
 6. Is it good to eat out?
 7. Do you like to take a bath every day?
 8. Is it good to take a bath every day?
 9. Do you like brushing at night?
 10. Is it okay to brush at night?
 11. Do you like to eat green vegetables?
 12. Is it good to eat green vegetables?
 13. Do you like to play for long hours on mobile?
 14. Is it good to play for long hours on mobile?

Teachers can also make some statements/questions on their own.

(If all the students do not have the same opinion on the answer to a question, then the teacher can ask the students for their opinion, why they agree and disagree, but will not give any response from his/her side.



❑ Questions for Discussion

1. Which household chore do you not like to perform, despite the fact that it is necessary for you to do it?
2. What are your favourite food items when you go out to eat? Are these food items good for your health?
3. Which vegetables made by your mother you do not like? Is it really not good for you?

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family things that they love to do, but those things are not good for them.

❑ End of the Class

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



Day 4

□ Beginning of the Class

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

□ Recapitulation and Experiences at Home

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

□ Questions for Discussion

1. What are the things you like about school and they are actually good?
2. What are the things in school that are good, but you don't like?
3. What are the things that are not good but appear good? For how long do these things make you happy? Why?
4. What are the things that are good but are not liked? For how long will their happiness derived from them last? Why?
5. Mention any of the actions you like to do but are not considered good. Discuss the reason behind that.
6. What is the difference between the happiness we get by doing something which seems to be good and the happiness that comes from doing something which is really good? Share.

□ Observe, Ask and Explore at Home

Students will discuss with the members of their family with examples that why do we do such things which seem good to be but are really not.

□ End of the Class

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



Day 5

Assessment

□ Beginning of the Class

Begin 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 discussion done at home.

□ Points for Assessment

1. Did you do something this week that seemed nice but wasn't? If yes, please share.
2. After discussing this lesson, have you left any work that looked good but was not good?
3. What did you do, when you make a mistake recently?
4. Draw a picture of any task or work that seems to be good and is good also.

□ Observe, Ask and Explore at Home

Students will discuss with the members of their family the work they like to do but are not good at, then why do they do it.

□ End of the Class

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



Real Happiness

□ Note for the Teacher

In the previous lessons, we learnt that

- ◆ it is important to understand the difference between being good, looking good, and the true meaning of happiness.
- ◆ it is very important to know the reasons for being happy.
- ◆ when there is a mistake, accepting it brings ease in oneself.

In this lesson we will learn that we feel happy when we return a thing to someone who lost it. We feel good every time after remembering our good deeds. On the contrary, we do not feel good when we keep someone's things with us. Even thinking about it later, it feels uncomfortable. Hence, it makes us realise that whenever we do something contrary to our natural acceptance, we do not feel good. To think contrary to our instinct is what is called inner conflict.

□ Objectives of Lesson

1. Students will be able to see what makes them happy.
2. Students will be able to identify the causes of their inner conflict.
3. Students will be able to understand that accepting the right instincts makes them comfortable and being wrong makes them uncomfortable.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Pencil Box of Happiness

□ Objective

To understand the meaning of Happiness.

□ Beginning of the Class

Begin 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 discussion done at home. .

Story

Anuradha and Zareen were two friends. Both were studying in third grade. One day Anuradha came to school with a colored pencil box with colorful cartoons and rainbows drawn on it. Zareen liked it a lot and wished to have

such a beautiful pencil box herself. One day at the end of school, Zareen noticed that Anuradha had forgotten her pencil box in classroom. Zareen kept it in her bag and thought she would give it to Anuradha the next day. At home, Zareen took the pencil box out of her bag multiple times but kept it back. The



next morning, before going to school, she took the pencil box out of her bag and kept it in her almirah. She thought that nobody saw her picking up the pencil box the previous day and so Anuradha won't be able to tell that her pencil box was with Zareen. Zareen spent the whole day avoiding Anuradha.



She couldn't focus in class. She couldn't even eat her favourite rajma rice for lunch because of this feeling and uneasiness. As soon as Zareen reached home, she ran to her room, took out the pencil box from the cupboard, and kept it in her bag. She had made up her mind that the next day she would return the pencil box to Anuradha. And then she called her mother saying, "Mom I'm hungry,"

❑ Questions for Discussion

1. Share any such incident in class when you returned someone's lost thing.
2. What thoughts did you have upon returning something to someone?
3. Why do you think Zareen decided to return the pencil box?
4. Share an incident when you could not decide whether your decision was right or wrong.

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family whether any of them ever returned the lost things of others after receiving them. How do they feel remembering that incident now?

❑ End of the Class

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



Day 2

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. How did you feel when someone returned your lost item? Share what thoughts came to your mind about that person.
2. Some people knowingly do not want to return someone's lost thing. Why would they do this?
3. Does everyone take similar or different decision in the same situation? Discuss.
4. Making decisions according to our inner voice gives us happiness. Give an example of when you have taken a decision based on your conscience.

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

Students will discuss with the members of their family whether they have ever faced internal conflict. For example, should I lie, should I speak the truth, or share something with someone?

❑ **End of the Class**

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



Day 3

Activity:- Come, Let's Understand Happiness

❑ **Objective**

To understand what happiness is.

❑ **Beginning of the Class**

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

❑ **Experiences at Home**

Students will be allowed to share their experiences of observation and discussion at home.

❑ **Line of Discussion**

From morning till evening, all the work we do is to feel happy. Everyone wants to be happy but does not understand what happiness is. That's why even after making efforts to be happy, one finds themselves getting unhappy again and again. Through this activity and questions, we will try to understand happiness and draw the student's attention to the causes or events that make them happy.

Activity

❑ **Steps of the Activity**

- ◆ Teachers will share an incident from their life that they feel happy upon remembering.
- ◆ Now the students will be asked to think of some incident in their life that they feel happy about when they remember it.
- ◆ Some students will voluntarily share their happy and motivating incidents with class.

- ◆ The teacher will ask the students the following questions and simultaneously write their answers on the board. (Teacher is to provide enough time for all the students to think.)
 - When are we happy? Give some examples.
 - When are we sad/unhappy/upset? Give some examples. (Students might describe the sadness in different ways – upset, worried, disappointed)
- ◆ After writing all the answers on the board, ask the students what they think after looking at these examples:
 - In what situation do we feel good? (Answer - when we are happy)
 - Does everyone feel comfortable in a state of happiness or only you? (Answer - all)
 - Do you want to be happy forever? (Answer - yes)
 - Do you know how to be happy forever? Discuss.



❑ Questions for Discussion

1. How does it feel to share happy moments?
2. What can you do to make everyone happy?
3. We feel elated when we remember some things. How can one have more such moments

❑ Observe, Ask and Explore at Home

Students will discuss with the members their family what are the things that make them happy.

❑ End of the Class

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



Day 4

❑ Beginning of the Class

Begin 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 can we motivate ourselves to be happy and move forward in grief and trouble?
2. What can be the benefit of choosing the things that are good over the things that look good? Give an example.
3. What did you do this week to make others happy?

❑ Observe, Ask and Explore at Home

Students will ask each member of their family to share the incident when they did something to make others happy. How do they feel while remembering 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 class today and also what understanding they built.



Day 5

Assessment Session

❑ Beginning of the Class

Begin 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 discussion done at home.

Points for Assessment

1. Are you able to figure out what makes you happy, after this week's discussions?
2. Have you felt any change in yourself after the discussions this week?
3. What all did you do this week to make others happy?

Observe, Ask and Explore at Home

Go home and share what are the situations in which you feel happy with your family.

End of the Class

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



Notes for the Teacher

In the previous chapter, we learnt

1. about the various things that bring us happiness.
2. what is the difference between looking good and feeling good.
3. the happiness that comes from looking good is temporary whereas that which comes from being good is permanent.

We all have some basic needs in common though choices to fulfil these needs can be different. Through this activity, children will be able to recognize that they and their friends have the same basic requirements for their bodies, such as food, water, clothes, shoes, shelter, etc. But there is a difference in the amount of liking we have towards them.

The first question of each set of this activity refers to our basic needs (food, shelter, and clothing, The Students of class may give the same answers as they are common for everybody.

To bring to the attention of students that along with food, clothes, and books, the happiness they get from the company of the members of their family is also very important.

Objectives

1. Students will be able to recognise their needs.
2. Students will be able to understand that they require emotional security as much as they require food.
3. They would be able to see among themselves how similar yet different their requirements are.
4. They would be able to tell the difference between their needs and wants.

Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Isha's Examination

Objective

Students will be able to understand that along with basic needs they also need emotional security.

Beginning of the Class

Begin 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

Isha loved sitting in her mother's company while studying. She used to read aloud her lessons to her mother and ask for help whenever she had any doubts. One day they got the news that Isha's grandfather was ill. So, her mother told her that she had to leave to take care of her grandfather and so she could not take Isha with her as Isha's exams were approaching.

In the absence of Isha's mother, the other members



of the family took great care of her. Irrespective of this, she could not properly focus on her studies. In the morning she woke up and went to take up her exam. Her mother returned after the recovery of her grandfather and Isha resumed studying while sitting beside her mother.

Soon the result was declared, and Isha had performed really well except for the first two papers. This made her a bit sad but her mother congratulated and hugged her.

❑ Questions for Discussion

1. Why did Isha like to study while sitting by her mother?
2. Why could Isha not concentrate on her studies when her mother went to her grandfather's house?
3. With whom do you study at home?
4. Who helps you with your studies at home?

❑ Observe, Ask and Explore at Home

Students will narrate this story to the members of their family and discuss it. They will ask them if they've also felt less confident during exams in the absence of someone very important to them like Isha did when her mother went away.

❑ End of the Class

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



Day 2

❑ Beginning of the Class

Begin 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 you able to concentrate on your studies whenever you are alone at home?
2. Which member of your family do you miss the most when they are not present?
3. Why do you think Isha did not score well in the first two papers?
4. Do we learn faster when we study for our own joy? Discuss.

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

Students will discuss with the members of their family how their presence helps them in their studies.

❑ **End of the Class**

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



Day 3

Activity:- Needs and Choices

❑ **Beginning of the Class**

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

❑ **Objective**

Students will be able to understand which needs are similar and which are different among humans.

❑ **Experiences at Home**

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

❑ **Steps of the Activity**

- ◆ Call the students born in the same month to come forward and make groups of four.
- ◆ In the same manner group the students with similar attributes together, for example, the same height.
- ◆ Make each group stand in the back of the class one by one.
- ◆ Ask the students of group-1 the questions from set 1 , group 2 from set 2, group 3 from set 3 and group 4 from set 4.
- ◆ Ask the students whose answer is 'yes' to step forward and those with a 'no' to remain in their place.



❑ Questions of Set I

Do you eat food?

Do you eat curd?

Do you like pumpkin curry?

Do you like drinking milk?

❑ Questions of set II

Do you live at home?

Is your house a double-storey building?

Are the walls of your house blue?

Is there a park in front of your house?

❑ Questions for Discussion

1. At the end of the activity, were you all in the same place? If yes, why? If not, why not? Discuss in your group.
2. Are the likes and dislikes of all the students studying in class the same or different?
3. Mention the things that you all agree upon.
4. Were the needs of children with names starting with the same letter similar or different?

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

Students will discuss with the members of their family what tasks they like to do but are not required to do.

❑ **End of the Class**

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



Day 4

❑ **Beginning of the Class**

Begin 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: - Needs and Choices**

1. Call out the names of children in class whose names start with the same letter, for example, Sakshi, Suresh, Seema, Sarita, Sagar, etc. Make a group of them.
2. Similarly, make different groups of children based on any one similarity.
3. Ask the questions from sets 3 and 4 from all the groups.
4. Students whose answer is in the affirmative will move a step forward, and the students who replied with 'NO' will remain in their place.

❑ **Questions of set III**

- 1 Do you wear clothes?
- 2 Do you all like blue clothes?
- 3 Do you all wear cotton clothes?
- 4 Do you all like to wear long clothes?

❑ **Questions of set IV**

- 1 Do you wear shoes to protect your feet from injury?
- 2 Are your shoes brown?

- 3 Do you have two pairs of shoes?
- 4 Are your shoes made of fabric?

❑ Questions for Discussion

1. What were the needs of the students born in the same month in answer to the first question of each set? Share and discuss in the group.
2. Did the children with names starting with the same letter have similar needs for food, house, clothes, and shoes? Discuss and share.
3. Can these requirements be met by the same means? Discuss and share.
4. What are the needs you have that are the same as your friends? Share

❑ Dos and Don'ts

- ◆ All the children should stand at some distance from each other.
- ◆ Children should not talk among themselves while doing this activity.
- ◆ If children want to share their experiences and memories, they should be allowed to do so.
- ◆ Be careful that the students do not push each other.
- ◆ If there is a space crunch in classroom, conduct the activity in the open space.
- ◆ Be sure to share the findings obtained by the students in the group discussion.

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family the tasks that are necessary to perform but that they do not like at all.

❑ End of the Class

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



Day 5

Expression Session

❑ Beginning of the Class

Begin 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 discussion done at home.

Points for Assessment

1. Have you ever been alone at home? If yes, how did you feel at the time.
2. Based on this week's experience, please share the name of the things you need to be happy.
3. Do certain situations make you even happier than materialistic things? Share with your partner.

Observe, Ask and Explore at Home

Students will discuss with the members of their family which all situations give them happiness apart from materialistic things.

End of the Class

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



What Can I Do?

□ Note for the teacher

In the previous lesson, we learnt that -

- ◆ every student wants to be successful, for which they all set a specific goal. Achieving that goal gives contentment. So we can conclude that there is a desire for happiness at the root of everything that we do.
- ◆ we feel happy only when our needs are fulfilled.

Through this lesson, students' attention will be drawn toward their learning-comprehending abilities. They will discuss whether there is any relation between our utility and happiness. Can every student's skills be enhanced? And what needs to be done to make this happen?

□ Objective

- 1 Students will be able to understand that by understanding and practicing, they can excel at any task.
2. Students will be motivated to learn new skills.
3. Students will be able to understand the relationship between their utility and happiness.
4. Students will have a better understanding of their skills and physical ability once they link it with their morale

□ Duration

At least five days or till the teacher is satisfied.



Day 1

Activity: I do my Own Work

□ Objectives

To draw attention towards recognising which tasks they are good at, and in which they can perform better.

□ Beginning of the Class

Begin 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

- ◆ The teacher will make the following table on the board. Students are supposed to put a tick mark next to the tasks they are good at under the “I can” columns and a tick mark next to the task they yet need to learn under the “Need to learn” column.
- ◆ Ask students to copy the table in their 'Happiness Diary.'
- ◆ Guide and instruct them to tick in the appropriate column.

Task	I can	Need to learn
Brushing your hair		
Setting your bag		
Cutting your nails		
Drawing		
Tying your shoelaces		
Cycling		
Covering your notebooks		
Packing your lunch		
Making tea/ lemonade		
Locking doors		
Keeping your belongings in their places		

□ Questions for discussion

1. Which work do you like to do the most?
2. How do you feel after doing your favourite work?
3. Which other tasks do you want to learn?

❑ Observe, Ask and Explore at Home

- ◆ During the activity performed in class, the students chose some tasks they would need to learn more about. Students will watch the members of their family doing that work and then try to do it. Discuss in the family that do all of them choose their favourite task or any other.



Day 2

❑ Beginning of the Class

Begin 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.

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. What new task did you learn? How?
2. What are some tasks that you can teach others? Why are you able to teach these tasks?
3. What are the tasks that you are good at and can teach your parents? How did you feel after sharing your knowledge with the members of your family?
4. Share an example of when an elder taught you something and you felt good while learning it.

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family what household chores they could do in their childhood. From whom and at what age did they learn these tasks?

❑ End of the Class

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



Day 3

Story: I want to be the Fastest Runner

Objective

Students will be able to understand the importance of having strong willpower while learning new skills.

Beginning of the Class

Begin 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

Students have immense potential to learn and understand. They shall be motivated to understand that success can be achieved even when there are physical challenges.

Story

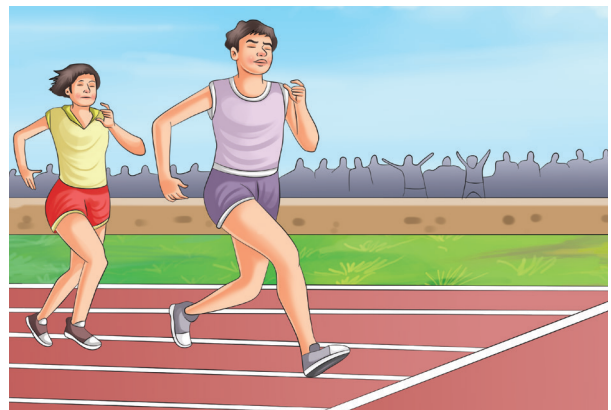
Wilma Rudolph was born in a poor family in America. At the age of four, she came down with a high fever and just a few days later contracted polio. Due to this, she had to wear a supportive brass framework on her legs. Even after these challenges, Wilma's mother resolved to keep her spirits



high. Her mother used to say that every person possesses the ability to get over every obstacle and that they can achieve anything if they have strong willpower.

This statement stayed with Wilma and she decided that she would become the fastest runner. The

doctors told her that she would never be able to walk without the brass. But Wilma kept practicing. She participated in her first race at the age of thirteen and came last. Wilma ran a lot of races but never won any of them. Even after all this, she did not give up. Her confidence did not waver either. At the age of 15,



under the leadership of Coach Temple, she participated in the Paralympics. She competed against Yutahin, who remained undefeated to date. Wilma won the gold medal and made history by beating Yutahin in the 100m, 200m, and then the relay race. Once a polio-stricken woman had now become the fastest runner in the world.

❑ **Questions for Discussion**

1. What were the qualities that helped Wilma to be the fastest runner?
2. Name some tasks that you found difficult in the beginning but were later able to accomplish.
3. Do you know a person who was able to do something that was initially impossible for them?

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

Students will discuss with the members of their family the task they initially found difficult to do but later were able to do comfortably.

❑ **End of the Class**

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



Day 4

❑ **Beginning of the Class**

Begin 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 new work or skill are you trying to learn these days?
2. How can you be good at doing something?
3. Is just thinking of learning something enough as practice plays an essential part? What do you think?

Observe, Ask and Explore at Home

Students will discuss with their family members what are new tasks or skills they want to learn.

End of the Class

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



Day 5

Assessment Session

Beginning of the Class

Begin 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 discussion done at home.

Points for Assessment

1. Name the tasks you did not like to do at first. But now it feels good while doing them. Give reasons for the same.
2. What burdensome tasks did you feel happy doing this week?
3. In doing which burdensome tasks did you take the help of others? From whom did you take help?
4. Has anyone sought your help in completing a difficult task? How did you cooperate then?
5. Did you learn any new work or sport this week with someone's help? Illustrate by sharing about it or drawing a picture.

Observe, Ask and Explore at Home

Students will discuss with the members of their family why it is crucial/important/necessary to learn new tasks and skills continuously.

End of the Class

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



Yes, I Can!

In the previous lesson, we learnt that

- ◆ by understanding and practicing, anyone can achieve success.
- ◆ new skills can be learnt at any stage in life with practice.
- ◆ there is a strong relationship between one's utility and happiness.

It is important for the students to realize and utilize their inner potential to actuate the right decision at the right time.

□ Objective of the lesson

1. Students will be able to realize and utilize their inner potential and take right decision.
2. Students will be able to move ahead confidently in life by acknowledging their capabilities and potential.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Yes, I Can!

□ Objective

Students will learn that we all have the potential to reach the top by working hard.

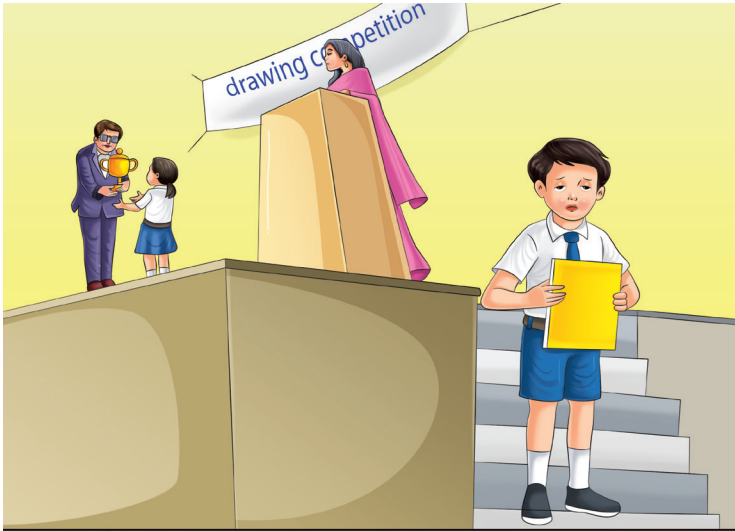
□ Beginning of the Class

Begin 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 reflections and discussions at home.

Story: Yes, I Can!



Rohan was a student in class fifth. He was good at drawing pictures. He wanted to participate in the school painting competition. He used to practice different types of drawing every day after school with the help of his teacher. He got first place in a painting competition at the school level. Everyone praised the paintings made by Rohan. The school principal and the teacher decided that Rohan would participate and represent the school in the annual painting competition.

So he started working hard again. He would stay in the school till evening and kept on practicing.

Rohan did his level best and made an attractive painting in the competition but could not win. He felt very disappointed but he realised that hard work always pays and he would improve his ability through consistent hard work. He started working harder but failed again. This time Rohan's spirit was very high. He had faith in his capability and efforts. He was confident that he would succeed one day.

When Rohan participated in the competition again he was able to draw an attractive painting in less than the given time. This time Rohan won the first prize. He was delighted. The organizers called him onto the stage and asked about his painting and how he was able to complete it on time. He replied enthusiastically, "I didn't stop trying even when I failed. Due to my persistent hard work, I got success today."



Questions for Discussion

1. How do you think Rohan was able to draw such a beautiful picture even before time?
2. Was Rohan's decision to participate in the competition right despite repeated failures? Why do you think so?
3. How do you feel when you are unable to win a competition? What's your plan of action after that?

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

Students will ask the members of their family what actions they take whenever they face failure.

❑ **End of the Class**

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



Day 2

❑ **Beginning of the Class**

Begin 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. Do you think you have the ability and passion to work hard? If yes, then give an example.
2. What capabilities and skills do you think you possess?
3. Share an incident when you failed in the beginning, but after trying that again, you were able to do that work and succeeded in it.

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

Students will discuss with the members of their family about their capabilities.

❑ **End of the Class**

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



Day 3

Activity: Potential- Yours and Mine

❑ Objective

To draw the attention of the students to the fact that we all have our own abilities. However, these can be enhanced throughout lifetime.

❑ Beginning of the Class

Begin 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 discussion done at home.

❑ Line of Discussion

Through this activity, students will be able to understand that we can develop our abilities and can learn many things from our peers.

❑ Steps of the Activity

- ◆ The teacher makes the students sit in pairs.
- ◆ All the students will think about what three abilities they possess.
- ◆ Now, they will be asked to share their list of abilities with their partners.
- ◆ Students will choose one of their partner's abilities and ask them how they can also develop that ability in themselves.
- ◆ In the end of class, ask the students to come forward with their pair and talk about the abilities they already possess and those they want to develop in themselves.



❑ Questions for Discussion

1. How did you feel after knowing your partner's different abilities? What efforts will you make to develop that ability in yourself?
2. Was it easy or difficult for you to discover your potential? Why?
3. How do you feel when you realise that you can do something that you could not do earlier? Why?

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family how they feel about learning a new task.

❑ End of the Class

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



Day 4

□ Beginning of the Class

Begin 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. Share an incident when someone told you that you would not be able to do something but you ended up doing it.
2. What are the various things that you can do confidently? Make a list of those things in your Happiness Diary.
3. What are some new skills that you want to learn? Why?

□ Observe, Ask and Explore at Home

Students will discuss with the members of their family the tasks that they could not do earlier but learnt to do that work from someone.

□ End of the Class

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



Day 5

Assessment Session

□ Beginning of the Class

Begin 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 discussion done at home.

Points for Assessment

1. Did you fail to do any work this week? What did you do at that time?
2. In the last few days, which all work did you do with confidence.
3. What efforts do we need to put into learning a new task or skill?

Observe, Ask and Explore at Home

Students will discuss with the members of their family what tasks they can do confidently and teach the same to others.

End of the Class

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



My Work –My Responsibility

□ Note for the Teacher

In the previous chapter, we learnt that

- ◆ we can recognise and understand our potential.
- ◆ being aware of our potential helps us in building confidence.

Through this lesson, students will be able to understand that it's not the problem that troubles them, but the inability to find its solution. Instead of focusing on our issues, if we focus just on finding their solutions, we can improve ourselves. For this, we need to develop better problem-solving capabilities through relentless practice. Will power plays a pivotal role in this.

□ Objective

1. To develop problem-solving attitudes among students
2. To make students recognize their mental strengths.
3. To make them understand that practice makes one perfect.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Activity: Let's Make a Flower

□ Objective

Students will learn that we can face and overcome any challenge with practice and determination.

□ Beginning of the Class

Begin 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

- ◆ The teacher will draw a picture of a flower on the board (or provide a flower made of clay or hardboard to the visually impaired students)
- ◆ Ask the students to draw the same exact flower that they see on the board in their notebooks. (Visually impaired students can draw a flower with the help of a partner after touching a flower made of clay or hardboard).
- ◆ Then, ask the students to draw the same flower with their eyes closed.

(Note: Students may find it tough to draw with closed eyes, but teachers should encourage them to do the same.)

- ◆ Now, ask the students to keenly observe both the pictures.



□ Questions for Discussion

1. Were you able to draw the same flower as drawn on the board? If yes/no, then why?
2. What were your thoughts before making the flower with your eyes closed?
3. When did you find it more tough to draw the flower?
4. Were you able to draw the flower with your eyes closed?
5. Was it easy for you to draw the flower with closed eyes?

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

Students will ask the members of their family whether they find some tasks difficult. If yes, do they give up or find some solutions?

❑ **End of the Class**

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



Day 2

❑ **Beginning of the Class**

Begin 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 recapitulate how they draw a flower last time.
- ◆ Once again ask them to draw a picture of a flower with their eyes closed. (Visually impaired) students will perform the activity as per the suggestions given previously.

❑ **Questions for Discussion**

1. How did you feel drawing with your eyes closed today?
2. Did you find drawing today easy or more difficult than last time? Why?
3. Is there any difference between the drawing you made today and the drawing made in the previous class? If yes, then what?
4. Share your experience when you felt any task burdensome for the first time but, later, you could perform it comfortably.

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

Students will discuss with the members of their family the tasks they thought they would not be able to do, but today they can do them perfectly.

❑ End of the Class

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



Day 3

Story: Nothing is Impossible

❑ Objective

To motivate the students to face challenges with patience.

❑ Beginning of the Class

Begin 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

Every task comes with its own set of difficulties, but if we try to solve these difficulties with patience, we can surely succeed. For example, just cursing the darkness doesn't make it go away, but lighting a candle does. Thus, rather than complaining about your problem over and over again, you should try to find its solution.

Story

Mohan and Rohit were very close friends. While Rohit did everything with a lot of enthusiasm, Mohan found everything to be very tiresome and challenging. Rohit always tried to boost Mohan's morale. Mohan noticed that the reason Rohit was able to finish his work was because he was very self-confident.

One day, their science teacher assigned them a task to make a project on plants. Mohan got upset and went to Rohit and said, "This seems like a hassle,



how are we supposed to do such a complicated task?” To which, Rohit replied calmly, “It is not difficult at all. We will go to the garden this evening itself and collect the leaves of the plants and stick them in the file. Then together we will collect information about plants. In this way, we will be able to complete our project on time.”



As days passed, they grew closer and closer every time they solved a problem together. Often while

listening to Rohit, Mohan would think that if he wants to be successful in life, he needs to become patient and determined like Rohit. But he would always ignore this thought.

Suddenly, Rohit’s father got the news that he was being transferred and Rohit and his family had to leave immediately for another city. This news made Mohan very upset.

Soon after that, Mohan’s mother fell ill and all the household responsibilities fell to his shoulders. Mohan felt helpless initially but decided to deal with the situation like Rohit might have done.

So at every step, he would think of what Rohit would do if he had been here. He recalled the time when Rohit’s mother got sick and how Rohit would still go to school every day, washed his sister’s and his own school uniforms, and chopped the vegetables for his tiffin at night so that he wouldn’t get late. Mohan tried to follow all these, and he was able to do all the chores quite efficiently. He also took good care of his mother and helped her recover again.

Mohan felt as if Rohit had never left and was always with him.

Questions for Discussion

1. Why was Rohit able to do all his work easily?
2. Why did Mohan find everything difficult?
3. What changes do you see in Mohan after Rohit left the city? Why did this happen?
4. Have you ever solved a problem? If yes, share with class.
5. If you are struggling with any problem, try to find a solution by discussing it with your friends.

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

Ask the students to discuss with their family that is it not the problem that troubles us or the inability to find its solution.

❑ **End of the Class**

In the end, students would sit quietly for 1- 2 minutes and reflect on things that they noticed in 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. Why do we find it difficult to do something?
2. If you had been in Mohan's place, what would you have done and why?
3. When you faced a problem, whose help did you take to solve it?
4. Have you ever helped someone in trouble? If yes, then how?

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

Students will discuss with the members of their family what problems they faced in the past and how they solved them.

❑ **End of the Class**

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



Day 5

Assessment Session

Beginning of the Class

Begin 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 discussion done at home.

Points for Assessment

1. Mention a task that you couldn't do initially but now you can do it with confidence.
2. Have you learnt anything new recently? If yes, then share how you feel while doing it.
3. Is there some task that still makes you nervous while doing it? If yes, what have you done to solve this problem?

Observe, Ask and Explore at Home

Students will discuss with their family members about what tasks they can do confidently and can teach other people.

End of the Class

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



I am Fortunate

□ Note for the teacher

In the previous lesson, we learnt that:

- ◆ we are not troubled by the problem, but it's lack of a solution that troubles us.
- ◆ problems are lessened by developing the spirit of cooperation.
- ◆ the ability to make the right decision builds confidence.

Through this lesson, the attention of students will be drawn to the fact that we often believe in prevalent beliefs without analysing them. Those prevailing beliefs affect our power to make decisions. By analysing those beliefs, we can decide about wrong and right. By making the right decisions, we feel positive and create a positive environment. Having an understanding of ourselves increases our decision-making capability.

□ Objective

1. Students will be able to analyse popular beliefs as right or wrong.
2. Students will be able to learn the behaviour that makes them happy.
3. Students will be able to recognize different emotions.
4. Students will be able to feel confident after understanding the established fact.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: I am Fortunate

□ Objectives of lesson:

To make the students learn that we should not blindly follow prevailing beliefs. It is better analyse those beliefs to make the right decisions and act accordingly.

❑ **Beginning of the Class**

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

❑ **Experiences at home**

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

❑ **Line of Discussion**

Through discussion, students' attention will be drawn to the different prevailing beliefs in society. Make them realize that instead of following blindly we need to analyse judiciously and try to know the reason behind it.

For Example- 'It is being said that we should avoid nail trimming at night' - It's a common belief.

Let's analyse it.

In olden times, there was neither electricity nor any safety equipment (like nail cutters) to cut the nails. So people did not trim their nails at night to avoid any injuries, but now the situation has changed.

Similarly, we can quote some other examples where certain beliefs have been relevant in the past. But currently, these are irrelevant.

Story

Suman was getting ready for school to appear in the annual examination. She was well prepared but was restless because her lucky charm, her 'Fountain Pen' was missing. She looked for it in the almirah, her study table, and at every possible place but could not find it. She got anxious that her exam might not go well if she won't write with her lucky pen. Suddenly, her Dad



called her to hurry up as she was getting late, but she was worried about her pen. After a while, her father came to her room and asked the reason for taking so long. She replied that her lucky pen was missing and she fears that she might not be able to perform well

in the exam. Her father smiled and said, "Dear daughter, if you do not leave right now, you will miss your exam. So, don't worry about your pen, as your hard work and your preparation are the real lucky charms".

Suman went to school with a heavy heart and waited anxiously for the question paper. But when she received it, she felt happy and the examination went well. Returning home, she ran to her father in excitement and chirped, "Dad, you were right, Hard work always pays and therefore I could solve the paper in no time." Suman understood that the purpose of the pen was to write only. Her face was beaming with confidence as she found her lucky charm.

❑ **Questions for Discussion**

1. Suman did not get her lucky pen but still, her paper went well. Discuss the reason.
2. If Suman had not studied well, would she have been able to write her paper well even if she had her so-called lucky pen? Why?
3. On what basis is your performance judged in the exam? Discuss
4. Do you have any lucky charms? Why do you think of them as lucky charms?
5. What things do you consider important for yourself?

❑ **Observe, Ask and Understand At Home**

Students will discuss with the members of their family whether they had any Lucky charms. Were they able to complete their work well even without their lucky charms?

❑ **End of the Class**

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



Day 2

❑ **Beginning of the Class**

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

❑ **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 you so attached to something that it becomes difficult to function without it?
2. What do you think objects should be categorised as necessary and unnecessary or auspicious and inauspicious?
3. Do you consider anything a lucky charm? If yes, are you able to function without your lucky charm?

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family what are the things they consider their lucky charms and why they consider them lucky.

❑ End of the Class

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



Day 3

Activity: My Emotions-My Happiness

❑ Objective

To make the students aware about their emotions.

❑ Beginning of the Class

Begin 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.

❑ 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.

Line of Discussion

Through this activity, children will experience that emotions can be both positive and negative. Positive emotions are affection, love, gratitude, cooperation, etc. while anger, sadness, jealousy, competition, etc are negative emotions. Students will also be able to understand that positive emotions bring happiness. Students need to be aware of these feelings and be able to identify and express them.

Steps of the Activity

The teacher will

- ◆ Make slips and write words depicting the feelings like sadness, sorrow, anger, affection, love, happiness, cooperation, etc.
- ◆ Ask the students to act out the emotion written on the slip they picked with gestures only, without uttering any word.
- ◆ Ask other students to guess the expressions.
- ◆ It is required all guess the right feeling. Students can use alternative words.
- ◆ Ask students to discuss when did they experience the particular feelings (depicted by students in their act)
- ◆ Ask them to share the feelings which gives them happiness.



❑ **Questions for Discussion**

1. Which of your emotions bother you?
2. Which emotions do you find soothing and want to experience for a longer duration?
3. With whom do you want to share your emotions?
4. What kind of feeling do you generally have?
5. Do you always want happiness or sadness?

❑ **Observe, Ask, and explore At Home**

Students will discuss with the members of their family about which emotion do they like and why Are these emotions liked by everyone or by a few?

❑ **End of the Class**

In the end, students would sit quietly for 1- 2 minutes and reflect on things that they observed in 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

❑ **Experiences at home**

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

❑ **Recapitulation and Experiences at Home**

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

❑ **Steps of the Activity**

- ◆ Teacher will divide the whole class into six groups.
- ◆ One representative from each group will be chosen.
- ◆ Teacher will write six emotions in the slips like love, respect, trust, sorrow, anger, joy, etc. from each group will be called representative.

- ◆ Ask the whole group to act on anything that includes the emotion they have chosen.
- ◆ Speaking is not allowed, use only gestures/body language.
- ◆ Other students in class have to guess those expressions. (Accept synonyms for example- love instead of affection)

❑ Questions for Discussion

1. Which emotions did you like or dislike in this activity? Discuss and share in your group.
2. Students will discuss in their groups when do they feel these emotions.
3. How every task can be done happily? Discuss.
4. Which emotions would they want forever in their life?

❑ Observe, Ask and Explore at Home

Students will ask the members of their family whether they all remain with the feelings with which they are expected to be with each other. Also, find out which emotion they like more?

❑ End of the Class

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



Day 5

Assessment Session

❑ Beginning of the Class

Begin 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 popular beliefs caught your attention during this week's discussion?
2. Which of these beliefs can you find to be true or false? Share.
3. What behaviour of other people made you happy this week? Share in class.
4. Could you determine the emotions of others by observing their facial expressions? Share.

❑ **Observe, Ask and Explore**

Students will discuss with the members of their family whether they can determine the emotions of others by observing their facial expressions.

❑ **End of the Class**

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



Cooperation

□ Note for the Teacher

In the previous lessons we learned that:

- ◆ instead of blindly following or rejecting any belief, we must analyze them and try to find the intent behind it.
- ◆ our family is a small unit of society.
- ◆ every member has an important role in the family.
- ◆ when there is a problem, we need to look for its solution rather than worrying about the problem.

Every member of the family has one or another responsibility, big or small. If every member performs their duties diligently and peacefully then affection and harmony prevail in the family. With the cooperation of each other, any task becomes easier. Also with the respect of right in the family, relations become strong.

□ Objective

1. To draw students' attention towards the contribution of the members of their family.
2. To draw students' attention that what all work they can do to co operate with the family.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: The Burnt Parantha

□ Objective

To draw the students attention towards giving and taking help

□ Beginning of the Class

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

❑ Experiences at Home

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

❑ Line of Discussion

To sensitize students that they should acknowledge and appreciate the contribution and participation of the members of their family. It is significant to understand their feeling about doing any work. Instead of pointing out mistakes, we should focus on their contribution and sacrifices made by them for us.

Story

Ankur and Sohan were classmates. In their class, all students sat and ate together during the lunch break. They used to share their food. One day, during lunchtime, when all children had started having their lunch, Sohan opened his tiffin and exclaimed angrily, "Oh no! My mom did not pack the mint chutney. "

Then he glanced in Ankur's tiffin. Ankur had brought paranthas today. When Sohan started eating a piece of the parantha, he saw that the parantha was slightly burnt. To his great surprise, Ankur was happily eating the burnt parantha. Sohan said to Ankur, "Hey, you are eating burnt parantha."

Ankur smiled and replied, "Yes, the parantha might have burnt in a hurry as my mother had to reach her workplace on time. Otherwise, my mummy makes delicious paranthas.

On hearing this, Sohan thought that his mother too has to do all the housework. But he neither paid attention to her hard work nor did he help her. She made such delicious bread pakoras. Instead of being grateful, he was complaining about the missing mint chutney. He could have packed the chutney himself. How much his mother takes care of all the members of his family!

When Sohan returned home after school, he found that his mother had not returned from work. He was feeling hungry.





He thought of helping his mother and decided to knead the dough. He took the flour and added water to it. He tried to knead the dough but failed and the dough became very sticky. He started waiting for his mother.

When his mother came home, Sohan said, "I'm sorry mummy, I messed up the dough". His mother soothed him and said, "My dear Son, do not worry about this. I will fix the dough. I am delighted that you thought of helping me." Both of them were happy.

❑ Questions for Discussion

1. Why didn't Ankur complain about the burnt Parantha? Discuss.
2. Have you ever faced a situation when you made something for the members your family, but they did not like it? How did you feel then?
3. Mention any one task that you find difficult to do perfectly.
4. Will you take the help of the members of your family or friends to do that work properly?
5. Who cooperates with you in school and at home? Share with class.

❑ Observe, Ask and Explore at Home

- Students will tell this story to the members of their family and get their views and experiences.
- Think about the people around you who help to make your daily routine easier. What do they do for you?

❑ End of the Class

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



Day 2

❑ Beginning of the Class

Begin 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. Do you help the members of your family in their work? If yes, how?
2. How do you feel when someone helps you? Share.
3. Do you express gratitude to those who help you? If yes, then how, and if no, then why not?
4. If someone makes a mistake while working in a group, what do you do and why? Share.

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

Students will discuss with the members of their family how they react if people who help them make a mistake while helping. Also, figure out whether their response is appropriate or needs improvement.

❑ **End of the Class**

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



Day 3

Activity: Contribution to the Family

❑ **Objective**

To make students learn to acknowledge and appreciate the contribution of the members of their family.

❑ **Beginning of the Class**

Begin 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 some children act as if their family doesn't do anything special for them or that everything they do is their responsibility. Therefore, they take them for granted and consider that to fulfil their needs is the moral obligation of their elders. Sometimes when their needs are not met they behave in annoyance or anger with the members of their family. This activity will help the students to understand, acknowledge and appreciate the contribution and sacrifice of the members of their family.

Activity

Material Required

Paper and pencil

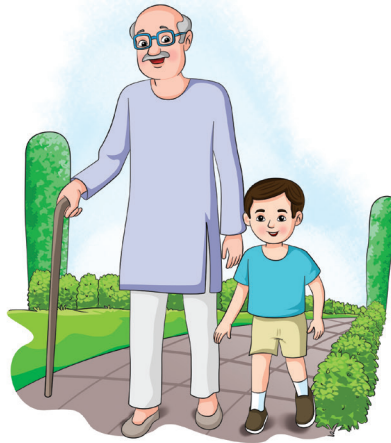
Steps of the Activity

- ◆ The teacher will ask the students to stand at their places in class.
- ◆ Then, the teacher will clap.
- ◆ The student will together form a group as many times as the teacher will clap. For example: If the teacher claps twice, two students form a group.
- ◆ Teachers can also group students in other ways, keeping in mind that students who sit together every day should not be in the same group.
- ◆ In groups, the students will discuss and note in the given list the chores done by the members of their families.

List of Work done by

MOTHER	FATHER	GRANDFATHER	GRANDMOTHER	ME	BROTHER/SISTER

- ◆ When the students share the list orally, the teacher will write the names of the members selected by the different groups and the list of works done by them on the board and discuss.
- ◆ Now, the teacher will ask the students to find out and note down the work their parents do and if they can help them in any way.



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

Students will discuss with the members of their family the kind of cooperation they expect from them.

❑ **End of the Class**

In the end, students would sit quietly for 1- 2 minutes and reflect on things that they noticed in class today and 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. Did you like doing the household chores? Would you like to continue doing this type of work? Why?
2. Has it ever happened that you did something to please someone but they didn't notice it? How did you feel then?
3. How did you and your family benefit by helping someone with household chores?
4. Which members of the family help with household chores?
5. Who does the household work when your mother is ill, or unable to do it herself for some reason?
6. Have you ever helped in doing any work with the members of the family? When and how?

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

Students will discuss with the members of their family whether it is okay for mothers to do all the work or if everyone should help with it.

❑ **End of the Class**

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



Day 5

Assessment session

❑ **Beginning of the Class**

Begin 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. Do you feel happy after helping someone at home? Why?
2. How did you feel, whenever you helped someone? Share.
3. In the last few days, what did you do if someone left some loop holes..... while doing some work?

Observe, Ask and Explore at Home

Students will discuss with the members of their family how they feel when they help them.

End of the Class

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



My Family-A treasure

□ Note for the Teacher

In the previous lesson we learnt that:

- ◆ with cooperation each other's work becomes easy, relationships are also maintained
- ◆ students see all the members of their family as a systematic group.
- ◆ students feel complementarity and belongingness with the members of their family.

There is an expectation of cooperation among each other in the family and there is happiness when the members of their family live up to those expectations. It should also be noted through this lesson that along with cooperation for the fulfillment of material things, the emotional side should also be strong. What is the relationship whether it is just providing things to each other or providing it with emotion of cooperation?

□ Objectives of the Lesson

1. To make the students feel grateful for the contribution of the members of their family.
2. To make them understand that caring and sharing strengthen the relationship and brings happiness to the family.
3. To make them realize that elders also need special care at the time of their illness like children.
4. To make them learn to take care of the minor needs of the elders and feel good for the same.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Mother's care

□ Objective

- ◆ To make them realize that elders also need special care at the time of their illness like children.
- ◆ To make them learn to take care of the minor needs of the elders and feel good for the same.

❑ Beginning of the Class

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

❑ Experiences at Home

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

❑ Line of Discussion

To sensitize students that elders also need special care at the time of their illness like children, and they too should take care of the minor needs of their elders. Caring and sharing strengthens the relationship and bring happiness to the family.

Story

Ravi's mother suddenly fell ill. After looking for the medicine for a long time, she said, "Ravi, get me the medicine from chemist's shop; it seems that we don't have any at home". Ravi served a cup of tea to his sick mother and went to buy medicine from a nearby shop. When he brought the medicine, the mother said, "Ravi, the tea has cooled down." Ravi heated the tea and served it to his mother.

As the mother was about to take the pill, it slipped out of her hand. The mother again called Ravi, "My son, the pill has fallen under the bed. Please, take it out.". Ravi frustratedly said, "Mom you are very annoying. Sometimes the tea has gone cold, sometimes the medicine has slipped, I need to study as well."

His mother didn't call him again.

Few days later, his mother went to see his grandmother at her home and his father too left for the office. Ravi was alone at home. He was not feeling well due to the



severe cold. Ravi wanted to have tea but was not able to make it. He had no other option, so he got up with difficulty and started making tea for himself. Ravi remembered his mother a lot and realized that he didn't behave decently during his mother's illness. He deeply regretted the way he treated her. Ravi eagerly started waiting for his mother but fell asleep. Meanwhile, his mother returned and woke him up to have his favourite ginger tea. Ravi hugged

his mother and said, "Mom, you are so nice." He apologized to his mother for his bad behaviour. On seeing the smile on his mother's face, Ravi felt relaxed and smiled.

❑ Questions for Discussion

1. If you were in Ravi's place, what would you have done when your mother didn't find the medicine at home?
2. How would you feel if you were not taken care of when you were sick? Discuss.
3. Do elderly people also need care? How can you take care of your elders?

❑ Observe, Ask and Explore at Home

Students will tell this story to the member of their family and discuss whether everyone in the family needs care for each other daily or only when they are sick.

❑ End of the Class

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



Day 2

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion:

1. Have you ever looked after any member of your family in their illness? Discuss with your partner.
2. How do we feel when you take care of the members of your family? Share with example.
3. Have you ever done something wrong without understanding someone's problem that made them feel bad? Share that event.

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family how they take care of each other. Discuss in detail how do they feel doing so.

❑ End of the Class

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



Day 3

Activity: My Relationship – A Treasure

❑ Objective

To make them realize the importance of relationships in their life.

❑ Beginning of the Class

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

❑ Line of discussion

We want happiness and try to get it in various ways. People strive to collect comforts and luxuries to enjoy life. One needs different provisions to live a comfortable life, but to think of them a source of happiness is a false notion. For Example- We get bored with our mobiles, shoes, clothes, different types of food, etc after a certain time. Sooner or later, we realise that true happiness lies somewhere else other than things. The joy of living in harmonious relationships lasts longer. Through this activity and discussion, students will be able to understand the importance of relations in life. Moreover, they will realise that the happiness which we get from relations, lasts longer.

Steps of the Activity

The teacher will

- ◆ Write some situations on the chart or blackboard.
- ◆ Then, ask students to listen carefully to the teacher, who will read the situations written on the board.

Situations:

Column 1	Column 2
How do you feel when you share your thoughts with your siblings?	How does it feel when you can't share your thoughts with your siblings
How does it feel when you could not take care of your mother when she was not well?	How does it feel when your mother was ill, you took care of her, and served her food and medicines?
Do you enjoy your food when you eat alone?	Do you enjoy your food when you eat with your family members?
Do you enjoy your game when you play alone?	Do you enjoy your game when you play with your siblings?
Do you feel annoyed and complain when your mom or dad does not bring anything for you?	You do not bother when your mom or dad does not bring anything for you, but you hug them and talk politely.
How would you feel if nobody appreciated you on your success?	How would you feel if everybody appreciated you, when you got first position in your class?



The students will make a 'V' sign with their fingers as soon as they hear the situations that made them happy. And the situations from which they did not feel happy, on listening to them, they would make a reverse 'V'.

Now, the teacher will ask students the following questions.

1. How are the situations in column 2 different from column 1?
2. Options from which column made you feel happy? Why?
3. Options from which column made you feel sad? Why?

Observe, Ask and Explore at Home

Students will discuss with the members of their family how they feel spending time with each other 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 class today and also what understanding they built.



Day 4

Beginning of the Class

Begin 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. Are you able to share everything with the members of your family? Why/Why not?
2. How do you feel when the members of your family return home after work?
3. How do the members of your family treat/receive you when you return from school?
4. Describe how you feel while sharing your thoughts with your family members.

Observe, Ask and Explore at Home

Students will discuss with the members of their family whether it makes them happy to talk and share their problems with one another. How long does this feeling last?

❑ End of the Class

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



Day 5

Assessment Session

❑ Beginning of the Class

Begin 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. Which member of the family helped you in doing your work this week (e.g., in coming to school, in studies, preparing tiffin, in doing homework, etc.)? How many of them did you thank?
2. Have you helped any of the member of your family? Share an example.
3. How did you feel about helping or caring for the members of your family?
4. Which people in the family did you talk with love and how did you feel while doing this?
5. How did they feel when you didn't speak lovingly to some family members? What did they do?

❑ Observe, Ask and Explore at Home

Students will ask the members of their family to whom they can open their heart. What are the reasons that we are not able to share our thoughts with everyone?

❑ End of the Class

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



I Will Narrate the Story

□ Note for the teacher

In the previous lesson we learnt that:

- ◆ students were able to express their gratitude for the contribution of the members of their family in daily life.
- ◆ students were able to realise that caring for each other strengthens relationships and brings happiness to both parties.
- ◆ students also got to know that the elders also need special care at times of their illness as children.

The relationship between parents and children starts from birth itself and it's lifelong. Parents take care of their children and fulfil their needs. They take special care of the children when they are sick. Through discussion, teachers should draw students' attention to the point that they have to take care of their parents as well. Parents also need our love, support, and respect. It makes them feel good.

□ Objective

1. Student will understand that parents also need the love and affection of their children.
2. Student will understand that they can also take care of their elders.
3. Student will understand that we all find happiness in caring for each other

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: I will narrate the Story

□ Objective

To make them realize that parents also need the love and affection of their children.

□ Beginning of the Class

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

Experiences at Home

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

Story

Six years old Rosy likes to hear stories from her father at night. It was her routine to go to her father every night at 8.30 pm to listen to the stories. One day when she went to see him, she found her father lying with his eyes closed. Rosy thought that her father was sleeping, but her father was having high fever. Rosy was about to return quietly when her father opened his eyes and said in a low voice, "Dear daughter, I will not be able to tell you the story tonight due to fever". Her mother said lovingly, "Rosy, let us go to another room. Let him rest here. I will tell you a story tonight."



Her mother narrated an interesting story, but Rosy could not enjoy it as she was thinking about her father only.

So, Rosy went to her father and said, "Papa, I want to tell you a story today." She embraced his head and narrated a funny story about a house and the people who lived in it. Her father liked that, and both had a good laugh.



Rosy lovingly said to her father, "Dad, get well soon."

Next morning Papa came to Rosy and said, "I slept very well yesterday after listening to your story. I feel better now." Rosy and her father both had affectionate smiles on their faces.

❑ **Questions for Discussion**

1. Do you feel your parents also need your love and affection?
2. When and how will you take care of your parents? Discuss.
3. What are the things you can do for your parents that make them happy? Share.

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

Students will tell this story to the members of their family and discuss how they feel when someone takes care 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 class today and also what understanding they built.



Day 2

❑ **Beginning of the Class**

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

❑ **Recapitulation and Experiences at Home**

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

❑ **Questions for Discussion**

1. When any member of your family falls ill, how do other members take care of him/her?
2. Who takes care of you when you are sick? How do you feel after care? Share.
3. Has it ever happened that you were not taken care of when you were ill? How did you feel?
4. Have you taken care of anyone other than your parents? How?

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

Students will discuss with the members of their family how they help/take care of each other. Discuss in detail how they feel doing so.

❑ End of the Class

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



Day 3

Activity: My Real Happiness

❑ Objective

Drawing students' attention towards the fact that happiness derived from relationships is more important than happiness received from material things.

❑ Beginning of the Class

Begin 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 discussion done at home.

❑ Line of discussion

Everybody feels happy being with their family and friends. But sometimes we look for happiness in material things like food items, toys, gadgets etc. Though these are the sources of temporary happiness. Bring students' attention to the fact that deterioration in relationships brings sadness. We realize the value of relationships after losing them. Students will be able to understand that happiness lies in harmonious relationships and all our needs can not be met by things alone.

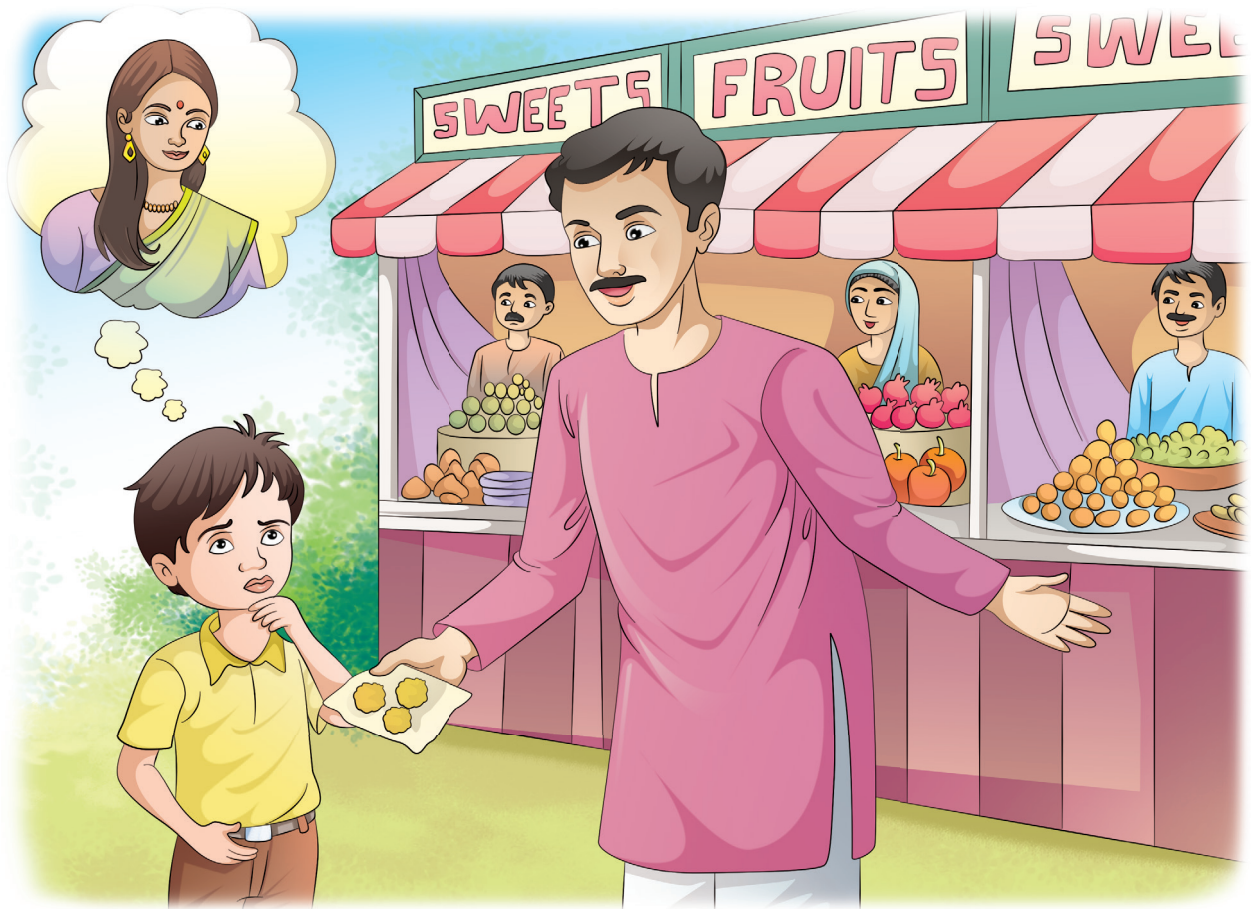
❑ Steps of the Activity

- ◆ Start today's discussion by telling this short story-

A child goes to a fair with his parents. After seeing different varieties of clothes, toys, sweets, flowers etc, he insists his parents to buy him those items. His parents were too poor to fulfil all his demands. But his attention is fixed on these things only and he gets separated from his parents. He tried to look for them, but couldn't find them anywhere. He started to cry loudly. Seeing him crying, a passer-by offered him to buy whatever he wanted to. But he was least interested in anything and just wanted to meet his parents. After sometime his parents were able to find him and only then he was overwhelmed.

- ◆ Divide the students of the class into five groups.

- ◆ Students will discuss in groups and make a list of their needs.
- ◆ Teacher can guide them by giving certain examples e.g car, house, water, love of parents, etc.
- ◆ Tell students that they may have different needs.
- ◆ Teacher will write the items suggested by students on the blackboard. Do not repeat the same need.



❑ Questions for Discussion

1. Which of the things listed on the board are required for survival?
2. Which things we need only for comfort or convenience not survival?
3. Would you be happy if you got everything on the list?

❑ Observe, Ask and Explore At Home

Students will discuss with the members of their family that by getting which things they feel happy for a long time.

❑ End of the Class

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



Day 4

❑ Beginning of the Class

Begin 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.

❑ 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

- ◆ Repeat the activity with students who were absent or didn't participate.
- ◆ Students can add on or remove the things they have listed the previous day. Teacher can use a chart paper to write.

❑ Questions for Discussion

- 1 How would you feel if you receive everything mentioned in the list, but the members of your family are not with you? Explain
2. What do we get from the family? (Note- If there is no answer from the students, then the teacher can give hints like love, respect, trust etc.)

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family how they feel when any member is not at home. Why?

❑ End of the Class

In the end, students would sit quietly for 1- 2 minutes and reflect on things that they noticed in 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 observation and discussion done at home.

□ Points for assessment of students

1. Did you take care of some elder in the family in this week? If yes, then how?
2. How did they feel when you took care of them? How did you get to know their feeling?
3. How did you feel after that? Do you often do it or rarely?

□ Observe, Ask and Explore at Home

Students will ask from the members of their family that when do they need care whom do they take care of at their home? How often do 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 class today and also what understanding they built.



Caring for Each Other

□ Note for the teacher

In the previous lesson, we learned that

- ◆ parents also need the love and affection of their children.
- ◆ children can also take care of their elders.
- ◆ we all find happiness in caring for each other.

When we take the responsibility of nurturing a person, there is a sense of stability and satisfaction in fulfilling the responsibility. That is what we call caring. Nurturing a child includes providing nutritious and tasty food, training them to maintain their health and hygiene, creating an environment of growth mindset, respecting hard work and labour, and exposing them to various life skills.

The person for whom we feel affectionate and responsible to take care, generosity develops itself. For example, parents fulfil the needs of their children before theirs.

□ Objectives of the lesson

1. To make them understand and appreciate the role of their family members in their upbringing.
2. To make them participate in the care of family members.
3. To make them feel love and spread love.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day1

Story: Newspaper

□ Objective:

To make them participate in the care of the members of their family.

□ Beginning of the Class

Begin 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 discussion done at home.

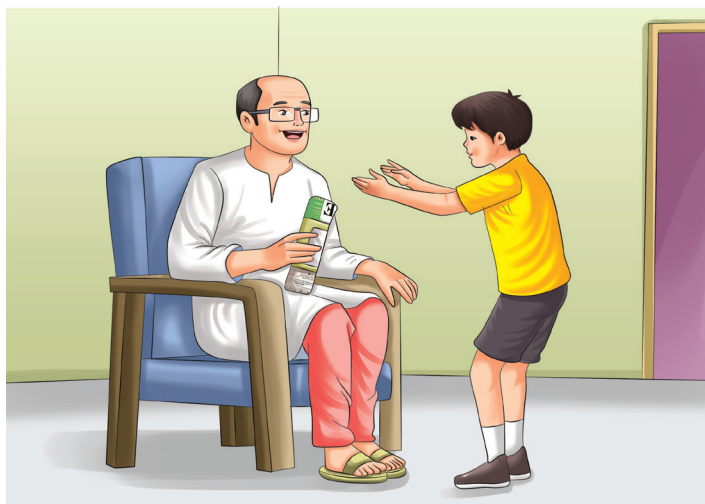
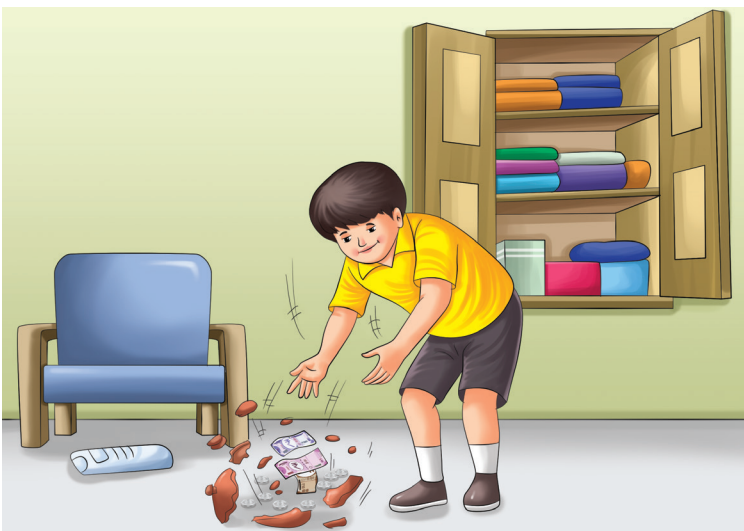
Line of discussion

Lead the discussion to the point that the responsibility of taking care of all, specially children, elders and patients is the responsibility of everyone and not only just of parents.

Story

One day, Aditya returned from school and noticed that his grandfather had not opened the newspaper even today. He recalled that grandfather's spectacles had fallen and broken. Aditya Went to his mother and requested her to take him to the market at the earliest. His mother wondered if he wanted to buy a toy for himself. She showed her reluctance and advised him not to buy anything useless as it was the end of the month and she was left with no money.

Aditya replied, "It's not a toy but I have to buy something else and I don't need money from you, mother. I'll take it from my piggy bank." Aditya brought his piggy bank from the cupboard and broke it. There were two hundred rupees in it, which he gave to his mother. In the evening, Aditya and his mother went to the market. Mother was very curious that he neither stopped at the sweet shop nor at the clothes or toy. Aditya, on the other hand, was lost in his thoughts that the two weeks had



passed, and his grandfather was unable to read the newspaper due to broken glasses.. His mother had no money, and his father was out of town.

He dragged his mother to the spectacles shop, took out a slip from his pocket, and handed it to the shopkeeper. He said, "Uncle, please give me the glasses of this number." The shopkeeper gave the required spectacles to him. Aditya's mother was touched by his deed and got emotional.

They returned home with the glasses. On reaching home, Aditya picked up the newspaper and said to his Grandfather, “Dadaji! Here are your new glasses and enjoy reading the newspaper.” His grandfather had a smile on his face and Aditya’s heart was filled with joy and satisfaction.

❑ Questions for Discussion

1. If you were in Aditya's place, what would you have done and how? Discuss.
2. Are only elders responsible for taking care of the family members? Can you also fulfill it if needed? How? Discuss with your partner.
3. Who takes care of you at home?
4. Is the body taken care of only by food or is there any other method by which our body can be healthy? What are those ways?

❑ Observe, Ask and Explore at Home

Students will narrate this story to the members of their family and discuss with them to find out what they can do to take care of 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 class today and also what understanding they built.



Day 2

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. How can the elders of the family be taken care of?
2. Who takes care of you when you are unwell and how?
3. Those who take care of your nutrition and protection, do they do this regularly or occasionally?
4. How did you feel when someone took care of you and you too did the same for everyone?

5. Why do you take care of the members of your family?

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

Students will discuss with the members of their family how they can take care of the elders and sick members of the family.

❑ **End of the Class**

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



Day 3

Activity: My Role Model

❑ **Objective**

To make students understand how the members of the family cooperate with each other in their care and nurture.

❑ **Beginning of the Class**

Begin 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 discussion done at home.

❑ **Line of discussion**

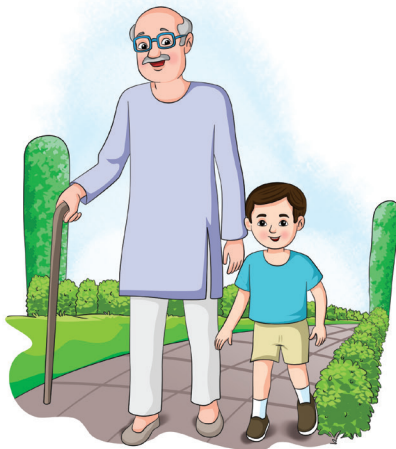
This activity will make the students realize the contribution and sacrifices of the members of their family. They will be sensitive and grateful in relationships and acknowledge their role in life.

❑ **Steps of the Activity**

- ◆ Ask the students to stand at their own place in classroom and listen to the teacher carefully.
- ◆ The students will form a group of as many students as many times the teacher claps. For example, if the teacher claps 2 times, the students will form a group of 2 students in each group. Four students on four claps, three on three, and so on.
- ◆ In the end, the teacher will decide how many students he/she wants in a group and clap accordingly.
- ◆ Teachers can make groups in other ways as well but make sure that students are forming groups with different students every day.

- ◆ Ask each group to choose one of the members of their family.
- ◆ Students will discuss the work done by that member from morning till they sleep at night.
- ◆ Ask students to make a list of those tasks or to display them in the form of drawings or sketches.
- ◆ 5-7 minutes to be given for this task.
- ◆ One representative from each group will share the points of the group in 1-2 minutes.
- ◆ Now one child from each group would share the discussion with the whole class. Meanwhile, the teacher would write the name of the members selected and the work done by them on the board as follows-

Family Member	Work Done By Them From Morning To Evening
Mother	
Father	
Brother	
Sister	
Grand Father	
Grand Mother	
Uncle	
Aunt	



❑ Questions for Discussion

1. Which members of the family help with which tasks at home?
2. Who does their task when a member of the family is sick or unable to do work for other reasons?
3. Have you ever helped your family to do any work? When and how?
4. Is it okay to have household chores to be done by only one member (generally the mother), or all the members should divide the work?
5. Does caring for someone make you happy or burdensome?

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family what behavior they expect from you.

❑ End of the Class

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



Day 4

□ Beginning of the Class

Begin 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 do you cooperate with your family?
2. What are the tasks that you are able to do without anyone's help?
3. Which of your tasks require cooperation from the family?
4. In what ways can we take care of the members of the family?

□ Observe, Ask and Explore at Home

Children will discuss with the members of their family how they take care of the elder members of the family.

□ End of the Class

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



Day 5

Assessment Session

□ Beginning of the Class

Begin 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. Which members of your family helped you this week and how?
2. Have you been able to take care of your elder or younger sibling or other members this week?
How?
3. Have you ever taken care of sick or injured people?
4. How many chores were done by you last week, asked by your elders?

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

Students will discuss in their family that apart from food, in what other ways the body can be taken care of.

❑ **End of the Class**

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



□ Note for the teacher

In the previous lessons we learnt that:

1. our physical and emotional needs are met in the family.
2. recognizing relationships and living in them is the basis of true happiness.
3. sense of care reflects in nurturing the body.

We all have two types of needs : Physical needs (like, food, clothes, house etc.) and emotional needs (like love, respect, trust etc.) Both our needs get fulfilled in family.

In this lesson, students will be able to contribute as per their capability in fulfilling each others' needs. When we identify the relationship with someone, we think about their needs also.

Our attention remains on our own needs. But, sometimes, we remain indifferent to the needs of people who help us meet our needs. We have some responsibilities to meet the needs of others. Contributing to others in fulfilling their needs, we may feel good.

□ Objectives of the lesson

1. To make students understand that every member has a specific role in the family.
2. To make them realize cooperation and collaboration are necessary elements to make their family happy. All the members of the family are complementary to each other.
3. To sensitize them towards their role and responsibilities in the family.
4. Everyone in the family has different needs. Therefore, by identifying those needs and fulfilling them, relationships are maintained.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Piggy Bank

□ Objective

To draw students' attention towards the needs of other members of the family and make them able to make decisions as per the situation to help the other members.

❑ **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 experience.

❑ **Experiences at home**

Students would be given the opportunity to share their experience of reflection and discussion at home.

❑ **Line of discussion**

Draw the attention of the children to the fact that other members of the family may have needs that are more important than their toys, clothes etc. Before taking your favourite thing, it must be seen whether the thing you like is more needed or someone else's need is more important than it. The attention of the students can also be drawn to the fact that they will be able to acknowledge the cooperation and support of their family in their progress. Whenever we help someone, we ourselves feel happy.

Story

For many days Mayank wanted to buy new shoes, so whatever money his father or any relative gave him, he used to put in his piggy bank. After some days, Mayank saved enough money to buy new shoes for himself.

On Saturday, returning from school, he was looking at the shoes kept in the windows of several shoe shops



because he was planning to visit the market

with his parents to buy new shoes.



When Mayank reached home from school, he saw that mother was sewing her old torn sari. Many stitching marks were visible on the sari. Mayank went to his room, and after examining his shoes, he thought that

those were not in as bad condition as his mother's sari. He can go with these for one more year if he mends and polishes them. Considering this thought, Mayank held the piggy bank in his mother's hand and said, "Mother! Please, go to the market tomorrow and buy yourself a new sari." His mother got emotional, and she hugged Mayank lovingly.

❑ Questions for Discussion

1. Does any member of your family have any need that needs to be met immediately?
2. Despite having a greater need for themselves, do any members of your family prefer your needs? Share any incident.
3. Do you value the needs of all people or only those you consider your close ones'? Discuss in a small group.

❑ Observe, Ask and Explore at Home

Students will tell the story to the members of their family and ask them about their needs. They will make a list of their own needs and the needs of the members of their family separately.

❑ End of the Class

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



Day 2

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. How do you feel when your needs are not met? Why?
2. Do you get some money as a gift from relatives? How do you save and use it?

❑ Observe, Ask and Explore at Home

Students will discuss at home that when more than one member is in need at a time, how do we decide whose needs are to be fulfilled first.

❑ End of the Class

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



Day 3

Activity: Everyone's Role

❑ Objectives of the lesson:

To make students understand the importance of family and to help them recognize their role as a family member and ensure their involvement.

❑ Beginning of the Class

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

❑ Experiences at home

Students would be given the opportunity to share their experience of reflection and discussions at home.

❑ Line of discussion

Every family member contributes and plays a vital role in the family. Children will get to know that if any member is not able to do his/her duties for any particular reason, someone else has to take on that role. Through this activity, the teacher will be able to lead the discussion in such a direction that the child will be able to recognize his role in the family and decide how he/she can participate.

It is also expected from the teacher that if students respond to any role based on gender stereotypes, then the teacher should shift the direction of discussion from this distinction to gender-neutral discussion.

Activity

❑ Steps of the Activity

- ◆ The teacher will make small groups of 4-5 students.
- ◆ Make the slips for each group mentioning the task given in the following table:

(Teacher may include tasks other than those listed below at their discretion)

- Cooking

- Dropping the child at school
 - Bringing vegetables from the market
 - Studying
 - Helping younger brother or sister in their studies
 - Cleaning the house
 - Washing clothes
- ◆ Ask any child in the group to pick up a slip.
 - ◆ In the groups, students will discuss who does the work listed on the slip in their homes.
 - ◆ One student from each group will share their group discussion with class.
 - ◆ Teacher will also draw the table on the blackboard and write the responses in the table.

Household Chores	Responsible member
Cooking	
Drop the Child to School	
Bringing vegetables from market	
To help in studies	
Cleaning	
Washing Clothes/Doing Laundries	
Doing the dishes	

❑ Questions for Discussion

1. Do you think the role and responsibilities of the members of the family can be replaced? If yes/ no. Why?
2. If any of the members of your family could not fulfil their duties, what could be the reason for this? (Like illness, busyness)
3. If any member of the family is not able to do his work due to any reason, then who does that work in your house? Cite an example.
4. How do you cooperate in the family?
5. Mention the tasks and duties you can fulfil but do not try to do. Why?

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family how they cooperate, coordinate and contribute in the family.

❑ End of the Class

In the end, students would sit quietly for 1-2 minutes and reflect on things that they notice in 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 will ask the students to come forward voluntarily and act out the situations given below.

Situations:

1. Elder brother helping his siblings in studies.
 2. Your mother dropping you at school
 3. Grandmother telling you the story.
 4. Grandfather bringing vegetables from the market.
 5. Your uncle playing with you.
 6. You are giving a glass of water to your mother.
 7. Your father assisting your mother in household chores.
- ◆ Students themselves can act out other members of the family besides these.
 - ◆ If a student is hesitant to act, encourage him to act in another situation.

❑ Questions for Discussion

1. Do the members of your family help each other in their work sometimes or always?
2. The members of family do not take any remuneration for fulfilling each other's responsibilities. Why?

3. What are the tasks of elders in the house in which children can help them? Discuss with your friends.

Observe, Ask and Explore at Home

Students will discuss with the members of their family how they can help and contribute more to the family.

End of the Class

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



Day 5

Assessment Session

Beginning of the Class

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

Experiences at home

Students would be given the opportunity to share their experience of reflection and discussion at home.

Points for assessment of students

1. During this week, did you take care of your family's needs and helped to meet them? How did you feel doing this?
2. In which chores were you able to support your family this week that you could not do earlier?

Observe, Ask and Explore at Home

Students will discuss with the members of their family and ask whether they help and contribute to each other. They can also discuss how they feel whenever they cooperate with the members of their family in some work.

End of the Class

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



Theme: Harmony in Family

□ Note for the teacher

In the previous lesson we learnt that:

- ◆ every member of the family plays a specific role in the family.
- ◆ the family remains happy when all the members of the family are cooperative and complementary to each other .
- ◆ relationships are strengthened by knowing each other's need and fulfilling them.

The teacher-student relationship is not limited to classroom only. Knowing how harmoniously a student is living in the family and enabling him to live more harmoniously should also be included in the teacher's priority.

□ Objectives of the lesson

Every student

1. Will be able to recognize the system in self and family.
2. Will be able to acknowledge their participation in maintaining the system in self and in the family.
3. Will be able to recognize the cooperation of the other family members and be grateful to them.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Billu and Gullu

□ Objective

To motivate the students to be well organized and do their work themselves so that they can cooperate with their families and also develop mutual coordination.

□ 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 experience of reflection and discussion at home.

Line of discussion

Motivate the students to be well organized and do their work themselves. The attention of the students should go towards complementing each other to maintain the family system and to express gratitude towards each other's cooperation.

Story

Gullu was a careless boy. He used to spread his toys, clothes, and books. Then he did not get the goods at the time of need. Because of this, he often reached school late and got scolded. His mother was upset with his habit. She constantly advised him to keep his belongings in their proper place, but he did not pay any attention to her advice.

Gullu had a close friend Billu. One day Gullu with his friend Billu visited his house directly from the school. On reaching home, Gullu saw that Billu had kept his school bag, shoes, and school uniform at their respective places. His mother even did not ask him to do all this once. He washed his hands and face before lunch. Gullu was very surprised to see all this and said, "How do you keep everything in the right place without taking help from your mother? I was being scolded a lot for this."



Billu replied, "I have been doing all this for a long time. Earlier I used to throw my stuff here and there. Once I kept my math copy somewhere and forgot. I could not find that copy when needed, so I faced a difficult situation. From then onwards, I keep my things in the right place and try to do my task by myself. This habit of mine also helps my mother a lot."



❑ Line of Discussion

To motivate the students to do their work on their own in a systematic and orderly manner. To draw students' attention to the fact that to maintain the system of the family, one should complement each other and express gratitude for each other's cooperation.

❑ Questions for Discussion

1. What would you have done if you had been in Gullu's place?
2. Whom do you support in your family? How?
3. Do you help your younger siblings to put the scattered things in their proper place? If not, then why not? And if yes, why?
4. Do you like an orderly class? What is your contribution in maintaining that system?

❑ Observe, Ask and Explore at Home

Students will ask their friends whether they keep their belongings (bags, uniform, tiffin, etc.) in the right place after use. Ask them what they do to keep their stuff in an orderly manner.

❑ End of the Class

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



Day 2

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. Who arranges things in an orderly manner (towels, utensils, bedding, and newspapers) in your house? Have you ever expressed gratitude to them?
2. What are the tasks in which you need cooperation? How do you get help from family members?

3. Which of your family member, after using the household items, keep them in the right place?

4. Do you think cooperation and coordination are necessary for the family? Why/Why not.

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

Students will discuss at home that what will happen if no one in the family helps the others.

❑ **End of the Class**

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



Day 3

Activity: My Family-My Strength

❑ **Objective**

To draw students' attention to the fact that members of the family support each other.

❑ **Beginning of the Class**

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

❑ **Experiences at home**

Students would be given the opportunity to share their experience of reflection and discussion at home.

❑ **Line of discussion**

This activity will draw students' attention to the fact that every family member is very supportive of each other in our life. But sometimes, we do not realize it. Hence, we do not appreciate their cooperation or feel grateful, which hampers the harmony in the family. Through this activity, students will learn to be thankful for the contribution of their family members.

Teachers will try to develop an understanding among the students that happiness and peace in life are essential in human life and life would be difficult without each other's cooperation. This feeling of being grateful is called "Gratitude."

❑ **Steps of the Activity**

- ◆ The teacher will ask all the students in class to make slips of their respective names.
- ◆ The teacher will divide students into groups of four each. All the students of the group keep their slips collectively in the middle.

- ◆ Everyone picks up the slips one by one.
- ◆ The student whose name comes first on the slip will tell from whom in the family does he get support from the time he wakes up in the morning till getting ready to go to school.
- ◆ The second student will tell that from whom in the family does he get support in reaching the school.
- ◆ The third student will share that from the time he reaches home from school till he goes to sleep at night, from whom does he get support in the family.
- ◆ The fourth student will tell that from whom does he get support from his family members throughout the day.
- ◆ Students will get 5 minutes for discussion and sharing their viewpoints.
- ◆ Teacher will write down all the points shared by the students on the board and avoid repetition.
- ◆ Now, the teacher will carry forward the discussion with all the students.



❑ Questions for Discussion

1. What would happen if those who wake you up in the morning don't wake you up someday? How do you express gratitude to them?
2. What would have happened if no material was available to cook food at home? How can you help the one who prepares the food?
3. Who brings the material for cooking? Who cooks the food in your home? How do you thank them all?
4. How do all of your brothers and sisters cooperate at home?

❑ Observe, Ask and explore at Home:

Students will discuss with their members of their family how they contribute or can contribute to the family.

❑ End of the Class

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



Day 4

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

- ◆ Recapitulation of the previous day's activity will be done by the students.
- ◆ Students will be given an opportunity to share their experience of observation and discussion done at home.

❑ Steps of the Activity

In your groups, make a list of those works that were not included yesterday. For example –doing homework, folding clothes, etc.

❑ Questions for Discussion

1. Do you express gratitude to all the family members who support you daily? If yes, how? If not, then why not?

2. How do you feel when your family members would not support you when needed?
3. When you are grateful to someone, how do you thank them?

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

Students will discuss with their families how they feel when the members of their family do not help each other.

❑ **End of the Class**

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



Day 5

Assessment Session

❑ **Beginning of the Class**

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

❑ **Points for Assessment**

1. How did you feel about someone in the family who supported you this week?
2. Have you expressed gratitude to your family members who support you? How did you like doing this?
3. How would you feel if there was no harmony in the family? Discuss.

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

Students will discuss class discussion with members of their family and ask how they feel when family members support each other.

❑ **End of the Class**

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



Recognition and acceptance of relationships in society

□ Note for the teacher:

In the previous lesson we learnt that:

- ◆ all the members together make a family
- ◆ all the members of the family take care of each other.
- ◆ I also have a role in the family.
- ◆ recognising each other's role or utility in the family, it is necessary to be grateful to them.

The human being is a social animal. They need each other to fulfill their needs. A human being can move forward only by helping each other in society. Through this lesson, we will be able to recognize our relationships in the community and maintain them.

□ Objectives of the lesson

1. Students will be able to recognize the cooperation they get from the people around them.
2. Students will learn to cooperate with others in completing any task.
3. Students will be able to feel gratitude towards the people who have contributed to the development of society.



Day 1

Story: Tower higher than Geeta Ma'am

□ Objectives

- ◆ To make students understand the importance of cooperation
- ◆ To develop creative thinking among students.
- ◆ To make them realize that working together makes the difficult task easy to achieve.

□ Beginning of the Class

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

Experiences at home

Students would be given the opportunity to share their experience of reflection and discussion at home.

Story

One day Geeta ma'am came to class and said, "Children! Today we will perform an activity in which the whole class has to participate."

All the children jumped with enthusiasm after listening to madam. Raju asked Reena, "I don't know which activity we have to perform?" Reena said, "It does not matter which activity she conducts as all of them are equally good. Raju asked, "Ma'am, what do we have to do?"

Mam said, "You will get some newspapers from which you have to make a tall tower."

Supriya asked, "Madam, how high should the tower be?" Geeta ma'am replied, "Taller than me! And you have a total of ten minutes for this work."

Students started folding their newspapers quickly. Within minutes, almost every student had built their tower. But nobody's tower could even reach the knees.



Reena and Supriya were sitting at the same desk. All the students were worried as seven of the allotted ten minutes had passed. Supriya's mind was racing fast. An idea came to Supriya's mind. She immediately picked up her tower and placed it on Reena's tower. Before Reena could understand anything, Supriya lifted Raju's tower and put it on top of Reena's tower. She observed that they could create a big one by joining the three small ones.

Wasting no time, Supriya came in front of class and said, "We have to join everyone's towers to make a higher tower." The whole class understood this idea. Supriya put her tower in the middle of classroom. All students started putting their towers on them one by one. Its height started increasing by doing this. While making the tower, sometimes it lost its balance. But teamwork made it possible. When Aman finally placed his part of the tower on the top. Geeta ma'am announced, "Dear students, only twenty seconds are left to complete the task." None of the students were worried as they had already completed the task. They made the tower and together achieved their goal.

❑ Line of Discussion

We often see that children compete with each other. For some of the arduous tasks, children could not do them alone and get frustrated. With this discussion, students' attention will be drawn to the fact that teamwork makes any work easy. By working together, not only the task becomes easy, but also everyone enjoys it.

❑ Questions for Discussion

1. Why would Geeta ma'am have given the students the activity of building a tall tower?
2. Which trick proved effective in building a tall tower?
3. Why would all the children have placed their respective towers on each other's towers?
4. Give an example of when you have accomplished a task as a team.
5. Are you comfortable working in a group or working alone? What are the advantages of working in a group?

❑ Observe, Ask and Explore at Home

Students will observe the tasks that require the contribution of 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 notice in class today and also what understanding they built



Day 2

❑ Beginning of the Class

Begin 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 can be the importance of coordinating in a group? Discuss.
2. What are the benefits of working together?
3. Which friends do you have who work together? What work do they do together?
4. Mention the tasks that are difficult to do alone but working together makes them simple.

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family what works are done together in our locality and why.

❑ End of the Class

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



Day 3

Activity: Our helpers

❑ Objective

To make students learn to acknowledge and appreciate the contribution of others.

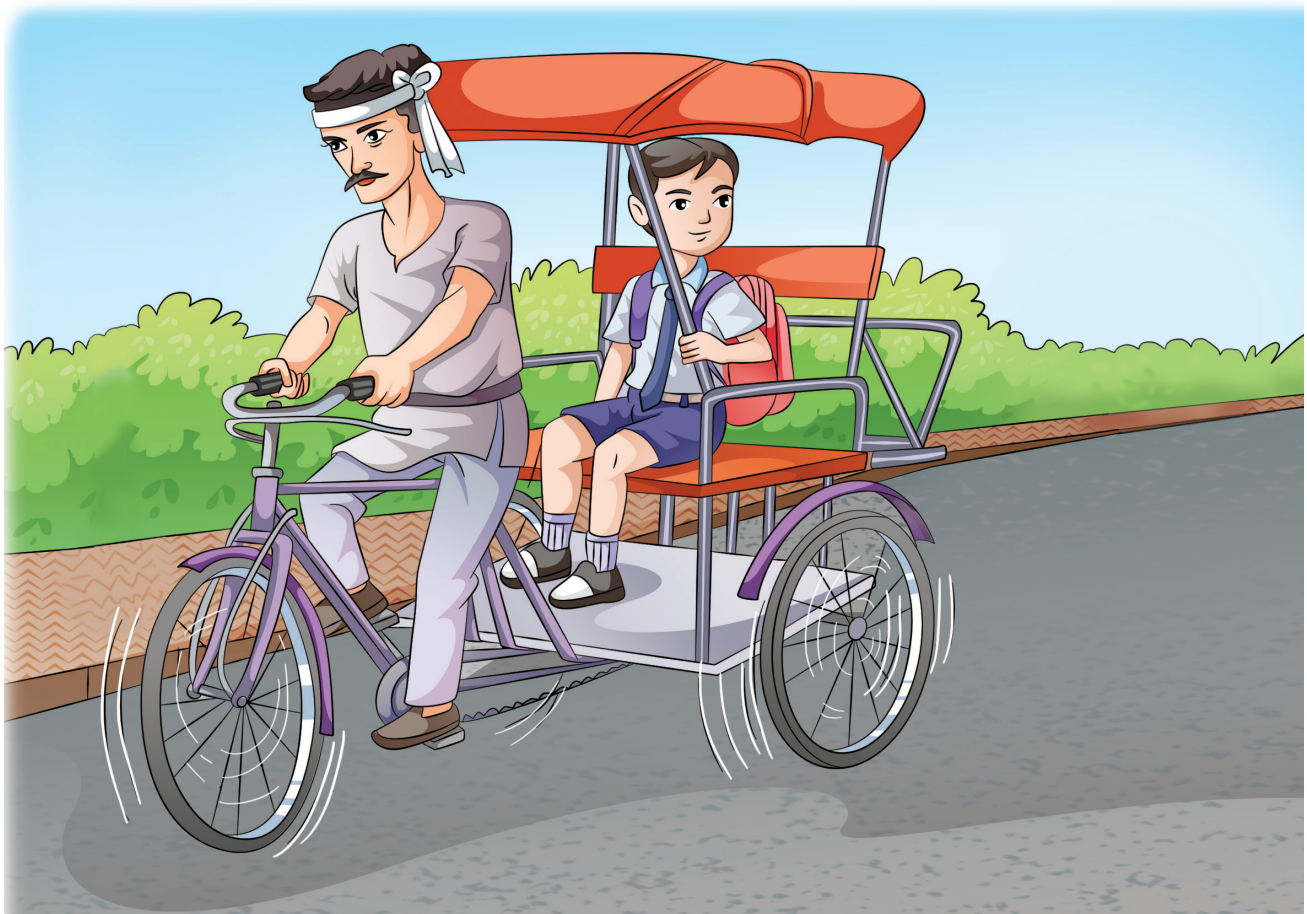
To make them learn to contribute to others.

❑ Beginning of the Class

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

❑ Line of discussion

Sometimes some children act as if their family doesn't do anything special for them or that everything they do is their responsibility. Therefore, they take them for granted and consider that to fulfill their needs is the moral obligation of their elders. Sometimes when their needs do not accomplish they behave in annoyance or anger with their family members. This activity will help the students to understand, acknowledge and appreciate the contribution and sacrifice of their family members.



❑ Steps of the Activity

- ◆ The teacher will ask all the students in class to make slips of their respective names.
- ◆ The teacher will divide students into groups of four each. All the students of the group keep their slips collectively in the middle.
- ◆ Everyone picks up the slips one by one.
- ◆ The student whose name comes first on the slip will tell from whom in the family does he get support from the time he wakes up in the morning till getting ready to go to school.
- ◆ The second student will tell that from whom in the family does he get support in reaching the school.
- ◆ The third student will share that from the time he reaches home from school till he goes to sleep at night, from whom does he get support in the family.
- ◆ The fourth student will tell that from whom does he get support from his family members throughout the day.
- ◆ Students will get 5 minutes for discussion and sharing their viewpoints.

- ◆ Teacher will write down all the points shared by the students on the board and avoid repetition.
- ◆ Now, the teacher will carry forward the discussion with all the students.

❑ Questions for Discussion

1. Where did the ingredients come from to make the breakfast ? (Possible answer: The goods came from the shop) The teacher should move the discussion to the persons who help to bring the materials to the shop.
2. Who built your school? How would you express your gratitude to them?
3. Who cleans your classroom? How can you help them?

❑ Observe, Ask and Explore at Home

Students will make a list, with the help of the members of their family, of those people whose support they get in everyday life.

❑ End of the Class

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



Day 4

❑ Beginning of the Class

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

❑ Steps of the Activity

Students will make a list again in their groups of those who did not make it to their list the previous day, for example, rickshaw pullers, bus drivers, school guards, milkmen, etc.

Now, the teacher will carry forward the discussion with all the students Questions for Discussion

1. The persons who ever helped you, would you like to express your gratitude? If yes, then how?
2. How do you feel about helping someone?
3. How do you feel if no one supports you when you need it?
4. When you are grateful to someone, how do you thank them?
5. What would have happened if the milkman had not brought milk for some reason in the morning?

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

Students will discuss with the members of their family how they felt when they helped someone in their need.

❑ **End of the Class**

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



Day 5

Expression Session

❑ **Beginning of the Class**

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

❑ **Points for Assessment**

1. During this week's discussion, did it come to your attention from whom do we get support in our daily life? Share your experience.
2. Have you helped any needy person outside your family? How did you feel then? Share your experience.
3. Did you get support from different people when you needed it? How were you able to express your gratitude to them? Share your experience.

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

Students will discuss with the members of their family how they can express the gratitude towards the persons who support them in their needs.

❑ **End of the Class**

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



Let's join hands

□ Note for the teacher

In the previous lessons,

- ◆ we were able to recognize our relationships in the family and society as well and also to acknowledge the contribution and support given by other people.
- ◆ we were able to acknowledge the contribution of others and feel a sense of gratitude towards them.

We have to face many problems in our daily life. Students will learn to identify these problems and find their solutions. They will recognize their roles and learn to contribute to society. During the discussion, the attention of the students will be directed towards finding solutions to the problems faced in everyday life. Students will be able to identify their role in society and be able to contribute.

□ Objective

1. To make students learn to identify their problems in daily life and find their solutions.
2. To make them learn to acknowledge the contribution of others.
3. To make them learn to appreciate the efforts of persons who have contributed to the welfare of society.
4. To make them learn to identify, acknowledge and appreciate the contribution of those who help in the smooth functioning of their schools.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Tarana's Umbrella

□ Objective

To make students learn to identify their problems and find their solutions without being afraid of them.

□ Beginning of the Class

Begin 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 experience of reflection and discussion at home.

❑ Line of Discussion

We all often keep ignoring many problems whose solution is not that difficult. A very large section of the society can be benefitted by their solution. Having a discussion will at least draw the student's attention to those problems which are troubling many people, so they will try to find a solution.

Story

Tarana and her brother studied in the same school. Whenever it rained, Tarana and her brother went to school under a single umbrella because they could not afford to buy two. Like them, most of the students in their village could not afford their umbrellas, so they often shared umbrellas. Most of the students who shared the umbrella were completely drenched by the time they reached the school. In such a situation, many students either reached school



drenched or did not

come to school at all. Tarana often thought of helping these children. She decided to find a solution to this problem. It didn't take her long. After a few days of hard work, she made such an umbrella that if it would be held by two children from both sides, many children could come under it together and reach school without getting wet.



Tarana's intent of making such an umbrella proved to be very effective. Many children got relief from the problem of not being able to reach school in the rain or reached school getting drenched. Tarana's small effort brought smiles to many faces.

❑ Questions for Discussion

1. Think about the little problems you face in your daily routine? (The teacher can make a list on the blackboard.)
2. Have you ever solved any problem of yours with your understanding? Share your experience with an example. How did you feel doing this?
3. Give an example from your life when your friend helped you to solve a problem.

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

Students will ask members of their family to give an example from their lives when their friends helped them to solve a problem.

❑ **End of the Class**

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



Day 2

❑ **Beginning of the Class**

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

❑ **Recapitulation and Experiences at Home**

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

❑ **Questions for Discussion**

1. Have you ever found a solution to a problem of yours which was beneficial for many of your friends too? Give an example.
2. How does it make you feel helping someone to find solutions to their problems? Give an example.
3. Give examples of problems that are affecting not only you but many other children as well. Discuss to find a solution to such a problem.

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

Students will discuss with members of their family how the people around them help each other.

❑ **End of the Class**

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



Day 3

Activity: Gratitude to you

❑ Objective

To make them learn to identify, acknowledge and appreciate the contribution of those who help in the smooth functioning of their schools.

❑ Beginning of the Class

Begin 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 experience of reflection and discussion done at home.

❑ Line of discussion

To draw students' attention to the fact that many people contribute, support, and help us in our life. We should acknowledge and appreciate their contribution.

❑ Steps of the Activity

The teacher will :

- ◆ Draw a picture of a school building on the board.
- ◆ Then, ask the students about the name and roles of persons who help them in school in any way? Which people came to your mind after seeing the picture?
- ◆ Students will act out the role of the persons written on the board. Other students will guess.
- ◆ The teacher will write the name and role of that helper around the picture of the school.(possible words- teacher,principal,sanitation workers,students etc.)
- ◆ Teacher may ask the name of the other persons outside the school who help them indirectly in their studies, for example, Stationary shop owners)

❑ Questions for Discussion

1. Who helps us to read and write well in school? Discuss in your group.
2. If the sanitation worker does not clean your school, how do your studies be affected? Discuss.
3. Knowing that so many people in society help in building and running your school, how do you feel about them? And why? Discuss and share in your group.

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

Students will observe if they can express gratitude to people who have helped them in their studies. If yes, then how? If not, then why not?

❑ **End of the Class**

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



Day 4

❑ **Beginning of the Class**

Begin 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 would you repay the contribution of those people who help you in your studies?
2. Apart from the members of your family, who help you in your studies and how? Discuss.
3. How do your friends help you in your studies? Discuss.

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

Students will discuss with members of their family how the people in the society help each other.

❑ **End of the Class**

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



Day 5

Assessment session

❑ **Beginning of the Class**

Begin 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 experience of reflection and discussion at home.

❑ Points for Assessment

1. Expressing your gratitude, write a letter to a member of your family, your teacher, or a friend and deliver this letter to them or read it out.
2. To whom in your class/school or neighbourhood have you expressed gratitude this week and why?
3. How did you feel when you identified someone's problems and tried to find their solution?
4. What have you done to show gratitude to the person who supported you in your need?

❑ Observe, Ask and Explore at Home

Students will discuss with members of their family whether they expressed gratitude to someone who helped and supported them when required.

❑ End of the Class

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



My Mother Earth/ Mother Earth/ My Earth

Objective

In the previous lesson we learnt that

- ◆ we acknowledged the contribution of the members of the family and society.
- ◆ we were able to recognize our own role in family and society.
- ◆ we understood that it is important to be grateful towards the contribution of family and society.

Note for the teacher

Students will be aware of their environment. Students will understand and acknowledge the role of nature in their lives. They will observe and accept that most of our physical needs as food, clothing, and other household items are fulfilled by the environment. We feel good when we are close to nature. All the components of the environment as soil, water, air, tiny insects, plants, and animals, complement each other. In order to save the earth, instead of exploiting the earth, attention would be paid towards nurturing it.

Objectives of the lesson

1. To make students understand the relationship between the environment and their health.
2. To make them understand the importance of a clean and healthy environment.
3. To make them learn to respect and conserve the environment.

Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Towards a Better Future

Objective:

To make them realize that we remain healthy only by preserving the environment.

Beginning of the Class

Begin 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 experience of reflection and discussion at home.

Story

One day, returning from school, Nakul said to Ahmed, “Look, the construction of another building has started. There is so much filth all around.”

Ahmed coughed and replied, "construction of new buildings has become a routine. The dust rising from the construction of these buildings causes a lot of cough and makes breathing difficult.”

Nakul asked Ahmed if he is ok .Ahmed replied, "I have a problem with smoke and dust ,and loud horns and noise give me a headache.”

Both friends got upset while talking about it.

The next day Nakul told this problem to his teacher.

The teacher told them they could not stop the construction but they can keep the surroundings of their house clean and plant saplings outside and inside the house. The teacher explained to them that plants gradually purify the air. Nakul asked the teacher the names of plants they could plant in a small space.



The teacher advised them to plant Jasmine, Fern, Aloe Vera, Money plant, Palm, etc. They can plant those saplings both in small places and in pots.

Both of them planned to plant saplings around their houses.

The next day, they planted saplings on the terrace, balcony of their houses, and roadside.

Seeing this, other children in their neighbourhood also got involved in this work. They cleaned the empty places around their houses and planted saplings.

The elders were happy to see the change in their surroundings. They praised the children for their efforts. All the children decided to adopt and take care of the plants. They pledged that every child would plant a sapling on their birthday.

❑ Line of Discussion

Draw the attention of the students to the fact that we are troubled by the health problems caused by the pollution, noise, and smoke around us. By keeping the surroundings clean and green, we can avoid diseases like asthma, cough, irritation of the eyes, headache, etc .

❑ Questions for Discussion

1. Why did Nakul's friends join in the campaign of planting trees?
2. Can you name the plants that can be grown at home?
3. From where do we get plants that can be grown at home?
4. What are the benefits of planting trees? Discuss

❑ Observe, Ask and Explore at Home

Students will narrate this story to their family and know the views and experiences of other 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 class today and also what understanding they built.



Day 2

❑ Beginning of the Class

Begin 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 will be the effect on everyone's health due to lack of cleanliness around you?
2. What do you do to keep your surroundings clean?
3. What are the reasons for your school being dirty?
4. Who is responsible for keeping your school neat and clean?

❑ Observe, Ask and Explore at Home

Students will explore suitable places near their houses for planting trees. They will grow the saplings with the help 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 class today and also what understanding they built.



Day 3

Activity: My Favourite Place

❑ Objective

To make the students understand the importance of a clean environment for us to remain healthy.

❑ Beginning of the Class

Begin 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 experience of reflection and discussion at home.

❑ Steps of the Activity

The teacher will:

- ◆ Ask students to sit in a comfortable posture with closed eyes.
- ◆ Ask them to think of one of their favourite places like park, grandparent's home, village etc.
- ◆ Then, ask them to think of that place in detail.
- ◆ Motivate them to share their thoughts and feelings in the group.

The teacher will guide them in thinking about the detail of their favourite place by providing the following questions.

- ◆ How does your favourite place look?
- ◆ Is it an open space or a closed one?



- ◆ If it is a confined place, what is the colour of its walls?
- ◆ What are the objects in this place?
- ◆ Is there greenery?
- ◆ Teacher will ask the students to think about the objects of that place, fragrance and colours?
- ◆ Students will tell about the favourite place of their friends?

❑ Questions for Discussion

1. How do you feel when you think of your favourite place?
2. Which is your favourite place?
3. Why do you like that place?
4. What do you do to make your favourite place more appealing? Discuss with your friends.

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family about their favourite places.

❑ End of the Class

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



Day 4

❑ Beginning of the Class

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

❑ Recapitulation and Experience 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 will ask the students to draw a picture of their favourite place which they thought of the previous day.
- ◆ Now, the students will exchange their pictures with their partner.
- ◆ Suppose you visit that place next day and find it different.

- ◆ Students will make the same changes in their partner's picture and return the picture to the same partner.
- ◆ Now, everyone will have their own picture. They will look at their picture and tell how their favourite place is looking now. What are the reasons that have made that place dirty? Discuss with your partner.

The teacher will lead the discussion to the point that we have made our surroundings untidy and contaminated by our greedy actions. The teacher will also discuss what efforts the students can make to clean and protect their surroundings.

❑ Questions for Discussion

1. How would you feel if someone makes your favourite place dirty?
2. What would happen if you visited a contaminated place? (e.g.: the place must be smelling, there will be flies and mosquitoes, etc.) Discuss and share with your friends.
3. Would you like to visit some dirty place? If yes, then why? If no, why not?
4. Who makes the places around you contaminated?
5. Have you ever made any place dirty?
6. Why is it necessary to put the waste in the dustbin? Discuss with each other.

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family what efforts they make to keep the places around them neat and clean. What are the benefits of cleanliness?

❑ End of the Class

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



Day 5

Assessment session

❑ Beginning of the Class

Begin 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 discussion done at home.

☐ Points for Assessment

1. After this week's discussion, share what you have done to keep your surroundings clean.
2. After this week's discussion, what activities have you identified, that are damaging the environment?
3. What are the reasons you have identified that can make us sick?

☐ Observe, Ask and Explore at Home

Students will discuss with the members of their family about the importance of clean surroundings.

☐ End of the Class

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



My land; let me adorn it

□ Note for the teacher

In the previous lesson students were able to understand:

- ◆ the relation between environment and their health.
- ◆ the importance of a clean environment to stay healthy.
- ◆ the ways to clean and protect their surroundings

Through this lesson, students will be aware of

1. The human activities that are damaging the environment.
2. The disastrous effects of an unclean and polluted environment on the health and existence of living creatures.
3. Their role in preserving and protecting the environment

□ Objectives of the lesson

To make students understand the importance of small efforts required to change the environment around them. They will get inspired by the spirit of Live and let others live.

□ Proposed duration

At least five days or till the teacher is satisfied.



Day 1

Story: A Small Effort

□ Objective

To make students understand the importance of small efforts required to change the environment around them. They will get inspired by the spirit of Live and let others live.

□ Beginning of the Class

Begin 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 experience of reflection and discussion at home.

Line of discussion

Our world is experiencing a lot of changes and this process will continue to happen. Some efforts are big and some are small. Through discussion questions, teacher will bring the attention of the students to the point that keeping in mind the spirit of live and let live, we have to make such changes in which if we let others live, then we can also live.

All the components of nature (trees, plants, animals etc) are complimentary to each other. All are dependent on one another for their survival.

Through discussion questions, bring the student's attention to the fact that small and meaningful efforts can lead to big changes.

Story

Pardeep loved to go for a walk with his father. They talked and played together. Pardeep liked to boat in the lake situated in the park. One Sunday morning, when Pradeep reached near the lake, he saw a girl who seemed to be looking for something in the lake. He curiously asked, "Sister! What are you doing?"

The girl replied that she was cleaning the clutter like leaves, polythene, plastic, and glass bottles floating on the top layer of this lake. She said that she wanted to let these fish live and therefore



helping these fish a little by cleaning the lake. Glass and plastic bottles, polythene, leaves, and garbage lying in the water reduce the ability of fish to swim. The rubbish in the lake does not allow sunlight to reach the water properly, and the fish do not get enough air.

Pradeep hesitated and said, "Will this lake be cleaned by you doing this alone? Will your efforts make a big difference"? Answering her question, the girl said that my little efforts would make a difference in the lives of the fish. Small steps lead

to the big change. Hearing the answer from the girl, Pradeep also sat there and started removing the leaves floating on the water.

Pradeep and his companions came to the park the following Sunday, carrying posters with a message written on it, Live and let others live. Please help us to keep the lake clean. Please, do not put garbage and plastic wrappers in the lake.

❑ Questions for Discussion

1. If you were in Pradeep's place, how would you have supported the girl?
2. Was it right for the girl to take the initiative alone to clean the lake?
3. How can you help in keeping your home or school clean? Discuss and share with your friends.

❑ Observe, Ask and Explore at Home

Students will narrate the story to the members of their family and ask their opinion. They will discuss with the members about the persons who consistently take small steps to make a difference.

❑ End of the Class

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



Day 2

❑ Beginning of the Class

Begin 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. Can you make a difference by improving some of your habits? (e.g. switching off the electricity while vacating class at the time of departure)
2. Have you seen such initiatives happening around your house that have caused any positive change in your surroundings? Share in class.

3. What are some of the initiatives taken in your school which have brought about positive changes? Share in class.

4. What changes do you want to make around you and why? Share in class.

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

Students will discuss with their family and make a list of changes they can make in and around their home with their parents such as turning off the tap while brushing etc.

❑ **End of the Class**

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



Day 3

Activity: Nature and Me

❑ **Objective**

To make them learn to live in harmony with Nature.

❑ **Beginning of the Class**

Begin 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 an opportunity to share their experience of reflection and discussion at home.

❑ **Steps of the Activity**

- ◆ The teacher will invite all the students to play a game.
- ◆ He or she will give a handkerchief/any object to one of the students and ask them to pass it to others students till the teacher claps or the bell rings.
- ◆ When the clap or bell stops, the student who has the handkerchief in his/her hand will name any one thing from nature without which we cannot survive.
- ◆ The same student will also tell why that thing seems so necessary to him e.g. air, soil, water, fruits, trees, plants or animals etc.
- ◆ Ask the students to continue the activity.

- ◆ Stop clapping or ringing the bell and ask the student, holding the handkerchief, to share the names of the things from nature that are necessary for their survival.
- ◆ The activity will continue until all students would get the opportunity to share their views.

❑ Questions for Discussion

Students will discuss in groups of four and share their discussion with the whole class

1. What are the things found in nature without which we cannot survive?
2. What are the other beneficial things we get from nature? e.g., wood, water, etc.
3. How can you be useful for the plants and animals within your vicinity ? Explain with examples.

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family the things we get from the environment which are essential for our survival/existence. (e.g., heat and light of the sun, water, air, etc.). 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 class today and also what understanding they built.



Day 4

❑ Beginning of the Class

Begin 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

Students will recapitulate the previous day's activity

❑ Questions for Discussion

1. Can you share a few harmful changes visible in the surrounding environment?
2. How will the ecological imbalance affects our daily life? damage to the environment affect our lives?

3. What can you do to protect the environment from harm?

4. If the water of a pond is made dirty, who will be harmed by it? Share in class.

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

Students will discuss with the members of their family the actions of human beings causing damage to the environment/nature and how can it be stopped?

❑ **End of the Class**

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



Day 5

Assessment Session

❑ **Beginning of the Class**

Begin 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 experience of reflection and discussion at home.

❑ **Points for Assessment**

1. What efforts have been done by you for the conservation of the environment?

2. Share which habits you changed this week that would be beneficial for the environment?

3. What did you do to keep your home and school neat and clean?

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

Students will discuss with the members of their family if they have ever saved or looked after any plant or animal. Ask them to share their experience.

❑ **End of the Class**

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



□ Note for the teacher

In the previous chapter, we learnt that -

- ◆ Students understood the importance of small efforts required to change the environment around them and were also inspired by the spirit of let live and live.
- ◆ Students understood the importance of living in harmony with nature,

Why is nature important for us? We get almost everything from nature to live our life, but what do we give to nature in return? Children will be able to understand the importance of nature in their lives and their responsibilities towards nature. They will be able to analyse that today man is polluting nature. But, if we do not conserve nature, it will be a huge threat to human existence.

□ Objectives

1. To make students identify and play their role in the maintenance of nature
2. To make them understand the importance of nature
3. To make them learn to contribute to keeping the environment clean and safe.

□ Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Rohan's Garden

□ Objective

Students will be able to identify and play their role in nature.

□ Beginning of the Class

Begin 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

It's not even a week since Rohan came to the city. He started feeling sad and lonely as he missed the green trees, blooming fields, flying birds, ponds, and puddles of his village. A week before coming to the city, Rohan was excited, thinking of studying in the big town. Now, he was disappointed to observe the concrete jungles and lack of greenery. He shared his disappointment with his mother. His mother advised him to make a beautiful garden with the help of his friends by planting some plants on the terrace. He and his friends did the same. One day,



Rohan saw a tiny squirrel drinking water from a vessel put down on the roof. Rohan was overjoyed and ran to tell his mother. She was contented seeing Rohan happy.

One day when he went to pour grain and water on the terrace, he saw that many birds were already sitting there as if they were waiting for Rohan to come. He was thrilled to see this. The saplings planted by Rohan had sprouted. Every day he visited the garden and found some new leaves on the plants. Many fragrant flowers bloomed on the Mogra plant. Now, butterflies were also hovering there. Rohan was thrilled to see the fruits of his hard work. He decided to talk to his teacher and contributed in keeping the school green.

Questions for Discussion

1. Why did Rohan feel sad in the city?
2. What suggestion did Rohan's mother give to overcome Rohan's sadness?
3. What change did Rohan notice after planting the sapling?
4. What decision did Rohan take after seeing the fruits of his hard work?

Observe, Ask and Explore at Home

Students will narrate this story to the members of their family and discuss whether they also feel the need of conserving plants, birds, and animals.

End of the Class

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



Day 2

□ Beginning of the Class

Begin 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.

□ Question for Discussion

1. What activities do you do with your friends?
2. How do you feel about working with friends?
3. Have you ever planted saplings with someone?
4. Did you enjoy planting alone or with your friends and why?

□ Observe, Ask and Explore at Home

Students will discuss with the members of their family and observe how much their neighbours are aware of their environment. How do they protect 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 class today and also what understanding they built.



Day 3

Activity:- A Walk into Nature

□ Objective

To make students understand the importance of nature and the need to conserve it.

□ Beginning of the Class

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

❑ Steps of the Activity

Cycle I:

The teacher will:

- ◆ Make the children take an imaginary walk in nature in class.
- ◆ Ask their students to close their eyes and imagine seeing things they like.
- ◆ Ask them to think of their scents, voices, and touch.
- ◆ Ask them to imagine the green fields, banks of the river, the crops swaying, and the mangoes hanging on the branches of the trees and the cool shade of the trees.
- ◆ Ask them to imagine different types of plants and flowers.
- ◆ Ask them to share their experiences in their groups.

Cycle II:

- ◆ The teacher will ask students to imagine:
- ◆ Someone has dumped plastic bottles and garbage in a flowing river.
- ◆ The water of the river turned black and contaminated.
- ◆ Crops have withered in the fields, and trees were being cut, so there is no shade to give relief from the heat.
- ◆ Foul smell is coming from place to place.
- ◆ Ask children to share their experiences in their group.

❑ Question for Discussion

1. Have you ever been to a place that you had imagined before?
2. How did you feel after visiting such a place? Share.
3. How did you feel when you first conceived of a nature walk? Discuss and share.
4. Discuss with your partner what you get from the fields.
5. What are the uses of trees, plants, fruits, flowers, rivers, and clouds? Discuss in your group.
6. What were the things you didn't like about the second time you conceived? Discuss and share in your group.

❑ Observe, Ask and Explore at Home

Students will discuss with the members family in what way are they exploiting 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 class today and also what understanding they built.



Day 4

❑ Beginning of the Class

Begin 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

1. Share and discuss the previous day's activity with the students.

Cycle III:

The teacher will ask the children to imagine that:

- ◆ The flowing river has dried up.
- ◆ Trees, flowers, and fruits are nowhere in the world.
- ◆ Butterflies hovering over them are getting extinct.
- ◆ Everyone would have been waiting for the rain in the scorching heat.
- ◆ The air is stinking, and many people are wearing masks.

❑ Questions for Discussion

1. How would you feel if your imagination turned true?
2. Is it necessary to keep things around you clean? Why? Discuss with your partner.
3. What can you do to protect nature and the environment? Share.
4. How can your life be affected by not keeping your surroundings clean?

❑ Observe, Ask and Explore at Home

Students will discuss with the families what efforts they can make to save 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 class today and also what understanding they built..



Day 5

Assessment session

❑ Beginning of the Class

Begin 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 take care of the trees and plants in your neighbourhood in this week?
2. Have you taken care of any animal or bird in your neighbourhood this week? If yes, then how?
3. Have you done any work to keep the environment clean? Explain with examples.
4. What changes have you made in your habits to make your surroundings neat and clean?

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

Students will discuss in the family how the household waste is disposed of Find out whether the dry and wet waste is disposed of separately.

❑ **End of the Class**

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



EXPRESSION SECTION

We humans have a natural desire to express our thoughts and feelings. We feel relaxed after expressing what we have learnt and understood. We understand each other properly only through expression. We understand not only others but also understand our own thought process and feelings clearly through our expressions. In Hindi, human beings are called Vyakti because of their ability to express (vyakt karna) their understanding and feelings. A person feels satisfied after expressing themselves only. Hence, expression is an inseparable part of a person's life.

❑ **Need for Expressions in Happiness Class (Why to Express?)**

Everything in nature has a definite role or purpose. The purpose is identified by its usefulness which does not change with time, place and circumstance. For example, the usefulness of rice is the nourishment it provides to our body. This usefulness of rice does not change with time, place and circumstance. The universal usefulness of something is recognised in terms of its value.

Like other things, a human too, has a role to play in the world. For example, parents rear their children, children look after their aged parents, aged parents guide their children, teachers educate their students, siblings and friends help each other. So, the role we play in each other's life to make them happy is our value in their life. These values are felt in the form of feelings. On realizing the roles of our parents, siblings, teachers, friends etc.

for making our life happy and making their contribution to it, all humans feel the same expression. So in this section, feelings have been considered as expressions of universal human values, such as the values of gratitude, trust, respect, affection etc. When we are able to see and experience these feelings for each other in our relationships, we feel happy. When we are happy, we want to share our happiness with our loved ones and feel happier. Hence, for a happy life, it is essential to recognise, to feel and to express relationships. For the stability of feelings, it is also important to practice being aware of how we feel.

Languages (spoken, written & sign) have been developed for exchanging feelings with others. The performing arts like music, dance and theatre have been developed to express feelings through a skill. Visual arts like painting and sculpture have been developed to express feelings with beauty. In this way, happiness is connected to having the right feelings for each other and expressing them through various mediums and methods. So, for the overall development and happiness of a person, the expression of feeling is very essential. Hence, expression has been included in the Happiness class.

❑ **What to express?**

In the expression section for class 6, the following four feelings/ values have been detailed out to explore, experience and express:

1. Trust
2. Respect
3. Gratitude
4. Affection.

The above values have been covered in 20 sessions.

□ **Fundamentals of Expressions**

- ◆ All sessions will have the objective of expressing feelings (universal human values) only.
- ◆ The expression will be centred around the students' own experience of living in relationships. Behaviour, work and feelings are all a part of living.
- ◆ There will be no discussion or counselling in the expression class. Similarly, one is not expected to ask questions like what do you think about this? What do you want to do? What will be done in this condition? What will be done ahead etc. The stories of Happiness class are reflection oriented, the activities are thought oriented and expressions are feeling oriented.
- ◆ The questions in the expression section are based on the following four criteria. In their relationships
 1. What do the students see? (observation)
 2. How do they behave? (behaviour)
 3. What responsibilities do they perform? (responsibility)
 4. What do they feel? (feeling)
- ◆ The activity would usually be based on earlier week's experience, but in some situations, earlier experiences can also be shared.
- ◆ The questions given in all the sessions are only suggestions. The teachers can create and ask questions based on the above-mentioned criteria.

□ **How to express?**

Proposed pedagogies: It is important to adopt different pedagogy for various questions in order to ensure participation of all students. For this, the following methods may be adopted-

- ◆ Individual expression.
- ◆ Sharing their experiences in pairs.
- ◆ Sharing their experiences in small groups.

❑ Ways of expression

- ◆ Usually, students are encouraged to make individual oral expressions in front of the class. Sometimes, depending on the requirement of the class or the question posed, students may be asked to express themselves in pairs or in small groups.
- ◆ Other means of expressions like writing (letter, card, diary, etc.), role-play, drawing a picture or symbol or sign language may also be adopted depending on the need of the question or a special requirement of a student.

❑ Class strategies

- ◆ There are some questions that can be put to each student. There are some that can be put to only those students who have an experience related to those questions.
- ◆ Don't follow the same sequence for asking questions. You can sometimes start from the back of the class or the centre as well.
- ◆ If you feel that a student is not sharing his/her experience and just repeating the responses heard, encourage him/her to share his/her own experience or change the question.
- ◆ If a question has more than one part, go to the second only after the student has answered the first part.
- ◆ If a student finds it difficult to understand a question, the teacher will make it clear. Another way of asking a question can be putting one question to 8 to 10 students and putting another one to the next 8 to 10 students. After this, the third question can be asked or the first can be repeated. Some questions may remain the same for everyone.
- ◆ One day/period will be devoted for each session. The teacher can continue with the session until he/she is satisfied.

❑ Dos and Don'ts

- ◆ Each session has learning objectives and a note for the teacher which are meant only for teacher's reference. Don't share them with the students.
- ◆ Let the students think of their responses and come up with the answers themselves. Don't try to explain the answer or advise them.
- ◆ The role of a teacher is to ask questions and to provide a comfortable environment for the honest expressions of students.
- ◆ The work given for the next expression session can be done in the happiness diary/ notebook, written on the chart and put up on the happiness wall or elsewhere in the class so that students can keep looking at it.

- ◆ Encourage all the students to share their experiences. The students who feel uncomfortable sharing their expression before the class may be given an opportunity to share their experiences with their classmates or in smaller groups.
- ◆ Don't comment negatively on any of the students' expressions else the students may hesitate to participate in future. It is also possible that the next time, the students may not share their experiences honestly.
- ◆ The teacher's encouraging and loving behaviour can be the most effective for creating a safe space for students to actively participate.



Objective

To enable the students to understand the role of their parents and other elderly members in the family in their upbringing and to understand their own role in taking care of each other in the family.

Note for the teacher

When we accept the responsibility of providing nourishment, safety & security to someone in our relationships, we feel stability in our mind. We also feel satisfaction while bearing our responsibilities. This is what we call feeling of care.

And for the nourishment and safety of the child we feed him with healthy and tasty food, teach him to keep his body clean. We give him a lot of practice in exercising and running etc. we help him to develop a mindset of hard work and labour, we give him exposure to different skills. All these processes make the child healthy and help him to remain healthy. The person who gives nourishment and helps him to remain healthy, has the feeling of taking care of someone. When this child grows, he becomes self-reliant and quite naturally he accepts the responsibility of providing nourishment, safety & security to his parents. He serves them, takes the responsibility of running the household and he is also capable of providing nourishment and security to his own children. In all such cases the parents experience the eternal contentment of the feeling of care value.

The law of nature says a person who is with the feeling of care for someone, he/she is in the form of a mother for the receiver, no matter the caregiver is a man or a woman, is young or old. So, in all our relations and in our address, the natural base is our emotion for that person. But in our behaviour we consider mother only to the one who has given birth to us and who brings us up. Since with the birth of a baby, it is primarily the mother who looks after the child in all possible ways.

Children, old people, ill people and the persons who are busy in some other roles, they all need help for their nourishment, safety & security of their bodies. Everyone needs this nourishment, safety & security in some certain situation or at a certain age in one's life. So, the person who accepts this responsibility has the feeling of care. Whenever a person identifies this emotion of care in someone, he is automatically filled with a sense of gratitude for him.

To explore, experience and express your emotion of care, you will study it in three sessions.

CARE : Session 1

❑ Objective

To enable the students to feel the emotion of Care and to express the same themselves

❑ Proposed Duration

At least one period or till the teacher is satisfied

❑ Beginning of the Class

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

❑ Note for the teacher

The objective of the session points towards the fact that children would understand value of care that they're getting and also the care that they show to others. Through some questions given below students can observe & understand the emotion of care as prevailing in the family and they will be able to express it too.

❑ Points for Expression by students

1. At home who takes care of you and who takes care of the person who attends you all the time?
2. Did you ever take the responsibility of looking after any of your elders or younger siblings or someone in the family? Could you discharge your responsibility properly?
3. Is it always the elders who bear the responsibility of taking care of others or can you too take that responsibility in their hour of need? How would you look after the others?
4. Whenever you take care of anyone in the family, does it give you happiness or do you take it as a burden?
5. Last week, how many tasks did you perform which were given to you by your elders?

❑ Task for the next Expression Day

In the next session, it will be ascertained that all could understand the emotion of care that others show to us and the emotion of care that we express towards others.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.

CARE : Session 2

❑ Objective

To enable the students to feel the emotion of Care and to express the same themselves.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the teachers

Objective of the session points towards the fact that whenever children are taken care of, they shall feel it. Many times we fail to see or feel the depth of the feelings behind the care shown in the actions of a person for his own people. Hence, through the following questions, students shall realise the feeling of care within themselves.

❑ Points for Expression

1. Last week, whatever you did, was it only to obey your elders, or did you also feel like doing it? (Like, studying, sharing meals, obeying your parents etc.).
2. Last week, what did the members of your family do for you?
3. How do others feel when they do some work for you?
4. How did they feel when you take care of them?
5. How can you take care of other people?

❑ Task for the Next Expression Day

For the next expression day, at home or in school, try to observe and identify all such occasions when people showed their emotion of care for you.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



CARE : Session 3

❑ Objective

To enable the children to feel gratitude for the person who discharges his responsibility towards them with emotion of care.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the Teacher

Objective of the session highlights that we would understand the feeling of care that arises in our heart for all those people who bear the responsibility of looking after our nourishment, safety and security.

❑ Points for Expression by students

1. What kind of food you take for the nourishment of your body?
2. Is it only food that gives nourishment to our body or is there any other way to keep our body fit?
3. This week, who all took care of you at home?
4. Are you being taken care of only at home or are there people who take care of you outside too?
5. There are many people who take care of the nourishment of your body and your safety and security. Do they do it daily or occasionally?

❑ Task for the Next Expression Day

Till next Expression Day, try to observe, in what kinds of tasks do your siblings and classmates cooperate with you?

❑ End of the class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



□ **Objective**

To mutually support and live happily together with siblings, friends and classmates, and to feel and express affection for each other.

□ **Note for the teacher**

Most of the happiness and sorrow of our life is related to ourselves and our loved ones. The number of loved ones also keeps on changing. Along with this, our mentality and that of others is also a big reason for our happiness and sorrow. Distance in relationships creates a lack of sense of belongingness which is very painful. That's why it is very important to have a sense of belongingness towards the loved ones for a happy life. Along with this, to expand the realm of your happiness, it is necessary to expand the affinity so that all the alienation ends, because today the biggest fear in the society is due to the notion of ours and others created by the human being.

All human beings are related to each other in one way or the other. As soon as we accept that connection or relationship, it brings a sense of belongingness and security within us, which we feel as happiness.

When we have accepted a relationship with a person, such as brother-sister, friend, etc., then on meeting him or remembering him, our restless mind also becomes happy.

People for whom we have a feeling of affection, even if there is no work with them, just for happiness, out of happiness and in happiness, we wish to meet them.

On being assured of a person's basic desire (happiness), a sense of trust develops in him. A feeling of affection develops when a relationship with him is accepted on the basis of trust and respect. Therefore, affection is possible only when there is trust and respect in the relationship.

Everything in nature is related to each other, so in order to live happily, nature has been designed with a provision of living together. Therefore, by taking cooperation from those who are ahead of us and cooperating with those who are behind us, we all can live a happy life without opposition, that is, with affection.

When we are with someone with a sense of affection, we remain committed to that person. We stay with him no matter what.

Six sessions have been kept to explore, experience and express the feeling of affection.



AFFECTION : Session 1

❑ Objective

Students will be able to observe their behaviour with the children around them.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the teacher

In this session, children would be able to pay attention and cooperate with complementarity in everyday work with their siblings.

❑ Points for Expression by students

Through the following questions, children would be given opportunities for expression to observe the feeling of affection towards others.

1. What things do you share with your siblings? (Like toys, books, notebooks, clothes etc.)
2. Can only materialistic things be shared with your siblings? Or we can share things like - moments of happiness, challenges, school events or about our friends. Illustrate your point by giving one example.
3. What do you do for your siblings daily? Share in small groups.
4. What needs of yours are being taken care by your siblings? (like your food, studies, toys, saving you from being scolded by parents, etc.)
5. With whom do we share our moments of happiness or problems?
6. Share any one incident in which you have solved a problem together with your sibling or a friend from the neighborhood?

❑ Task for the Next Expression Day

Till the next expression day, try to observe the feeling of affection others show towards you.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



AFFECTION : Session 2

❑ Objective

Students will be able to observe their behaviour with the children around them.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the teacher

In this session, children would be able to pay attention and cooperate with complementarity in everyday work with their siblings.

❑ Points for Expression by students

Through the following questions, opportunities for expression would be given to the students to observe the feeling of affection towards others.

1. How often have you shared your things with your siblings or other children? Why did you do this?
2. Do we use the things of our siblings with their permission or not?
3. How many things do you share with your siblings?
4. How long does the resentment with your siblings last and how does it end?
5. What games do you play with your siblings?

❑ Task for the Next Expression Day

Till the next expression day, try to observe who you show affection to.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



AFFECTION : Session 3

❑ Objective

Students will be able to pay attention and cooperate with complementarity in everyday work with their school peers.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the teacher

Students would be able to pay attention to how they behave with other children of their class. Motivate the students to understand the meaning of affection with the following example. Suppose your notebook gets torn by one of your dear friend, then how will you deal with him and if the same notebook gets torn by some other child, then how will you behave?

❑ Points for Expression by students

Through the following questions, opportunities for expression would be given to the students after observing the feeling of affection towards others.

1. How do you make new friends?
2. How many new friends did you make after the school reopened?
3. How was your behavior with the new friends and the old ones?
4. With whom do you like to sit?
5. With whom do you share your lunch with?
6. With whom do you like to play?
7. What do you share with your friends? (For example- notebook, pencil, water, food etc.)
8. Can all your things be shared with all the children in your class or only with few children?

❑ Task for the Next Expression Day

On the next Expression Day, we will discuss the causes why you feel connected with others. So, during this time you try to observe it in yourself.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



AFFECTION : Session 4

❑ Objective

Students will be able to pay attention and cooperate with complementarity in everyday work with the children around them.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the teacher

Teachers would draw the attention of the students towards what tasks they do with the children around them.

❑ Points for Expression by students

1. With whom do you go to school?
2. How would you feel if your friend did not come to school someday? Will you miss your friend on that day? Why?
3. What things do you share with the children in your neighborhood? (Like- things to play and eat)
4. Have you ever shared your favourite thing with your friend?
5. Do you share your thoughts with your friends?
6. Have you ever found a solution to a problem together with your neighborhood friends?
7. How often do you visit your friends in the neighbourhood?
8. How many festivals do you celebrate together?

If the questions of the above activity are not completed in one session, then complete the further questions on the next expression day.

❑ Task for the Next Expression Day

Till the next expression day, try to observe in which tasks do you cooperate with the students of your class.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



AFFECTION : Session 5

❑ Objective

To motivate students to feel a sense of affection towards others.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the teacher

The purpose of the session indicates that students can live a happy life by behaving affectionately in their relationships and expand the realm of happiness by expanding their belongingness in their lives.

❑ Points for Expression by students

Opportunities for expression would be made available to the students through the following proposed questions.

1. What have you done to maintain your friendship with your friends? Share any one incident.
2. How do you interact with children you don't even know?
3. Do you enjoy playing with your friends or your siblings? Why?
4. What games do you play with your siblings and friends?
5. What games do you play with your cousins when they come to your place during summer vacations?
6. What are the good things or habits of your siblings or friends that you want to adopt?
7. With whom do you like to hang out while going on a picnic?

❑ Task for the Next Expression Day

Till the next Expression Day, try to observe how you express your affection towards others.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



AFFECTION : Session 6

❑ Objective

To motivate students to express their feelings of affection towards others. Children can live a happy life by behaving affectionately in their relationships and expanding the realm of their happiness by expanding their affinity in their lives.

❑ Proposed Duration

At least one period or till the teacher is satisfied

❑ Beginning of the Class

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

❑ Note for the teacher

The purpose of the present session is to express the feeling of affection arising in students. To whom does the child want to express his affection and what medium can be adopted for his expression?

❑ Points for Expression by students

On this Expression Day, something different can be done. The only purpose of the session is that the children should be able to observe and understand the feeling of affection that comes in their mind and express it.

1. How can you show affection to your friends?
2. Why do you wish your friends on their birthday? How do you feel when you wish them on their birthday?
3. Make a Birthday Card for any of your friends.
4. In what ways can you express your affection towards your friends?

❑ Task for the Next Expression Day

Till the next expression day, try to observe the contribution in your work by the members of your family.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



Objective

To feel and express gratitude towards elders along with other members who contribute to our lives such as parents, teachers, siblings and elders etc. in your neighborhood.

Note for the teacher

Many people cooperate with us to get ahead in life. When we accept their cooperation with all our heart, we feel grateful towards them. This brings stability within ourselves and we feel happy.

When we feel grateful towards someone, our behavior towards him/her remains humble and we remain disciplined within ourselves.

If someone is behaving indecently with us, there is a great possibility that either we have not contributed to his/her progress or he/she has not recognized that contribution.

Whenever we are happy, we want to share our happiness with our loved ones. This makes us feel happier. When a person is upset, he wants to be alone, but hardly a person would like to be alone at the time of happiness. Whenever we are having any emotion, we like to express it. The person who can express his/her feelings is a real human.

For all the facilities we are using today, if we look at the contribution and hard work of the people who are responsible for the invention of those facilities, we will feel indebted to them. This feeling is called gratitude. Being grateful doesn't mean saying thanks only. When we acknowledge someone's contribution from the core of our heart, only then we are grateful towards someone. When a person realizes this fact, he/she automatically starts contributing for the development of the society. Living with our participation in the society is the right way to our happiness and this is also the real meaning of our life.

If this system of nature is understood, then according to its rules, happiness is meant for those who work for the development of the society, whereas most of the people are working hard to earn more and more assuming that it will make them happy.

A sense of gratitude includes a sense of trust, affection and respect.

The following sessions are held to explore; experience and express the feeling of gratitude.

Gratitude : Session 1

❑ Objective

To draw the attention of the students towards the work done by others for their happiness.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the Teacher

Many people (other than family members) contribute to our happiness. Along with this, many people have direct or indirect contribution in our daily life activities. Draw the attention of the students towards the contribution of those people.

❑ Points for Expression

Express your experiences in groups or in pairs on the following suggested questions to draw the students' attention to the contribution of other people for our happiness.

1. Whenever food is prepared for you, what things are taken care of?
2. What do members of your family do to rectify your mistakes?
3. Whom do you listen to in the family and why do you listen to them only?
4. Who tell you good things in the family and what things do they tell you?
5. Can you do all the everyday tasks by yourself?

❑ Task for Next Expression Day

On the next expression day, it is to be noted that apart from our family members, does anyone else participate in our daily life activities. For example- serving food in school, crossing the road, bringing goods from the market, teaching etc.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



Gratitude: Session 2

❑ Objective

To make students pay attention to the fact that there are some people apart from people at home who contribute to their progress /growth, no matter whether that growth is related to their physical growth or mental growth.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the Teacher

Many people (apart from family members) contribute to our happiness. Students will be able to learn that so many people are contributing in our daily life, either directly or indirectly.

❑ Points for Expression

1. How many people do you know in school?
2. What do the people whom you know in your school, do for you?
3. Do the people whom you don't know also do something for you? What are the tasks that they do ?
4. Sometimes you are forbidden to do some work by an elder. What are those tasks?
5. Who stops outsiders from entering the school without permission?

❑ Task for Next Expression Day

On the next expression day, we will discuss that there are many people who take care of us apart from the people at our home. We have to think carefully about all those people and also pay attention to their actions.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



Gratitude : Session 3

❑ Objective

To make students pay attention to the fact that there are some other people apart from home who contribute to their progress/growth, no matter whether that growth is related to their physical or mental growth.

❑ Proposed Duration

At least five days or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the Teacher

Many people (apart from members of the family) contribute to our happiness. Students will be able to learn that so many people are contributing in our daily life, either directly or indirectly.

❑ Points for Expression

Throughout the week, the attention of the children remained towards the fact that apart from the members of their family, other people also contribute to our happiness. Express their experience through the following proposed questions-

1. Do you find your class neat and clean everyday when you come to school? What can you do to keep the school clean?
2. Do you get help from some other people also who are neither from your family nor from your school? What will happen if the maid does not come to school?
3. Apart from school, do some people from the neighbourhood take care of us? How?

❑ Task for the Next Expression Day

Till the next expression day, try to find who are the people at school who help you.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



Gratitude: Session 4

❑ Objective

To make children feel grateful to their elders.

❑ Proposed Duration

At least one period or till the teacher is satisfied

❑ 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.

❑ Note for the Teacher

We feel great when someone helps us in our hour of need. Not only that, we always feel good whenever we think about it later. This is common to all because it is natural. Helping someone in their hour of need makes both the helper and the one who got help feel good and they feel bad if they didn't get it. The purpose of this session is to make children understand how it feels when we help someone or get help from someone.

❑ Points for Expression

Through the following questions, the children would be asked how they feel about the work they did for the whole week?

1. What were the activities in the last week in which you felt that you needed someone's help?
2. How many tasks were you able to do yourself? Discuss.
3. Whoever helped you in the last week, did you ask for their help or did they help on their own?
4. How do you feel when someone helps you without asking?
5. On the contrary, how do you feel when you ask someone for help?

❑ Task for the next Expression Day

On the next Expression Day, we'll be discussing how it makes us feel when someone spares time for us, even if it's just to listen to us or to do something for us.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



Gratitude : Session 5

❑ Objective

To draw students' attention to the work done by others for their happiness.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the Teacher

The members of the family definitely contribute to our happiness. So, whenever we do our daily tasks we notice that in all our major or minor affairs, many people have contributed directly or indirectly.

❑ Points for Expression

Share your expression in groups or in pairs on the following proposed questions to make students acknowledge the contribution of other people (members of the family) in our happiness

1. Who wakes you up in the morning and how ?
2. Is there any child who wakes up on his own in the morning? Do you get up on your own daily?
3. What preparations do the members of your family make for sending you to school? Like-bathing, preparing your lunch, keeping clean clothes ready etc.
4. Who makes food for you at home?
5. Whenever you are unwell, do only your parents take care of you or someone else also takes care of you?

❑ Task for Next Expression Day

On the next Expression Day, attention will be paid towards the contribution of the members of your family in your daily activities. How do we feel when we help someone or are helped by someone?

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



Gratitude: Session 6

❑ Objective

To make children feel grateful towards the elders.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the Teacher

We feel great when someone helps us in our hour of need. Not only that, we also feel good whenever we think about it later. This is common to all because it is natural. Helping someone in their hour of need makes both the helper and the one who gets help feel good and they feel bad if they do not get it.

❑ Points for Expression

Through the following questions, the children would be asked how they feel about the work they did for the whole week?

1. Has it ever happened with you that you asked someone for help and the person helped you? For example – you do not know how to tie shoe laces, then who helped you in this task? Who helped you when you were unable to carry the plate of food? Who combs your hair, etc?
2. What do you think that person must have felt when he/she could not help you even after you asked for help? For example – helping you in your studies, playing with you.
3. Do you think that they did it intentionally or there might have been some other reasons?
4. Whom did you help and how?

❑ Task for the Next Expression Day

Till the next Expression Day, try to find out how you behave with the person who helps you in your hour of need.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



Gratitude : Session 7

❑ Objectives

To motivate children to express Gratitude towards others.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ 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 experience.

❑ Note for the Teacher

Whenever we are happy ,we want to share our happiness with our loved ones. This makes us feel happier. Languages (oral, written, symbolic) have evolved to convey our expressions to others, as well as some forms of arts such as music,dance, theatre, drawing, painting, sculpture etc. In this way, our world of happiness is linked to being with the right feelings towards each other and expressing them in different mediums and ways.

Therefore, the aim of this session is to provide opportunities to the children to express their gratitude to the elders through various means based on their interest and skills.

❑ Points for Expression

Through the following proposed questions, opportunities will be given to children to express their gratitude to others through various mediums.

1. Did you express your gratitude for the work done by the elders and was it necessary?
2. Do you express gratitude to others at the behest of an elder or did you do it on your own?
3. Did it ever happen that you could not show gratitude or say thank you ? How did you feel?
4. How many people have you thanked? Share with class.

❑ Task for the next Expression Day

On the next expression day, we will discuss how many times you helped others to be happy.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



Gratitude : Session 8

❑ Objectives

To motivate children to express their feelings of gratitude to others.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ 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.

❑ Note for the Teacher

Whenever we are happy ,we want to share our happiness with our loved ones. This makes us feel happier.

Languages (oral, written, symbolic) have evolved to convey our feelings to others , as well as some forms of arts such as music,dance, theatre, drawing, painting, sculpture etc have also been developed.

❑ Points for Expression

Through the following proposed questions, opportunities would be provided to the children to express their feelings of gratitude to others through various mediums.

1. What methods have you adopted to express your gratitude ? What can be the other ways to express gratitude?
2. How do you think the elders feel about expressing your gratitude?
3. Whenever we express our gratitude to someone, how does he /she behave with us?
4. How do you feel when someone thanks you?
5. If you have to express your gratitude to someone in school, will you be able to say it in front of them?
6. If you had to say thanks to someone right now, who would you like to say thank you and how?

❑ Task for the Next Expression Day

On the next expression day, we will discuss how you helped others to be happy.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built. ❑❑❑❑

Gratitude : Session 9

❑ Objective

To motivate children to contribute for the happiness of their loved ones with a sense of gratitude.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ 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.

❑ Note for the Teacher

The objective of this session is to motivate the students to contribute towards the happiness of others with a sense of gratitude.

❑ Points for Expression

1. How did you express your gratitude to your parents?
2. Does it matter to the elders if we do not express our gratitude to them?
3. What do your elders expect from you?
4. How much time did you spend with your elders?
5. If we spend time with elders, can this also be a way of expressing gratitude?

❑ Task for the Next Expression Day

On the next expression day, we will discuss when did you help others to be happy.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



Gratitude : Session 10

❑ Objective

To motivate children to contribute for the happiness of others with a sense of gratitude.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ 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.

❑ Note for the Teacher

Being grateful doesn't mean saying thanks only, but when we accept a contribution from the core of our heart, only then we feel a sense of gratitude. Therefore, the aim of this session is to motivate the students to contribute with a sense of gratitude for the happiness of others, so that they do not join those people who are not happy after getting everything.

❑ Points for Expression

Opportunities for expression would be provided to the students through the following proposed questions.

1. Can we express our gratitude to those whom we do not even know?
2. How many things are there that you didn't make but you use?
3. If the things you use were not there, would you have faced any problem?
4. How can you express your gratitude to the people who invented things for your use?

❑ Task for the Next Expression Day

Till the next expression day, try to find out, in which household chores do you cooperate with the members of your family.

❑ End of the Class

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.



Objective

Students will notice, feel and express mutual respect for family, friends, school, society and self.

Note for the teacher:

Respect is seen in two ways:

1. Self-respect

If we look at the basic needs of a person then after food, clothing and shelter, respect and recognition are his other very important needs. All human beings want to earn bread and butter with respect and live in dignity. So, on this basis we can say that for human beings, honour and identity can at times be issues even bigger than their basic needs.

Now, if you look at the efforts being made to get respect nowadays then we find that a lot of the people want to get respect on the basis of position, wealth, physical beauty, language proficiency, power etc. We can verify this by doing introspection.

If a person does not contribute productively and constructively to society or if his behaviour towards other people is not appropriate then no matter how much money he has, no matter what position he holds, no matter how beautiful he is, no matter how proficiently he speaks and no matter how strong he is, we do not respect such a person genuinely. We merely pretend to respect him.

What is self-respect in the true sense?

Every person feels a sense of self-respect on knowing his /her usefulness and importance to others. Here 'usefulness' means being happy oneself and also supporting other people's happiness. Such abilities are developed with proper understanding and practice.

If we look at the literal meaning of the word self-respect, then self-respect means doing the right evaluation of self. When we develop our infinite abilities of thinking and understanding into the abilities of teaching and convincing, we become contributors to the happiness of others by being happy in ourselves. Knowing this usefulness of ours, we feel the feeling of self-respect. As we increase our usefulness, we start living with dignity. This frees us from depending on others for respect.

In our day-to-day life we find that people do not feel self-respect and therefore they try to get respect from others unsuccessfully by means of pretence. Now the thought to ponder upon is whether one will feel self-respect through his usefulness to others or from a person who himself lacks it.

2. Respect for each other

If we look at the basic desire of all human beings then we find that every human being wants to live happily and with clarity. In addition to this, if we look at the basic capabilities of all human beings, we find that there is an unlimited potential for thinking and understanding in every human being.

In this way if we look on a natural basis, then all human beings are born equal and with an inherent desire for equality. Hence, we feel respect for a person when we treat that person as an equal without making discrimination of any kind. We experience this feeling in the form of ‘happiness’. We feel the same way on accepting and acknowledging a person’s superior personality and capabilities.

If we look at the literal meaning of the word “Samman” it means the right evaluation. Accepting a human being as a human being similar and equal to us without making any kind of discrimination is the right evaluation or “Samman”. Respect is the basis of a person’s identity. When we respect a person then our behaviour towards that person remains cordial and dignified.

When we accept a person as a human being just like us (based on the basic capacity to think and the basic desire for happiness) then that person also feels respected. No one accepts discrimination of any kind. Whenever a person is discriminated against on the basis of caste, colour, creed, religion, gender, position, language, money etc, that person feels humiliated. The person who makes these discriminations also feels bad because equality between individuals is based on the law of nature and no one can be happy by going against the natural law. Therefore, respecting others is not doing anyone a favour but a natural compulsion to be happy oneself.

Therefore, without treating the other human being as an equal, we cannot feel a sense of respect towards that person. When we are not feeling any genuine emotions and still express them through various means it is called pretence. For example- offering bouquets or garlands ,touching feet extra against our own will.

The feeling of respect is the same for everyone but the ways of expressing it can vary according to time, place and culture. For example one can express respect by touching feet, one by bowing down or in some other way.

Two sessions have been included in this handbook to explore, experience and express the feeling of respect.

❑ **Objective**

To make students use their skills or understanding to be useful for others and feel respectful in self.

❑ **Proposed Duration**

At least one period or till the teacher is satisfied.

❑ **Beginning of the Class**

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

❑ **Note for the Teacher**

Teacher would make students understand that it is always advisable to perform good and light work. You may or may not get praise for it. It is always your good and right kind of work that enhance your confidence. Keep in mind My self respect lies in being useful for others.

❑ **Points for Expression**

1. When do you help the members of your family?
2. How do you feel when you are able to help someone?
3. How do you feel when someone listens to you carefully?
4. Whenever you helped someone or took care of someone did you feel happy or a burden?
5. In the last week, how many tasks did you do which were asked to be done by your elders.

❑ **Tasks for the Next Expression Day**

Till the next week, try to notice at home what are the tasks you are able to help the members of your family in.

❑ **End of the Class**

In the end, ask the students to sit quietly for 1-2 minutes and reflect upon the topics they discussed in the class today and also what understanding they built.

