

Grade IV

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-IV (English Version)

© SCERT, Delhi

2023

ISBN : 978-81-19317-56-1

Copies : 5,000

Patron

Ms. Atishi

Minister of Education, Govt. of NCT of Delhi

Advisors

Mr. Ashok Kumar, Secretary (Education), Delhi

Mr. Himanshu Gupta, Director (Education), Delhi

Ms. Nandini Maharaj, Additional Director (Happiness), Delhi

Guidance

Dr. Rita Sharma, Director, SCERT, Delhi

Dr. Nahar Singh, Joint Director, SCERT, Delhi

Dr. B.P. Pandey, OSD (Happiness), Delhi

Chief Editor

Dr. Anil Kumar Teotia, Chairperson, CHVTL, SCERT, Delhi

Editor

Dr. Karamvir Singh, Principal, SV FU Block Pitampura Delhi

Publication Officer

Dr. Mukesh Yadav, SCERT, Delhi

Publication Team

Mr. Dinesh Kumar Sharma, ASO, SCERT, Delhi, *Ms. Fouzia*, (B.R.P.) SCERT, Delhi

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

Printed at : Raj Printers, A-9, Sector B-2, Tronica City, Loni, Ghaziabad (U.P.)

CONTRIBUTORS

State Council of Educational Research and Training, Delhi

Dr. Anil Kumar Teotia

Chairman, Happiness Curriculum Committee
Principal, DIET Bhola Nath Nagar, Delhi

Mr. Sourabh Srivastava

Asstt. Prof. DIET Bhola Nath Nagar, Delhi

Dr. Shyam Sundar

Asstt. Prof. DIET Daryaganj, Delhi

Dr. Madhvi Aggarwal

Asstt. Prof. DIET Bhola Nath Nagar, Delhi

Directorate of Education, Delhi

Dr. Karamvir Singh

Principal, SV FU Block, Pitampura

Mamta Pandey

Lecturer, English, RPVV, Shalimar Bagh

Manju

Lecturer, English, GGSSS, No 3, Najafgarh

Asha Khurana

Lecturer, English, SKV Ghitorni

Namita Gupta

Lecturer, English, SV Sec- 8, Rohini

Renu Kumari Dalal

TGT, English, Govt Co Ed SSS, Nehru Nagar

Pankaj Kumar Tyagi

TGT, English, SOE, Khichripur

Isha Jain

TGT, English, GGSSS, Vasundhara Enclave

Bhawna Chawla

TGT, English, Govt. CO-Ed SS DDA Flats, Kalka Ji

Shabnam Chaudhary

TGT, English, GGSSS, Panama Building

Ritika Rani

TGT, English, GSV, Shikarpur

Richa Sakhuja Sethi

Mentor Teacher, District Happiness Coordinator

Savita

Mentor Teacher, District Happiness Coordinator

Priti Goel

Mentor Teacher, District Happiness Coordinator

Samreen Naaz

Mentor Teacher, Dte of Education

Meenakshi Jha

Mentor Teacher, Dte of Education

Savita

Mentor Teacher, Dte of Education



ATISHI
आतिशी



MINISTER

GOVT. OF NCT OF DELHI

मंत्री, दिल्ली सरकार

DELHI SECTT, I.P. ESTATE

दिल्ली सचिवालय, आई०पी०एस्टेट

NEW DELHI-110002

नई दिल्ली-110002

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
सचिव (शिक्षा)
ASHOK KUMAR, IAS
Secretary (Education)



राष्ट्रीय राजधानी क्षेत्र, दिल्ली सरकार
पुराना सचिवालय, दिल्ली-110054
दूरभाष : 23890187 टेलीफैक्स: 23890119
Government of National Capital Territory of Delhi
Old Secretariat, Delhi-110054
Phone : 23890187, Telefax : 23890119
e-mail : secyedu@nic.in



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)

HIMANSHU GUPTA, IAS
Director, Education & Sports



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

MESSAGE

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
Additional Director



Directorate of Education
Govt. of NCT of Delhi
Room No. 10, Old Sectt. Delhi-110054
E-mail : ddeieb22@gmail.com
Phone: 23890300
Website : www.edudel.nic.in
D.O. No. PA/Adcl. De/2023/285

Date : 31/07/2023

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

**STATE COUNCIL OF EDUCATIONAL
RESEARCH and TRAINING**

(An autonomous Organisation of GNCT of Delhi)

Varun Marg, Defence Colony, New Delhi-110024

Tel.: +91-11-24331356

E-mail : dir12scert@gmail.com

Date : 21/8/2023

D.O. No. : F.10(1)/DIR (G)/DPR/45

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.

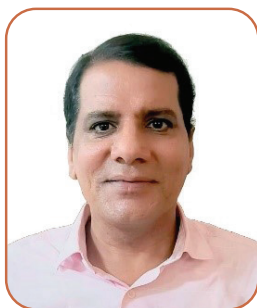
With warm regards

Rita Sharma

(Dr. Rita Sharma)

Dr. Anil Kumar Teotia

Chairman



CELL FOR HUMAN VALUES & TRANSFORMATIVE LEARNING
(State Council of Educational Research & Training)
DIET, Bhol Nath Nagar
Delhi - 110032
E-mail : humanvaluescelldelhi@gmail.com

ACKNOWLEDGMENT

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

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

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

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

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

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

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

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

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

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

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

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

With warm regards

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

INDEX

The Brief Outline of Happiness Curriculum I	1
Directions for Teachers	5

MINDFULNESS SECTION

Session 1	Understanding of Breathing	13
Session 2	Mindful Listening I	16
Session 3	Mindful Listening II	18
Session 4	Mindful Breathing	20
Session 5	Temperature of Breath	22
Session 6	Breathing with a Smile	24
Session 7	Mindful Touch	26
Session 8	Mindful Seeing I	28
Session 9	Mindful Seeing II	30
Session 10	Mindful Seeing III	32
Session 11	Mindful Smelling	34
Session 12	Mindful Scribbling I	36
Session 13	Mindful Scribbling II	38
Session 14	HeartBeat Activity	40
Session 15	Mindful Stretching-I	42
Session 16	Mindful Stretching II	44
Session 17	Mindful Sitting	46
Session 18	Mindful Walking	48
Session 19	Mindfulness of Feelings I	50
Session 20	Mindfulness of Feelings II	52

STORIES AND ACTIVITIES SECTION

Lesson 1	What Do I want?	57
	Story – A Step towards Change	
	Activity – Ways to find Happiness	
Lesson 2	Understanding Happiness	64
	Story : Change in Prachi	
	Activity : We are the creators of our own happiness	
Lesson 3	A happy person spreads Happiness	70
	Story : A happy person spreads Happiness	
	Activity : Happy Moments	
Lesson 4	Happiness in Relationships	76
	Story : Friendships and Video Games	
	Activity : Happiness in Relationships	
Lesson 5	The Joy of Learning	82
	Activity – Let’s shape together	
	Story – Grandma turned into a Teacher	
Lesson 6	Our abilities	88
	Story: The Clock is ticking	
	Activity: Let me tell your qualities.	
Lesson 7	Solution to every Problem	94
	Activity : Problem and Solution	
	Story : The other side of the Coin	
Lesson 8	Understanding of Self	100
	Story: A Shoe	
	Activity: My Characteristics	
Lesson 9	My People, My Heritage	107
	Story: Change	
	Activity: Let’s Work together	

Lesson 10 Importance of Family 114

Story: Companionship of elders

Activity: Understandings relationships

Lesson 11 Understanding relationships 120

Story: Wise Nishi

Activity: Identification of Happiness in Relationships

Lesson 12 My Family, My Companions 128

Story: Letter to the Father

Activity: My Colleagues

Lesson 13 Family : My Role 135

Story: Billu and Gullu

Activity: Orderliness at home

Lesson 14 Harmony in the Family 141

Story: My Wish

Activity: Coordination

Lesson 15 Social Cooperation 148

Story: True happiness lies in connecting, not in breaking

Activity: How many friends

Lesson 16 Our Society 155

Story: Little but a big thing

Activity: From farm to table

Lesson 17 My Role in Society 163

Story: Blocked road

Activity: Let us thank them

Lesson 18 Environment and Us 170

Story: Who will initiate a change

Activity: Around me

Lesson 19 Our Resources 176

Story: A Bucket of water

Activity: Thumbs Up, Thumbs Down

Lesson 20 Importance of Orderliness

183

Story: A Garden of Children

Activity: My Participation in the system

Expressions Section

1. Care

194

- Session 1
- Session 2
- Session 3

2. Affection

198

- Session 1
- Session 2
- Session 3
- Session 4
- Session 5
- Session 6
- Session 7

3. Gratitude

207

- Session 1
- Session 2
- Session 3
- Session 4
- Session 5
- Session 6
- Session 7

4. Respect

215

- Session 1
- Session 2

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.

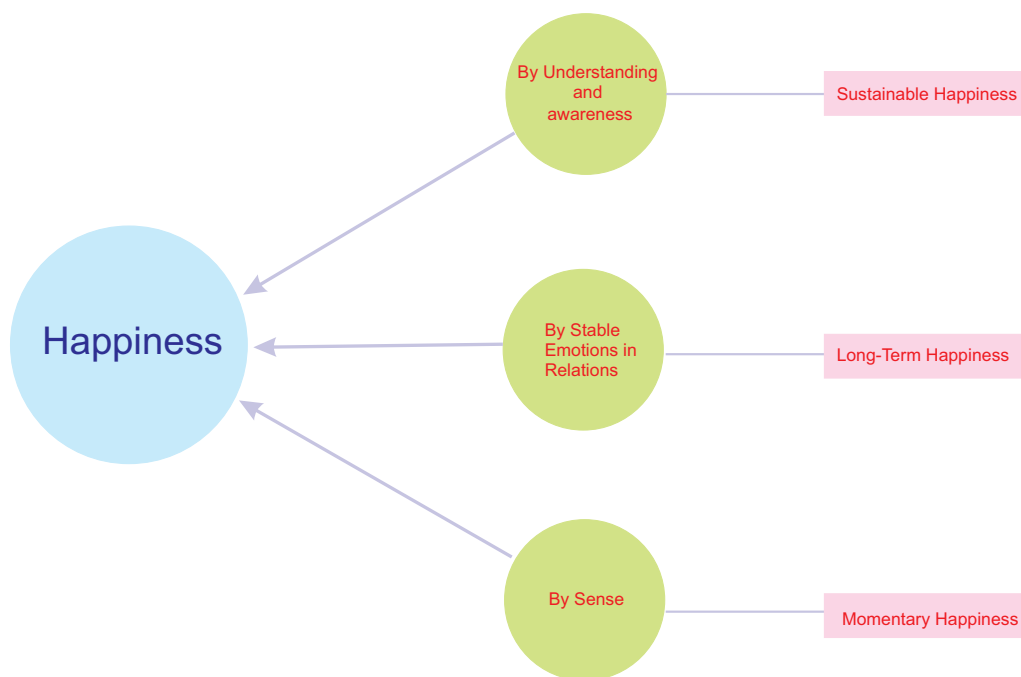
A. Nagraj (1999) proposed a Happiness model. According to this model Human living is the integration of four dimensions of human life like: work, behaviour, thoughts and experiences. Our sensibilities, feelings, power to understand and awareness are all interlinked with these dimensions. Put together,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

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

❑ **Dos and Don'ts**

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

End of the Class

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

❑ **Objective**

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

❑ **Steps of the Activity**

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

❑ **Do's and Don'ts**

- The teacher would not ask any question after the end of the class.
- If a student wants to share their experience, they may be provided with an opportunity to do so.

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



Mindful Section

❑ MINDFULNESS- An Introduction

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

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

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

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

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

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

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

❑ What is Mindfulness?

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

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

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



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

Benefits of Practicing Mindfulness in Students:

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

Points to Remember (for Teachers)

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

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

❑ **Methodology for Mindfulness Class**

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

❑ Example: Mindful Eating

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

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



Session 1 : Understanding Breathing

Distribution of Time

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

Beginning of the Class

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

Discussion on Mindfulness

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

Activity: Understanding Breath

Objectives

The objective of this activity is to make the students aware of the process of breathing in and out.

Steps of the Activity

1. Begin by asking the students, questions like
 - ◆ With which organ do we all smell? (through our nose)
 - ◆ Where is your nose? (can point to the nose)
 - Which of the things have you smelled?
 - ◆ Have you ever smelled a flower? Which flower does you like the most? (Rose, marigold, lily etc.)



Do the activity yourself as instructed and ask the students to imitate it.

Let's bring one hand under our nose. Suppose we have a flower in our hand. Try smelling this flower. When we smell the flower, we are inhaling. Now let's blow the flower away. When we blow air, we are exhaling.

Notice when we breathe in, the air comes in through the nose and in the same way, when we breathe out, it goes out through the mouth.

This activity is to be done for at least 2 weeks. When the students have become aware about the inhaling and exhaling of the breath, then the activity can be stopped.



❑ Points for Sharing Experiences

1. Children! What was in our hands? (Flower)
2. How did we smell the flower? (with our nose)
3. Where do we breathe from? (through your nose)
4. To smell the fragrance, did we inhale or exhale? (Inhale)
5. How did the flower blow from our hands? (on exhalation)and deeper. We can practice this anytime and anywhere.

Activity : Concentrating on the Breathing

❑ Objective

The purpose of this activity is to draw students' attention to the process of inhalation and exhalation of breath.

❑ Steps of the Activity

Students will be told that in mindful breathing, we bring our attention to our breath and focus on

each in-breath and out-breath. This is the basic exercise of the mindfulness process and we will do it every time.

- ◆ Ask students to sit in a comfortable position and close their eyes.
- ◆ Then ask them to keep one hand on their belly.
- ◆ Bring the attention of the students to the belly along with the breath. Tell students to notice that their belly expands outward as they inhale. And while exhaling, their belly goes inwards.
- ◆ In the meantime, if it appears that the students' attention has shifted away from their breathing and belly, ask the students to be aware of their distractions. And while doing the activity, speak (only the teacher would speak)-
- ◆ Breath in... belly out
- ◆ Breath out... belly in
- ◆ After the activity has been done for 1 to 2 minutes, discuss the discussion points. After this, repeat the activity.

☐ **Points for Sharing Experiences**

1. Have you felt your belly deflating?
2. Did you feel your belly inflating?
3. When did your belly go in? (When exhaled.)
4. Have you ever noticed the 'in and out' of the belly while breathing?
5. When we pay attention to the belly as well as the breath, do our breaths become slow and deep?
6. Can we do this type of practice anytime and anywhere?
7. Can everyone do this exercise?

☐ **Dos and Don'ts**

Teachers can add more questions to the list so that the objective of this activity can be achieved.

- ◆ Make sure that every child is aware of the process of inhalation and exhalation.
- ◆ Make sure that the students understand the rhythm of breathing in and out and the belly inflating and deflating.

☐ **Practice at Home**

Students would practice today's mindfulness activity with the members of the 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 and also what understanding they built.



Session 2 : Mindful Listening-I

Distribution of Time

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity : Attentive Listening

□ Objective

The students would become alert and pay attention to the sounds coming from their environment.

□ Steps of the Activity

The teacher asks the students to sit quietly at their respective desks. The teacher calls some (2-4) students to the front of the class and tells them to make one type of sound either by speaking, or with the help of your hands and feet. For example:

- ◆ You can make the sound of a car moving with your mouth.
- ◆ You can tap your fingers on the desk in a rhythmic way
- ◆ You can clap your hands.
- ◆ You can make the sound of a bird chirping etc.



- ◆ The rest of the class has to close their eyes during this time and pay attention to these sounds.
- ◆ After a minute, the rest of the students open their eyes and tell which sounds they have heard.
- ◆ Do this activity 3-4 times in the class by getting different students to make sounds.

☐ **Points for Sharing Experiences**

1. How are you all feeling?
2. Can you all tell what kind of sounds have you heard?
3. Were these sounds similar or different from each other?
4. Were you able to hear all types of sounds clearly?
5. Did you hear any new type of sound?
6. What were your thoughts when you heard this voice?
7. At any point did your thoughts wander? Were you able to bring your attention back to the sound?

☐ **Dos and Don'ts**

The sounds made by two to four students would be heard clearly by all the students allowing the sounds to be identified.

☐ **Practice at Home**

Students would practice today's mindfulness activity with the members of the 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 and also what understanding they built.



Session 3 : Mindful Listening-II

Distribution of Time

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity : Listening attentively

□ Objective

The students would become alert and pay attention to the sounds coming from their environment.

□ Steps of the Activity

The teacher divides the blackboard into two sections and asks the students:

Name some noisy places. (Traffic, children talking in class, shopping in the market, school breaks, etc.)

Name some quiet places (sitting quietly in the garden, sitting alone in your house, etc.)

(Teacher writes these examples on the blackboard.)

□ Points for Sharing Experiences

1. How do you feel at noisy places?
2. How do you feel at silent places?

□ Steps of the Activity

- Tell the students that today we will do an activity in which we will pay attention to the sounds around us.
- Everyone close their eyes and sit in a comfortable position and listen to the different sounds coming from the classroom. These sounds could be of a fan or of traffic, someone talking outside, students laughing in the classroom, etc.
- If it is felt that the attention of the students has drifted away from the sounds, gently nudge them back to the sounds. (Let them listen to those sounds for 30 seconds. Then ask them to open their eyes and ask some questions from the discussion points given)
- Close your eyes and sit again. This time, when they are paying attention to the sounds coming from the environment, ask them to listen to the sound of thumping on the desk or thumping of paper or any other light sound that can be produced.
- Students can be told to be aware of this and bring their attention back to the sounds if their attention wanders. (Let them listen to those sounds for 30 seconds. Then ask them to open their eyes and ask some questions from the discussion points.)

□ Points for Sharing Experiences

1. Who all heard the voices?
2. What sounds have you heard?
3. Apart from these sounds, what other voices were there?
4. Were those voices different from each other?
5. Where were the voices coming from?
6. Was the sound coming from far away or from near you?
7. Did you hear one sound at a time or more than one?
8. Which sounds remained same throughout the activity i.e. from start to finish? (Like the sound of a fan)
9. Where do we use listening?

□ Practice at Home

Students would practice today's mindfulness activity with the members of the 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 and also what understanding they built.



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 the class with 2- 3 minutes of mindful breathing.

□ Discussion on Mindfulness

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

Activity : Focussing on breath

□ Objective

The students will bring their attention to the process of their breath and join their breath with the movement of their hands.

□ Steps of the activity

- ◆ The teacher will first demonstrate by instructing the students: "Keeping our hands straight, we will slowly lower them above the head and then bring them to rest."
- ◆ Now share this process with the students. Get it done 5-6 times.
- ◆ The teacher will tell the students, "Now while raising the hands inhale inwards and while bringing the hands down exhale."
- ◆ Share this process with the students. Keep repeating slowly for 30 consecutive seconds.
- ◆ The teacher will tell the students to inhale when they raise their hands and exhale when they lower their hands.



- ◆ In this way, while giving instructions to the students, the teacher will do it himself. "Breathe in" (hands up), "Breathe out" (hands down).
- ◆ The teacher will tell the students to turn their attention to their breath as they do this process.
- ◆ (Repeat this process for about 30 seconds arms up, arms down)
- ◆ The teacher will instructs the students to do it themselves, "Breathe in" (hands up), "Breathe out" (hands down).
- ◆ The teacher will tell the students, "While doing this, let us focus our attention on our breath". (Repeat this process for about 30 seconds arms up, arms down)
- ◆ Then come to a state of relaxation and discuss and reflect on the process (use the suggested experience sharing points below).
- ◆ After some discussion, repeat the same activity.
- ◆ If desired, one or two students can be called forward alternatively and get them to do the activity and the whole class can repeat the same activity along with them.

☐ **Points for Sharing Experiences**

1. Were you able to pay attention to your breathing?
2. How was the breathing? Fast or slow?
3. How did you feel when you brought your hands down?
4. How did you feel when you raised your hand?
5. When was your breath going in and when was it coming out?

☐ **Dos and Don'ts**

- ◆ Talk sweetly and calmly.
- ◆ Motivate students to participate in the activity.

☐ **Practice at Home**

- ◆ Students would practice today's mindfulness activity with the members of the 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 and also what understanding they built.



Session 5 : Temperature of Breath

Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of Mindfulness: 5-7 minutes
3. Temperature of Breath: 5-7 minutes
4. Sharing of Experiences: 5-7 minutes
5. End of class: 1-2 minutes

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity : Temperature of Breath

□ Objective

To draw the attention of the students to the coolness and warmth of breath while inhaling and exhaling.

□ Steps of the Activity

- ◆ Tell the students that today, we will turn our attention to our breaths while inhaling or exhaling, which breath is cool or warm, by holding our index finger horizontally under the nose. (Demonstrate to students)
- ◆ Now the teacher would ask the students to put their fingers under their nose and feel that while inhaling and exhaling breath, which one is cool and which one is warm.
- ◆ Practise this process for the next 1 minute.
- ◆ This method would be repeated again after sharing experiences.



❑ **Points for Sharing Experiences**

1. How did the air feel going in? (cool or warm)
2. How did the air feel on the way out? (cool or warm)
3. What new did you learn about your breath?
4. How does it feel to know about your breath?

❑ **Dos and Don'ts**

If a student is not able to feel the coolness/warmth of the breath, do not put any kind of pressure on him/her. Students can be told that with continued, little practice, we can learn to pay attention to our breath.

❑ **Practice at Home**

Students would practice today's mindfulness activity with the members of the 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 and also what understanding they built.



Session 6 : Breathing with a smile

Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of Mindfulness: 5-7 minutes
3. Breathing with a smile: 5- 7 minutes
4. Sharing of Experiences: 5-7 minutes
5. End of class: 1-2 minutes

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity : Breathing with a Smile

□ Objective

To make the students breathe with a smile.

□ Steps of the activity

- ◆ Tell the students that today we will focus on our breathing.
- ◆ The teacher would ask the students to sit comfortably and close their eyes.
- ◆ Now the teacher would ask the students to focus on their breath. While focussing on the breath, the teacher would say
 - ◆ “Inhale.... I am smiling”
 - ◆ “Exhale... I am smiling”
- ◆ Repeat this sentence a few times
- ◆ After doing this activity for 2 minutes, ask some questions to make them share their experiences. Repeat the activity.



Points for Sharing Experiences

1. How are you all feeling?
2. Were you able to focus more on your breathing than earlier?
3. Were you able to feel your breath while smiling?
4. How were you feeling while smiling?
5. Were you able to know something about your breathing? Share.

Practice at Home

Students would practice today's mindfulness activity with the members of the 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 and also what understanding they built.



Session 7 : Mindful Touch

Distribution of Time

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

Beginning of the Class

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

Discussion on Mindfulness

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

Activity : Mindful Touch

Objective

To make the students practice mindful touch.

Steps of the Activity

- ◆ The teacher will ask the students to open their pencil boxes, take out all the things and arrange them on the table. (if a student does not have a pencil box, the teacher can give them various things from the class).
- ◆ Ask the students to hold and feel those things in their hands.
- ◆ The teacher will tell the students that now they will practice mindful touch in which all of them will bring their focus towards their pencils
- ◆ “All the students would sit in a comfortable position. Now focus on the pencil kept in front of you. What is the colour of the pencil? What is the shape of the pencil?” (Now, the students will take a deep breath and hold their respective pencils in their hands.)



- ◆ “All the students will pay attention to the weight of the pencil. What is the shape of this pencil? Is this pencil warm or cool? How do you find the touch of the pencil in your hand”? (The teacher would pause for 5 seconds here)
- ◆ If you think you are losing concentration, then bring your focus back on the pencil.
- ◆ “All of you take a deep breath now and whenever you feel good then you can slowly put it back on the desk”.

☐ **Points for Sharing Experiences**

1. How are you all feeling?
2. Were you able to bring your entire focus to the pencil?
3. Did you notice any such thing about the pencil that you hadn't observed earlier?
4. How did you feel when you were holding the pencil?
5. Did your thoughts distract at any point?
6. Were you able to bring your thoughts back to the pencil?

☐ **Practice at Home**

Students would practice today's mindfulness activity with the members of the 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 and also what understanding they built.



Session 8 : Mindful Seeing - I

Distribution of Time

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity: Mindful Seeing

□ Objective

To make the students practice the exercise of mindful Seeing.

□ Steps of the Activity

- ◆ The teachers will tell the students, "Today, we will concentrate on the objects which are present in our classroom."
- ◆ The teacher will ask the students about the objects that they will be able to see in their surroundings (Table, Chair, Blackboard, Duster, Door, Window, etc)
- ◆ The teacher will show any object in the class and ask the students to observe its shape, size, figure, colour, its position in the room etc.
- ◆ For example, if the teacher is showing them a table, the following questions can be asked:
 - Are you able to see the four legs of this table?
 - Are these four legs equal?
 - Is there any scratch on this table?
 - Is it of the same colour everywhere?
 - Is this table small or big?

- Is this table hard or soft?
- Is this table smooth or rough in texture?
- Did you identify any other quality of this table?
- ◆ The teacher will try to bring the focus of the students on the qualities of other objects present in the classroom.



❑ Points for Sharing Experiences

1. How did you feel while seeing in a mindful manner?
2. Have you seen any object with so much concentration? (here, students can be told that when we see any object with full alertness and concentration, we can see our surroundings in a better way)
3. What other qualities of an object can we see if we see it in a mindful manner?

❑ Practice at Home

Students would practice today's mindfulness activity daily with their families. This will be discussed in next week's class.

❑ 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 and also what understanding they built



Session 9 : Mindful Seeing - II

Distribution of Time

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity : Mindful Seeing

□ Objective

To make the students practice the exercise of Mindful Seeing.

□ Steps of the Activity

- ◆ The teacher will tell the students –“Today we will do an activity, in which we will focus our mind on some objects.”
- ◆ The teacher will ask the student to randomly open any page of their textbook and focus on the formation of the words written on that page.
- ◆ The teacher can also make the students focus on the formation of sentences on that page and the difference between them.
- ◆ The teacher can also make the students focus on the images and the colours of the images on that page.

□ Points for Sharing Experiences

1. Were you able to focus on the different formations of the different letters?
2. Were you able to focus on the differences between the letters?
3. Were you able to focus on the different colours on the page? Share.

4. Was there only a single colour on that page?
5. Were your thoughts distracted somewhere in this activity of Mindful seeing? Were you able to bring them back on that page? Share.



Practice at Home

Students would practice today's mindfulness activity with the members of the 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 and also what understanding they built.



Session 10 : Mindful Seeing - III

Distribution of Time

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity : Mindful Seeing

□ Objective

To make the students practice the exercise of Mindful Seeing

□ Dos and Don'ts

Teacher would try to bring some leaves in the class to show them to the students. (If it's not possible for them to bring leaves, they can also draw a picture of a leaf on the blackboard.)

□ Steps of the Activity

- ◆ The teacher will divide the students of class in small groups and give some leaves to each group. Teacher will tell the students, that today they will do an activity in the class in which they will focus on seeing some leaves.
- ◆ The teacher will tell the students, "Now I am going to show you some leaves, and you all have to see them very carefully."
- ◆ First you have to focus your mind on the colour of the leaf. Is the whole leaf of the same colour? If you have thoughts about the leaf being good or bad, pay attention to those thoughts. Try to see this leaf without thinking anything good or bad about this leaf.
- ◆ Now bring your focus on the fact that does this leaf has any spots on it?
- ◆ Keep your entire focus on the leaf.



❑ Points for Sharing Experiences

1. Were you able to see the different shapes of the leaves?
2. Were all leaves had same shape?
3. What were the colours of the leaves?
4. What colours of the leaves did you see?
5. Were you able to feel the texture of the leaves?
6. Was the texture rough or smooth?
7. Were there any distractions while doing this activity? Were you be able to gather your focus and bring it back to the activity?

❑ Practice at Home

Students would practice today's mindfulness activity with the members of the 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 and also what understanding they built.



Session 11 : Mindful Smelling

Distribution of Time

1. Beginning of the 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 the class with 2- 3 minutes of mindful breathing.

□ Discussion on Mindfulness

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

Activity : Mindful Smelling

□ Objective

To introduce students to the different types of odours in the surroundings and bring their focus towards them.

□ Steps of the Activity

- ◆ The teacher will tell the students, that today we will practice the process of mindful smelling.
- ◆ The teacher can ask the students about the different kinds of odours they can smell in the surrounding. The teacher can take reflections from the students and write them on the blackboard. Like

S.No.	Smell in the surrounding
	Smell of the rain
	Smell of the plants, flowers, leaves etc
	Smell of wet mud
	Cooking time fragrances

- ◆ The teacher will tell the students, “Now, we would practice the process of Mindful Smelling in which we will focus on smelling the different fragrances in our surroundings.”
- ◆ The students will sit in a comfortable position and close their eyes. Now take 2 – 3 deep breaths in which you have to inhale from your nose and exhale from your mouth.

- ◆ Now with the next breath draw your focus to any fragrance in the surrounding.
- ◆ Keep your focus on this fragrance and try to observe what it makes you feel. How do you feel when you smell something like this?
- ◆ Are there any emotions connecting to this smell? Try to retain this emotion with the smell. (pause for 30 seconds)
- ◆ The teacher will tell the students, “If you are having any distractions, try to bring your focus back on this fragrance.”
- ◆ The teacher will now tell the students, “Now all of you take a deep breath and slowly open your eyes when you feel comfortable.”

Points for Sharing Experiences

1. How are you feeling?
2. Were you able to smell anything? What?
3. When you focused on this fragrance, how did you feel? Were you able to connect to any emotion?
4. With the help of mindful smelling, which new fragrance did you identify today? Share.
5. What benefits can you have if you do mindful smelling in your surrounding?

Dos and Don'ts

The teachers would try to be alert about the fragrances in the surrounding, so that they can make the students focus on them. This activity can also be done with the students in the playground.

- ◆ Try to motivate all students to answer.
- ◆ The teacher would accept answers from every student.
- ◆ The teacher would welcome the thoughts of each student without any negative comment.

Practice at Home

Students would practise today's Mindfulness activity with the members of the 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 and also what understanding they built.



Session 12 : Mindful Scribbling-I

Distribution of Time

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

❑ Beginning of the Class

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

❑ Discussion on Mindfulness

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

Activity : Mindful Scribbling

❑ Objective

The students would be able to express their thoughts through scribbling and while doing this, they would focus on the different aspects of this activity.

❑ Material required

Paper and Crayons

❑ Steps of the Activity

- ◆ The students will be asked to sit in a comfortable position. Now they would be asked to take a deep breath inhaling from the nose and exhaling from the mouth. With the next breath, try and be alert about the sounds coming from the surrounding. Continue this for 10 minutes. No instructions will be given during this time.
- ◆ Now, bring your focus on the process of your breathing. Focus your mind on every incoming and outgoing breath and feel the breath.
- ◆ Now, ask the students to draw their focus on the paper and crayons lying with them. They



can choose any colour of their choice. Take that crayon in your hand and feel its weight. Now the students can be asked to draw anything of their choice on the paper.

- ◆ Ask the students to scribble on the paper. You can also give them instructions like left-right, up-down, etc.
- ◆ The students can be asked that what did they feel when they were scribbling. Did they feel any type of stretch in their shoulders or hands, or did they notice any change in their breathing pattern.
- ◆ Share this information with students, “Whenever we do any activity of this kind in which we have to do physical work, at that time our breathing is fast. But we can always keep our body calm by taking deep breaths.”
- ◆ Repeat the activity, but for this time, make the scribbling a little slower. Ask students to focus on their hands, shoulders and breathing.

☐ **Points for Sharing Experiences**

1. Did you feel any stretch in your hands or shoulders while scribbling?
2. Did you feel any stretch in your hands or shoulders while scribbling slowly?
3. Did you feel any difference in both the activities?

☐ **Dos and Don'ts**

- ◆ Teachers would try to ensure that during the activity, no student gets hurt.
- ◆ If any student doesn't want to do the activity, he or she would not be forced to do so.

☐ **Practice at Home**

Students will practise today's Mindfulness activity with the members of the 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 and also what understanding they built.



Session 13 : Mindful Scribbling-II

Distribution of Time

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

❑ Beginning of the Class

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

❑ Discussion on Mindfulness

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

Activity : Mindful Scribbling

❑ Objective

The students will be able to express their thoughts through scribbling and while doing this, they would focus on the different aspects of this activity.

❑ Material required

Paper, crayons

❑ Steps of the Activity

- ◆ The students will be asked to sit in a comfortable position. Now they would be asked to take a deep breath inhaling from the nose and exhaling from the mouth. With the next breath, try and be alert about the sounds coming from the surroundings. Continue this for 10 minutes. No instructions would be given during this time.
- ◆ Now bring your focus on the process of your breathing. Focus your mind on every incoming and outgoing breath and feel the breath.



- ◆ Now ask the students to draw their focus on the paper and crayons lying with them. They can choose any colour of their choice. Take that crayon in your hand and feel its weight. Now the students can be asked to draw anything of their choice on the paper, regardless of the fact that it is good or bad. Let them scribble for the next 5 minutes without any instructions.
- ◆ For the next 5 minutes give them instructions to be mindful about the activity of scribbling with their hands whether it is slow or fast. Are they feeling any stretch in their shoulders or hands while scribbling?
- ◆ When they complete their scribbling, give them a chance to show their drawing turn by turn and also speak about it in front of the class. Motivate each student. Neither compare their drawings with others nor be judgmental or critical about them.

❑ **Dos and Don'ts**

- ◆ Remember this is not a drawing class.
- ◆ No drawing would be labelled as good or bad.
- ◆ Give proper time to each student to speak about their drawing. Don't comment on any drawing
- ◆ Don't question them about their drawing unnecessarily.
- ◆ Don't make the students draw in haste.

❑ **Points for Sharing Experiences**

1. How did you feel while drawing?
2. Did you feel any restlessness while drawing?
3. Could you be aware of your body?
4. Could you feel the speed of your drawing and stretch in your shoulders?

❑ **Practice at Home**

Students would practise today's Mindfulness activity with the members of the 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 and also what understanding they built.



Session 14 : Heartbeat Activity

Distribution of Time

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

Beginning of the Class

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

Discussion on Mindfulness

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

Activity : Heartbeat Activity

Objective

The students would be able to pay their attention towards their Heartbeat.

Steps of the Activity

- ◆ The teacher will tell the students, "Today we will do an activity in which we will focus on our heartbeat."
- ◆ The teacher will tell the students to stand in their places.
- ◆ Then they will be asked to jump lightly and slowly on their places.
- ◆ The height and speed of jumping would be increased gradually.
- ◆ Let them jump for some time.
- ◆ When they get tired, ask them to stop and sit in their places.
- ◆ Now ask the students to put their hands on their hearts.



- ◆ Ask them if they are able to feel something. Can they hear their heartbeat?
- ◆ The attention of the students will be drawn towards not only the speed of the heartbeat but on its sound too. The teacher will say, “Listen carefully; you will be able to hear your heartbeat.”

☐ **Points for Sharing Experience**

1. How many of you were able to feel your heartbeat?
2. Did you find your heartbeat getting a little faster?
3. When did you find your heartbeat getting a little faster?
4. Did any of you hear your heartbeat?
5. Did the speed of the heartbeat change after some time?

☐ **Dos and Don'ts**

- ◆ Let the students enjoy their jumping and let there be noise.
- ◆ Keep a check so that no student gets hurt.

☐ **Practice at Home**

Students would practise today's mindfulness activity with the members of the 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 and also what understanding they built.



Session 15 : Mindful Stretching-I

Distribution of Time

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

□ Beginning of the Class

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

□ Discussion on mindfulness

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

Activity : Mindful Stretching

□ Objective

The objective of this activity is to bring the attention of the students to the stretching and relax state of body.

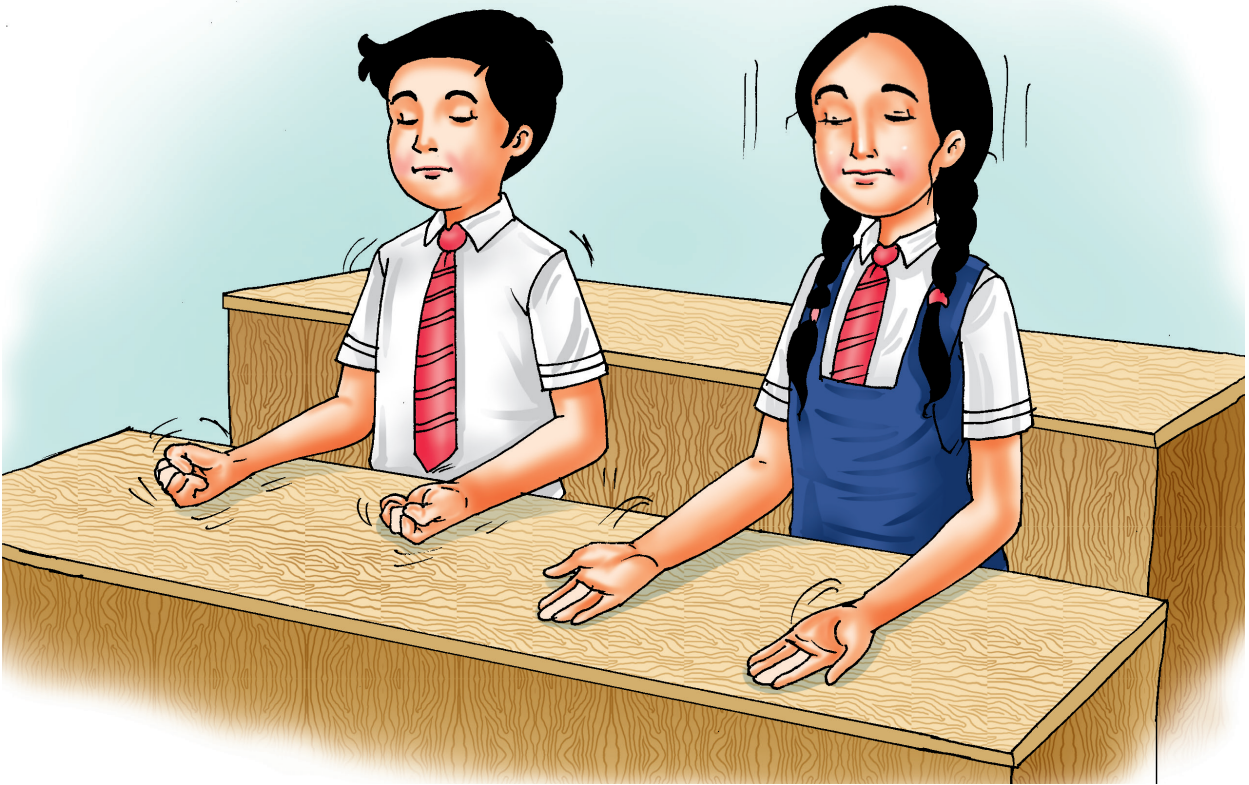
□ Steps of the Activity

- ◆ Ask students to make a tight fist (Pause for 10 seconds). Now ask, "Do you feel any stretch in your hands?"
- ◆ Ask them to open their fist now for 10 seconds. Ask the students if they are feeling relaxed? (repeat this activity 2-3 times)
- ◆ Ask the students to pay attention to their breath too. Ask them to inhale while making a fist and hold the breath for 3 seconds. Ask them to exhale while opening their hands. (repeat this activity 2-3 times)

□ Points for Sharing Experiences

1. When did you feel the stretch in your hand? (when the fist was closed or when the hands were open)
2. When did you feel comfortable /relaxed? (when the fist was closed or when the hands were open)

3. Why was there a difference between these two situations?
4. Did you feel any change in your breath?



Dos and Don'ts

- ◆ Do not force any student to do this activity if he/she feels uncomfortable.
- ◆ Bring the attention of students to the benefits of doing this exercise when they feel angry.

Practice at Home

Students would practice today's mindfulness activity with the members of the 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 and also what understanding they built.



Session 16 : Mindful Stretching- II

Distribution of Time

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity : Mindful Stretching

□ Objective

The objective of this activity is to bring the attention of the students to the stretching and relax state of body.

□ Steps of the Activity

- ◆ The teacher will ask the students to raise their left leg straight in front of them while sitting in their seats. Hold this position for 5 seconds and then slowly bring it back.
- ◆ Do the same with your right leg. (Repeat this activity 2-3 times)
- ◆ The students will now pay attention to their breath too. Ask them to inhale while raising their leg and hold the breath for 3 seconds. Ask them to exhale while bring the leg back to the ground. (Repeat this activity 2-3 times)



❑ Points for Sharing Experiences

1. When did you feel the stretch in your leg?
2. When did your legs feel comfortable/relaxed? When the leg was raised or when it was on the ground?
3. Why was there a difference between these two situations?
4. Did you feel any change in your breath?

❑ Dos and Don'ts

- ◆ Do not force any student to do this activity if he/she feels uncomfortable.

❑ Practice at Home

The students would practice today's Mindfulness activity with the members of the 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 and also what understanding they built.



Session 17 : Mindful Sitting

Distribution of Time

1. Beginning of the 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 the class with 2- 3 minutes of mindful breathing.

Discussion on Mindfulness

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

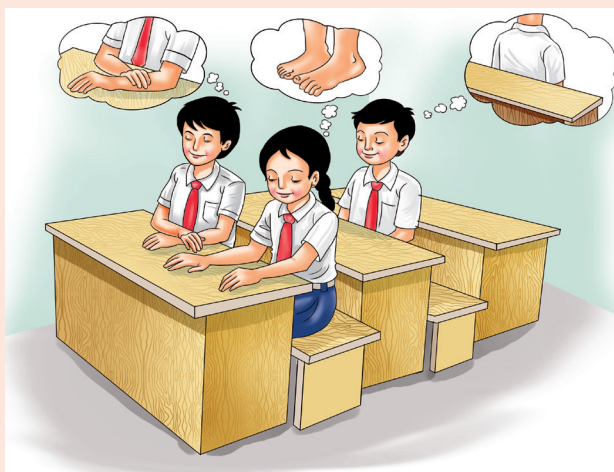
Activity : Mindful Sitting

Objective

The objective of this activity is to bring the attention of the students to their sitting position.

Steps of the Activity

- ◆ The teacher will ask the students to sit in a comfortable position and close their eyes. Students will bring their attention to their breath. They will take 2-3 long, deep breaths and exhale from their mouth.
- ◆ With the next breath, bring the attention of the students to their sitting position.
- ◆ Teacher will say, “Bring your attention to where your body is touching the desk.”
- ◆ Feel the touch of your legs on the desk. (Pause for 30 seconds)
- ◆ If you feel that your attention is distracted, then try and bring it back on your sitting position.



- ◆ Now with the next breath, bring your attention to the touch of your back to the desk. For the next 30 seconds pay attention to how you are feeling. (Pause for 30 seconds)
- ◆ Take a long, deep breath and whenever you feel comfortable, slowly open your eyes.

☐ **Points for Sharing Experiences**

1. Could you bring your attention to your sitting position?
2. How are you feeling now?
3. Were you able to notice and feel the touch of your back to the desk?
4. Was this activity easy or difficult?

☐ **Dos and Don'ts**

- ◆ The teacher must ensure that no one gets hurt while doing this activity.
- ◆ The teacher can make use of playground/garden/open space for this activity.

☐ **Practice at Home**

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

☐ **End of the class**

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



Session 18 : Mindful Walking

Distribution of Time

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity : Mindful Walking

□ Objective

The objective of this activity is to bring the attention of the students to mindful walking.

□ Steps of the Activity

Dear students! Let's practice mindful walking.

- ◆ Come out of your seat and stand comfortably. Relax your hands, legs and shoulders and become aware of your breathing. Take 2-3 deep, long breaths and exhale through your mouth.
- ◆ Now bring your attention to your standing posture and pay attention to your feet and see how your shoes are touching you.
- ◆ Do you feel any sensations in your feet? Become aware of it.
- ◆ Take a long, deep breath and move one step further.
- ◆ Pay attention to your walk and to your feet. How do you feel when you lift your foot and how do you feel when you put it back on ground? How does your body react to this movement?
- ◆ Now ask the students to take another step, paying attention to the other leg.
- ◆ Walk slowly and pay attention to your walk. Feel each and every step.

- ◆ Students! Do you feel any change in your body when you walk like this?
- ◆ Notice your breath this very moment.
- ◆ Do you feel any change in any part of your body?
- ◆ If you feel that your attention is distracted, then bring it back to your walk.
- ◆ Now take a long, deep breath and whenever they feel comfortable go back to your seat and sit down peacefully. (Give them 1-2 minutes to do this)

☐ **Points for Sharing Experiences**

1. How are you feeling?
2. Have you ever paid attention to your walking?
3. How did you feel when you walked mindfully?
4. Would anyone like to share their experience?
5. What according to you happens when we walk without paying attention?

☐ **Dos and Don'ts**

- ◆ This activity can also be done in the playground.

☐ **Practice at Home**

Students would practice today's mindfulness activity with the members of the 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 and also what understanding they built.



Session 19 : Mindfulness of Feelings-I

Distribution of Time

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity : Mindfulness of Feelings

□ Objective

The objective of this activity is to prepare the students to identify their feelings. They will also understand and discuss about their feelings.

□ Steps of the Activity

Dear students!

- ◆ Today, we will talk about “our feelings”. Sometimes we feel happy/sad and sometimes we feel scared. All these are called feelings.
- ◆ The teacher may draw pictures of different feelings on blackboard.
- ◆ Tell the students that today we will discuss about one such feeling i.e. HAPPINESS.

□ Points for Sharing Experiences

1. How 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. Do you notice anything in your body when you feel happy? What do you feel?

(The teacher may draw the picture of the body while discussing about the changes one feel when they experience happiness. The teacher can carry on with the discussion in this way.)



❑ **Dos and Don'ts**

- ◆ The teacher will ensure a safe and healthy environment in the class so that the students share their feelings with ease. Accept and respect the feelings of all the students.
- ◆ Don't take any decisions based on your prejudice.

❑ **For practice at Hhome**

The students would practise today's Mindfulness activity with the members of the 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 and also what understanding they built.



Session 20 : Mindfulness of Feelings-II

Distribution of Time

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

Beginning of the Class

To prepare the students to identify their feelings. They will also understand and discuss about their feelings.

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 : Mindfulness of Feelings

Steps of the Activity

Dear students!

- ◆ Today we will practise an activity which would help us in experiencing happiness.
- ◆ Sit in a comfortable position and gently close your eyes. Take a long, deep breath in and exhale from your mouth. Repeat this 2-3 times. Inhale from your nose and exhale from your mouth.
- ◆ Ask students to imagine a place where they feel happy. They may be alone or with someone in this place. Look for the place in your body where you can feel it.
- ◆ Now slowly inhale ... and exhale... while inhaling and exhaling imagine that you are smiling. Now gently open your eyes.
- ◆ Now look at your partner with a beautiful and gently smile.



Points for Sharing Experiences

1. Do you like this activity?
2. In which part of your body did you feel happiness?
3. Which place did you imagine would make you feel happy?
4. How did you feel when you imagined?

Practice at Home

The students would practise today's mindfulness activity with the members of the 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 and also what understanding they built.



Story and Activity Section

This section has been divided into 20 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

In addition to recognising happiness as our goal and seeing it as the reason behind our every effort, it is necessary to understand many other things. There is a possibility of a distraction that there is happiness lies in facilities, whereas actually facilities will only be useful for survival. So through this lesson, efforts will be made so that students can see reading and writing as a means to acquire the ability to be happy. Along with this, they will also get an an opportunity to know how they can be helpful in the happiness of others.

□ Objectives of the Lesson

- ◆ The students will be able to understand that facilities are necessary for survival, but they do not bring permanent happiness.
- ◆ Students will be able to understand that the purpose of reading and writing is to acquire the ability to be happy.
- ◆ Students will be able to understand that reading and writing are preparation that enables them to contribute in the happiness of others while being happy themselves.

□ Proposed Duration

At least five days or till the satisfaction of the teacher.



Day -1

Story: A Step towards Change

□ Objective

The attention of the students will be drawn to the fact that the solution of any problem can be found when we understand it.

□ Beginning of the class

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

Experiences at home

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

Line of discussion

Bringing the attention of the students to the fact that, just as the lack of something bothers us, similarly the lack of that thing bothers others. This awakens the feeling of resolving the problems of others. We are not troubled by the problems, rather our incapability to solve the problem makes us sad. There is a solution to every problem. The goal is just to get the understanding in order to reach at a solution. Achieving a goal is always satisfying.

Story

Yash used to wear spectacles for many years. One day, his spectacles broke and he had a lot of difficulty in reading and writing. The next day, Yash's father got his glasses fixed. He realized how many students around the world would not have the glasses and how difficult it would be for them to read and write. This incident gave a new direction to his life.



Yash looked for glasses in his house which were not used

by anyone. When he found ten such glasses, he realised that he could help ten students see properly and improve their reading and writing. At the age of 14, he formed an organization "Sight Learning" and started collecting used spectacles and distributing them to needy students. He convinced some Optical Store owners to install a

drop box outside their shops in which people can drop their used glasses so that, they can be delivered to the needy.

Searching the internet, he found out that 13 million students around the world today, don't have the right glasses. Yash has helped over 20,000 students in 5 countries to improve their vision through his organization.

Questions for discussion

1. What difficulties Yash might have faced when his glasses broke? Discuss.
2. What did Yash find out about the need for spectacles and how?
3. If you were in Yash's place, how would you have helped the children? Share.

4. If one of your friends breaks his glasses, how will you help him immediately? Why would you do that?
5. Have you ever found a solution to any problem with your wisdom? If yes, how?

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

- ◆ The students will share this story with their family members.
- ◆ Look around them that how many people need glasses to see properly and how many people have used spare glasses?

❑ **End of the class**

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

Day 2

❑ **Beginning of the class**

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

❑ **Recapitulation and experiences at home**

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

❑ **Questions for Discussion**

1. How would you feel if someone helped you in a similar way? Why?
2. Have you noticed any problem being faced by your classmates? How did you help them? Share.
3. Have you ever found a solution to someone's problem? How did you do this? Share.
4. Have you ever thought of helping someone like Yash? If yes, then share your thought.

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

Discuss at home whether any member of your family has ever solved someone's problem and how.

❑ End of the class

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

DAY 3

Activity : Ways to Find Happiness

❑ Objective of the lesson

To draw the attention of the students to the fact that everything we do is a means to find 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 given the opportunity to share their experiences of reflections and discussions at home.

❑ Line of Discussion

Whatever we do, like playing, writing, reading, working, eating, drinking, etc., the main reason behind all these actions/deeds is the desire to be happy. We play because we enjoy playing with our friends. It gives us happiness. We study so that we can get a good job and earn money. We can fulfil the needs of our family so that our parents and family members remain happy. By doing all this, we become content or happy. We eat and drink so that our body remains healthy. We can work only when the body is healthy. We can mingle with people and can help others. Why do we want to do all this? Because this is what makes us happy. It makes sense that our goal is to be happy, and everything else is just a means to that end.

Activity

❑ Steps of the Activity

- ◆ The teacher will ask all the students, what work or business they want to do when they grow up?
- ◆ Then the student who spoke about the business will be asked why she chose this business - for money or to earn a name?
- ◆ Now the teacher will make three columns on the board: Occupation/Job, to earn money, to earn a name.
- ◆ One by one all the students will come forward and write their mentioned business/job on the board and tick (✓) in front of it indicating their choice to earn money or to get name. All

students will be given the an opportunity to come on board.

- ◆ If anyone does not find any of the two options correct, then he can choose his own answer and write it in his copy.
- ◆ If someone finds both the options correct, then he can tick both.
- ◆ For those students who cannot write, the teacher will ask them and tick their answer on the board.
- ◆ Teacher will now draw a fourth column on the board – for happiness.
- ◆ Teacher will now ask the students that whatever business you have chosen for yourself; do you want happiness from it?
- ◆ Everyone would be asked and the teacher will simultaneously put a tick on the board.

Business	For name	For money	For both	For happiness	Other

Teacher will now make everyone observe:

- ◆ How many students ticked (✓) on earning money?
- ◆ How many students ticked (✓) on earning a name?
- ◆ How many students ticked (✓) on happiness?

❑ Questions for Discussion

1. When we buy some food items, we are happy to eat them, but what happens if we eat too much of the same thing? Are we still happy then?
2. When we buy things like T.V., mobile phone, washing machine, car, etc. in our house, do we feel happy to use them or just by looking at them? Why?
3. Is the aim of our education only to earn money? If yes, why do you think so? And if not, what are the objectives of education?

❑ Observe, Ask and Explore at Home

Students will go home and discuss whether the purpose of education is only to earn money? If not, then what are the objectives of education?

❑ End of the class

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

Day 4

❑ Beginning of the class

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

❑ Recapitulation and experiences at home

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

❑ Questions for discussion

1. What objective did you come to know from the discussion of this lesson, which you did not know earlier?
2. What is the one thing you definitely want to have when you grow up? You can also draw its picture.
3. How do you find out the purpose of the tasks you don't know about?
4. Does your attention go to its objective before doing any work? If yes, then give an example of any work.

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family whether they think about the objective of their work 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 the class today and also what understanding they built.

DAY 5

Assessment Session

❑ Beginning of the class

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

Experiences at home

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

Points for Assessment

1. This week, tell about those deeds of yours, which you did to pursue happiness, but they became the cause of sorrow or trouble for others.
2. What are some things you did this week that brought you joy, and to other people as well?
3. In this week, has it ever happened that you left your own work and contributed to the work of someone else? Why did you do that?
4. After knowing that the aim of education is to develop the ability to live happily, what changes you brought in your way of studying?

Observe, Ask and Explore at Home

Students would discuss with the members of their family whether they have ever left their work and helped someone else with their work. If yes, then why?

End of the class

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



Understanding Happiness

□ Note for the Teacher

In the previous lesson, we learnt that –

- ◆ our motive in doing any work is to be happy.
- ◆ the aim of education is to be happy and to contribute in making others happy
- ◆ facilities may be needed for life, but they cannot keep us happy forever

In this lesson, we will try to see the reasons we get happiness from. We will be able to recognise the difference between something which I like and something which is actually good. Something which is already good will give happiness forever and the other will give you pleasure for some time.

□ Objectives of the lesson

1. Students will be able to feel happiness for each other in their relationships.
2. Students will be able to identify different feelings in relationships.
3. Students will be able to understand the difference between 'being happy' and 'looking happy'.

□ Proposed Duration

At least five days or till the teacher is satisfied.

Day 1

Story : Change in Prachi

□ Objective

To draw the attention of the students to the fact that happiness lies in being emotionally connected to each other and not just in being together.

□ Beginning of the class

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

Line of discussion

It is generally seen that if a family member or a friend go somewhere far away for some reason, then we become sad, but it is also seen that even while living together in the same house, sometimes there is estrangement between us and it becomes difficult to be happy. Through this we understand that emotional attachment is more important than living together. Through this story and discussion, an attempt is made to bring attention to these points.

Story

"Mother, my dear friend Shalu's father has said that he has now been transferred to his village. Shalu will also have to take admission in the village school", Prachi told her mother crying. Prachi and Shalu were students of class IV. Both had a very deep friendship. Prachi became more depressed at the thought of being separated from her best friend.

Shalu did not come to the school the next day. It was revealed by the class teacher that Shalu's father got



her name struck off from the school and had enrolled her in the village school. Prachi did not realize that all this would happen so soon. Prachi did not talk to anyone that day. Also, at home her behaviour was bit different.

When sleeping at night her mother asked her the reason for this behaviour, her eyes were filled with tears and she hugged her and said sobbingly, "My dear friend Shalu, now I will never be able to meet her again. She had gone to the village. Can't we do anything?" Mother explained to her, "You are also far away from your grandparents, but their love is always with you. Shalu's love, like this will always be with you. You can write her a letter; make a miss you card for her or talk to her on the phone. You can make new friends". Prachi happily started making a "Miss You" card for Shalu after hearing this from her mother.

Questions for discussion

1. If you were in Prachi's place, what would you have done and why? Share.
2. Has any of your loved ones (like siblings, parents etc.) ever gone away from you? How did you feel then and why? Share.
3. Why do we miss our friends when we go somewhere far away? Do our friends also feel our absence?

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

Students will go and narrate this story to the members of the family and discuss how our relationships affects our happiness.

❑ **End of the class**

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

Day 2

❑ **Beginning of the class**

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

❑ **Recapitulation and experiences at home**

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

❑ **Questions for discussion**

1. How do you overcome your sadness whenever you are sad? Share.
2. How do we stay connected with our loved ones (friends and relatives) when they are away from us due to some reason? Discuss.
3. Do we remember our friends only when we want to play together or for some other reasons also?

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

Ask the students to discuss with the members of their family, what efforts have they made to connect with their long distant friends and family members.

❑ **End of the class**

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

Day 3

Activity : We are the creators of our own happiness

❑ **Objective**

To draw the attention of the students that being happy and looking happy are two different things.

❑ Beginning of the class

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

❑ Experiences at home

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

❑ Line of discussion

Being happy and looking happy are two different things. Though in today's society more attention is paid to look happy, when being happy is more important. Many times it happens with us that we try to look happy even when we are unhappy. We need to give a thought to the need and requirement of attaining the ability to be happy.

Activity

❑ Steps of the Activity

- ◆ Draw a smiling face 😊 on one side of the blackboard and a sad face ☹️ on the other side.
- ◆ Ask the students which face did they like on the blackboard.
- ◆ Now they would be told to look at each other by making both faces.
- ◆ Ask whether students like the smiling face of their friend or the sad face?
- ◆ When you looked at your friend with a smiling face, were you really happy too?
- ◆ Now they would be asked about what makes them happy and what makes them sad. Keep writing what they share on board.

❑ Questions for discussion

1. Has it ever happened that you pretended to be happy when actually you were not? When? (E.g. in front of a guest or while posing for a photo) Why did you do that?
2. Have you ever felt that a friend of yours is not happy but is trying to look happy? If yes, then what did you do?
3. Have you seen anyone trying to look happy even at your home in the last few days?
4. Have you been able to find out the reason behind the sadness or trouble they are hiding? What did you do when you found out?

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

Students would be asked to go home and do the activity with their family and find out whether anyone in the family pretended to look happy when they were not. If yes, explain when and why?

❑ **End of the class**

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

Day 4

❑ **Beginning of the class**

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

❑ **Recapitulation and experiences at home**

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

Activity

❑ **Steps of the Activity**

1. Ask a group of 5 to 6 students to stand in front of the class and pretend that they are being photographed.
2. Other students will note down the expressions of the students standing in front. (Most often it will be found that the students will smile or stand differently when the picture is taken.)

❑ **Questions for discussion**

1. Try to find out from the students why they smiled while being photographed?
2. Do we pretend to be happy, or are we actually happy when the photographer says, “ready”?
3. What is more important for you; to look happy, or to be happy? Why?

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

Students will discuss with the members of their family that whether it is more important to look happy or being happy for them. Why?

End of the class

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

Day 5

Assessment Session

Beginning of the class

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

Experiences at home

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

Points for Assessment

1. Those students who are very happy today can come in front of the class and other students would observe their facial expressions, body language, etc and share in the class.
2. Some students would turn by turn come in the front one by one and enact to be happy.
3. Students would be asked about the two reasons for their happiness today and which one makes them more happy?
5. Have you tried to look happy anytime in this week? When?

Observe, Ask and Explore at Home

Students would discuss at home that why do we pretend to be happy when we are not.

End of the class

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



A Happy Person Spreads Happiness

□ Note for the Teacher

In the previous lessons we learnt that –

- ◆ there is a difference between looking happy and feeling happy and it is important to understand the real meaning of happiness.
- ◆ student's attention went towards the understanding a happiness.
- ◆ at the same time, it is very important to know what makes us happy.

In this lesson, we will try to understand the relationship of happiness with our thoughts and expressions. Like others, our behaviour also changes with our thinking.

□ Objectives of the lesson

1. Students would identify the frame of mind of others.
2. Students would be alert about their own frame of mind.
3. Students would identify happiness in their thoughts and expressions.

□ Proposed duration

At least five days or till the teacher is satisfied.

Day 1

Story : A Happy Person Spread Happiness

□ Objective of the lesson

To draw the attention of the students to the fact, that when we are happy, we spread 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

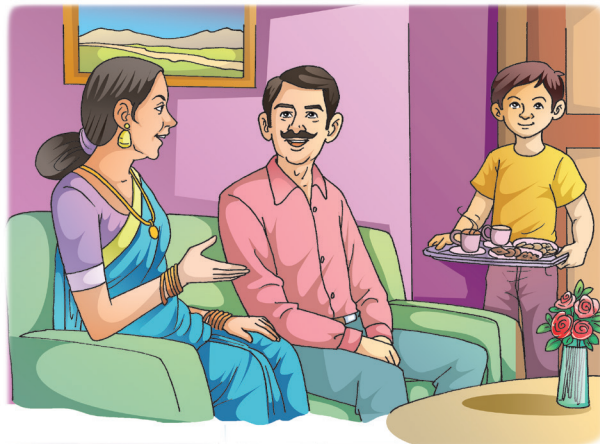
Students would be given an opportunity to share their experiences of reflections and discussions at home.

Line of discussion

The attention of the students would be directed towards the fact that everyone shares what they have. A happy person spreads happiness and a sad person spreads sorrow. If we meet everyone with a smile on our face, then everyone would like to talk to us. By doing this, the environment around us will become comfortable.

Story

Pankaj's Aunt was about to get married. The guests had started coming to the house. Pankaj took the responsibility of serving tea and snacks to the guests. Lots of laughter and people talking could be heard all around the house. Mother asked Pankaj to take the breakfast for maternal uncle and aunt, he happily did so. After a while, he heard the sound of someone speaking loudly, and saw that it was his aunt. Aunt's luggage was lost in the train and she was very upset. She was shouting and repeating the same thing to everyone. In such a situation, when mother asked Pankaj to come and serve breakfast to aunt, Pankaj refused. Because he knew his aunt would do the same in front of him. Despite the mother persuading him a lot, he did not feel like serving his aunt tea and breakfast.



Two days later, when Pankaj left home for school in the morning, he remembered that he has left his math book at home. He went to the room and started looking for the book but he could not find it because the whole house was scattered. Pankaj became very sad. He was not in a good mood today because of not finding the book. On reaching the class, when his friends greeted him, he did not respond and turned away to sit on his seat.

He was not talking properly to anyone. After that no one even came close to him for the whole day. Everyone was talking amongst themselves in low voices about Pankaj's bad mood. By the time the school got over, Pankaj himself got upset seeing the changed behaviour of everyone. He felt that today everyone was staying a little far away from him. Now he began to understand the reason behind his aunt's changed behaviour. Pankaj realized that when we are happy, then only we can spread happiness.

❑ Questions for discussion

1. What would have happened if Pankaj had come to serve breakfast to his aunt? Think and tell.
2. Has it ever happened to you too that seeing someone's bad mood, you tried to avoid them? Share.
3. Have you also felt that when someone is in a good mood or behaviour, you are more inclined to meet and talk to them? Share.

❑ Observe, Ask and Explore at Home

Ask your family members how they feel around people who keep smiling and laughing and why they feel so?

❑ End of the class

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

Day 2

❑ Beginning of the class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. When we are in a bad mood, do others meet us with love or try to avoid us? Discuss.
2. How will you try to improve the environment around you, so that your friends like to be with you?
3. Share a list of the people with whom you feel happy. Also, share the reason behind it.

❑ Observe, Ask and Explore at Home

Discuss with your family members, when they were in a bad mood, did their friends avoid them. How did they feel when this happened?

❑ End of the class

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

Activity : Happy Moments

Objective

To inspire the students to move ahead with enthusiasm by giving them an opportunity to cherish their happy moments

Materials required

Paper sheet, pencil and colours.

Beginning of the class

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

Experiences at home

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

Line of discussion

Sometimes a person is upset because of not being able to face the difficulties of life. In such times, the enthusiasm to live diminishes and some people gradually suffer from depression. But when a person remembers the achievements of his life, then the enthusiasm to live goes up and cherishing those happy moments also gives inspiration to do something new in life.

Through this activity the students have been given an opportunity to cherish the happy moments in their lives so that they get inspired to move forward with more enthusiasm.

Activity

Steps of the Activity

- ◆ Ask all the students to sit quietly for some time and remember all those important events/occasions/ achievements in their life which still make them happy.
- ◆ Now all the students will draw flowing river on their respective paper sheets, which we can call life-stream or river of life.
- ◆ Ask to draw any five memorable events/occasions/ achievements in this life stream through pictures/



signs/symbols. (For example, if someone has ever done something for others in need, then they can draw a picture of that person or situation. For someone, the first day of school is memorable, then he/she can draw a picture of his/her school. If someone has any achievement in sports, he/she can draw a picture of that game.)

- ◆ Teachers will also participate in this activity so that the enthusiasm of the students increases. (Visually handicapped students can share their good memories with their partner and they can create a stream of life for them.)
- ◆ Now ask the students to sit in pairs and share their happy moments with each other. Keep your sheet of paper handy for the next day's activity.

❑ **Questions for discussion**

1. How did you feel when you thought of your happy moments and drew pictures of them?
2. After sharing the moments of happiness, what kind of thoughts are coming to you?
3. How do recalling happy moments affect our mood? Why is it so?

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

Do the activity done in class with your family and discuss the change in their feelings.

❑ **End of the class**

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

Day 4

❑ **Beginning of the class**

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

❑ **Recapitulation and experiences at home**

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

❑ **Steps of the Activity**

- ◆ First of all, the teacher will share his/her happy moments with the students by showing his/her sheet of paper.
- ◆ While sharing, also explain the pictures/signs/symbols through which those moments have been expressed.
- ◆ Now teacher will give an opportunity to all the students to share their happy moments by showing their sheets of paper.

Questions for discussion

1. When are we happier, when someone does something for us or when we do something for someone?
2. We are also happy when we do something for the happiness of others. How? Discuss in class.

Observe, Ask and Explore at Home

Ask for members of your family members about an incident when someone did something 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 the class today and also what understanding they built.

Day 5

Assessment Session

Beginning of the class

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

Experiences at home

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

Points for Assessment

1. This week, were you able to pay attention to how you expressed your happiness?
2. After this week's discussion, share what all are the things that you noticed?
3. Did something happen this week that you were in a bad mood but you felt that the members of your family would be sad to see you, so you tried to improve your mood?

Observe, Ask and Explore at Home

Go home and discuss what makes them happier – when they do something for someone or when someone does something 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 the class today and also what understanding they built.



Happiness in Relationships

□ Note for the Teacher

In the previous lessons, we have learnt

- ◆ the aim of human life is to learn, understand and be happy.
- ◆ happiness is related to our thoughts.
- ◆ the objective of our studies is achieved when we are happy and prove to be helpful in making others happy.

With the help of this lesson, we would be able to understand the relationship between our happiness and our relations. How the happiness we get from relations is different from the happiness we get from materialistic things.

□ Objectives of the lesson

1. Students would understand the needs of facilities and our emotions.
2. Students would understand the needs in relations.
3. Students would understand the importance of happiness in relationships.

□ Proposed duration

At least five days or till the teacher is satisfied

Day 1

Story : Friendship and Video Games

□ Objective

To draw the attention of the students that living in a relationship is a feeling of 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

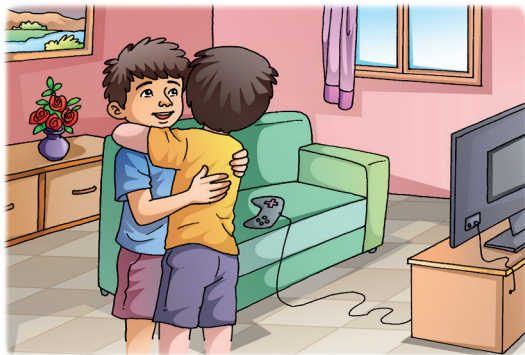
Students would be given the opportunity to share their experiences of reflections and discussions at home.

Line of discussion

Through this story and discussion questions, draw children's attention to the fact that our emotional needs are not fulfilled only by getting comforts and things we like. It is by living together that our emotional needs are fulfilled and we can be happy for a long time. In other words, the happiness that comes from the relationship is more important.

Story

Rohan and Aman are very good friends. Both study in the same class. They also live nearby. After returning back from school the two friends play together, after having their lunch and completing their homework. Aman's aunt lives abroad and she always sends new toys for him. Rohan likes Aman's new video game very much, he goes to Aman's house every day to play the video game. One day, he told Aman that he also wanted to have such a video game, but Aman said, "You are my friend, you can play with my video game as long as you want."



Like every other day, even today Rohan went to play at Aman's house. His parents were at home. His father told Rohan that Aman has gone to the market with his grandmother.

You can play with his toys if you want, Aman will be back in a while. Rohan went to the room. And started playing with his favourite video game, but what is this? Today, he did not enjoy playing at all. He tried to play many times, but, every time he put the game back and was not able to play as he was feeling sad. In a while Aman came back from the market and went to Rohan. When Rohan saw Aman he ran towards him and put his arms around him and said, "Now we will enjoy the game!"

Questions for discussion

1. Why couldn't Rohan enjoy the game alone? Think and tell.
2. Do you enjoy playing or spending time with a member of your family or a friend? Why so?
3. How was Rohan feeling about Aman not being at home and why?
4. What if we get all the comforts (like good food, nice clothes, big house), but no family or friends are with us?

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

Ask your family members if they have ever had to stay away from the family and friends. How did they feel at that time?

❑ **End of the class**

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

Day 2

❑ **Beginning of the class**

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

❑ **Recapitulation and Experiences at Home**

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

❑ **Line of discussion**

1. Has it ever happened that a member of your family has given you a gift but did not talk nicely? In such a situation, did you like the gift given by him/her?
2. Have you ever had a fight with your friend over something? How did you feel then?
3. Which one gives you more happiness – a gift or a good relation?

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

Discuss with the members of your family what is more important; material things or living with each other in harmony. Also, discuss the reasons for it.

❑ **End of the class**

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



Day 3

Activity : Happiness in relationships

❑ Objective

Students will realise the importance of relationships in their life.

❑ Beginning of the class

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

❑ Experiences at home

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

Activity

❑ Steps of the Activity

- ◆ Teacher will write some situations on the chart or black board.
- ◆ Students will be told to carefully listen the instructions and then answer.
- ◆ Then, ask students to listen to each situation carefully and respond as directed. Make the sign of (V) with your fingers in the circumstances in which you found happiness.
- ◆ Make a reverse (Λ) with your fingers in the situations in which you were not happy.

❑ Circumstances

Column 1	Column2
You stood first in the class, but your father did not praise you.	You stood first in the class, your father praised you.
You bought yourself a new pen and no one saw.	You bought yourself a new pen and used it.
You ate your food alone.	You ate the food with your friends.
When you played alone in the field.	When you played with your friends in the field
You met your best friend and she didn't even say hello to you properly.	You met your best friend and he/she hugged you lovingly.
Your best friend went to play with someone else.	Your best friend played with you.

❑ Questions for Discussion

1. What do we expect from people other than things?
2. If someone gives us something that we like, but does not behave well with us, then how would we feel?
3. When you expect good behaviour from others, do you also keep in mind the fact that they would also be expecting the same from you?

❑ Observe, Ask and Explore at Home

Students would do the activity at home and discuss how the behaviour of others affect themselves.

❑ End of the class

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

Day 4

❑ Beginning of the class

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

❑ Recapitulation and experiences at home

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

❑ Line of Discussion

1. How are the conditions in column 2 different from those in column 1?
2. Why were you not happy in the circumstances mentioned in column 1? Discuss with your partner.
3. Why did you find happiness in the circumstances listed in the second column? Discuss with your partner.
4. Can you think of some more such situations? Share.

❑ Observe, Ask and Explore at Home

Ask your family members if they feel happy living alone or with all the member of the members?

❑ End of the class

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

Day 5

Assessment Session

❑ Beginning of the class

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

❑ Experiences at home

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

❑ Points for Assessment

1. What tasks did you do with your family members this week. How did you feel about working together and why? If you were to do the same work alone, how would you feel and why?
2. To whom did you say thank you this week? And how did you feel at that time?
3. What are the things that happened to you this week that made you happy? With whom did you share your happiness and why?

❑ Observe, Ask and Explore at Home

Students will play a game with their families, asking everyone to sit together and tell at least two good things about each other. At the end, ask everyone how they felt after playing the game.

❑ End of the class

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



The Joy of Learning

Notes for the Teacher

In the previous lessons, we learnt

- ◆ as a resultant of every work that we do, we always think about our happiness.
- ◆ we can be happy when we have understanding of things.
- ◆ every student has a vast understanding ability.

In this lesson, we will discuss that what is the relationship between leaning and joy. What is the duration of this happiness.

Objectives

1. Students will understand that all human beings have the ability to understand so that, they can easily learn everything.
2. Students will understand the fact that learning and understanding improves their self-confidence.

Proposed Duration

At least five days or till the teacher is satisfied.

Day 1

Activity : Let's shape together!

Objective

Students will think and make a shape by which they will recognise their skills and by understanding they will improve them through practice.

Beginning of the class

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

Experiences at home

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

❑ Steps of the Activity

- ◆ Ask all the students in the class to take out their pencils, erasers, paper etc.
- ◆ The teacher will encourage the students to do the activity alone.
- ◆ Ask each student to draw a shape of their choice with the materials they have, such as: circles, squares, flowers, leaves or stars.
- ◆ After this, all the children will see the shape made by each other, this will help them to appreciate each other's efforts and learn how to make different types of shapes.



❑ Questions for discussion

1. Which shape did you choose and why?
2. What other objects you can see in your classroom that are of the same shape that you have drawn?
3. Did you face any difficulty in making this figure? How did you make it?

❑ Observe, Ask and Explore at Home

The teacher will ask the students to go home and make a similar shape using other materials and to find other objects of that shape at home.

❑ End of the class

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

Day 2

❑ Beginning of the class

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

❑ Recapitulation and Experiences at Home

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

❑ Steps of the Activity

- ◆ The teacher will ask the students to form small groups.
- ◆ The students will take out the material available with them from which they can make the figure.
- ◆ All the students will put their material collectively in a group.
- ◆ The teacher will ask the students to make a shape out of the material they have collected.
- ◆ After this, all the students will look at the figures made in each other's group. By doing this, students will be inspired to look at each other's efforts and will also be able to appreciate the skills of others.

❑ Questions for discussion

1. Did you notice any difference in doing this activity alone and in a group, if so what is it?
2. Did you feel happy making the figure alone or in a group? Share your thoughts in the class.

❑ Observe, Ask and Explore at Home

- ◆ Find whether the figure that was made in the class could be seen in the house too.

❑ End of the class

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

Day 3

Story : Grandma turned into a teacher

❑ Objective

Students will be able to understand that all human beings have the capacity to understand; therefore they can learn any work at any age.

❑ Beginning of the class

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

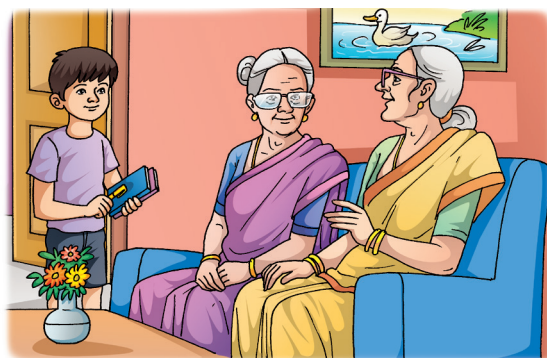
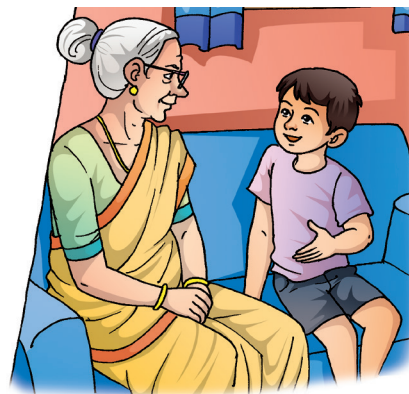
❑ Experiences at home

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

Story

Shanu was a student of class IV. He loved his grandmother very much. Whatever the teacher taught him in school every day, he used to tell his grandmother. His grandmother was not educated. Everyday new stories and activities were done in the class at Shanu's school. When he used to tell everything to his grandmother, the grandmother would be very happy, and she wanted to learn all that.

One day grandmother asked Shanu, "Can you teach me to read and write?" Meanwhile, another old lady sitting near grandmother said, "Sister, aren't you old enough to read and write? What would you do after studying?" Listening all this, grandmother got upset. But Shanu could not stop himself and went out and bought a copy, pen and a picture book with letters and words written on it for grandmother.



Because of her dedication, grandmother learnt to read and write in a very short time. Seeing grandmother, her friends also got the desire to learn and grandmother started teaching them also. When Shanu saw this, he was very happy and hugged his grandmother and said, "My grandmother has now become a teacher."

❑ Questions for discussion

1. How do you feel when you learn a new thing and why?
2. List the things you have learnt this year.
3. Do you always want to learn from your elders or do you sometimes feel like teaching your elders some new things? If yes, what is it?

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family, have they ever helped someone learn a new things. What is the reason for it?

❑ End of the class

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

Day 4

□ Beginning of the class

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

□ Recapitulation and experiences at home

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

□ Questions for discussion

1. Do you want to learn something from your younger sibling or a friend? If yes, what?
2. Why do you want to learn that work from them?
3. What skills would you like to learn when you grow up?
4. Do you see any special skills in yourself which is not there in the children of your age and would you like to teach that skill to your peers too?

□ Observe, Ask and Explore at Home

Ask the members of your family, what special skills they learnt in their childhood apart from the daily chores.

□ End of the class

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

Day 5

Assessment Session

□ Beginning of the class

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

□ Experiences at home

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

Points for Assessment

1. How did your family members feel when they learnt a new thing from you and how did they express their feelings?
2. Were you able to learn the new tasks right away or did it take you time to learn them?
3. What will you do to improve you have learnt this week?

Observe, Ask and Explore at Home

Students will go home and discuss with the members of the family that why they find it necessary to learn new things from others or teach new things to them?

End of the class

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



□ Note for the Teacher

In the previous lessons, we have learnt

- ◆ man has the infinite ability to learn anything.
- ◆ learning always improves our self-confidence.
- ◆ living happily is when we are living confidently.

Students would drive their attention towards the fact that we have infinite potential. Using this potential, if we try to do anything with hard work and dedication, we can do it. Some tasks can also be done collectively and there is a different kind of satisfaction in doing them. Man has the power to do any kind of task easily.

□ Objectives of the lesson

1. Students will be able to understand that faith and practice can lead to success in any work.
2. Students will feel enthusiasm in group work and will be motivated to work in groups.
3. Students will be motivated to get complete information about any event or object.

□ Proposed Duration

At least five days or till the teacher is satisfied.

Day 1

Story : The Clock is Ticking

□ Objective

The aim is to draw the attention of the children towards the fact that with concentration, any work can be done smoothly.

□ Beginning of the class

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

❑ Experiences at home

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

❑ Line of discussion

A lot happens around us in daily life, due to which we keep getting distracted. Through this story and questions, an attempt has been made to explain to the children, that it is necessary to work with focus to achieve any goal. If there is any problem due to external disturbances, then concentration helps to solve the problem.

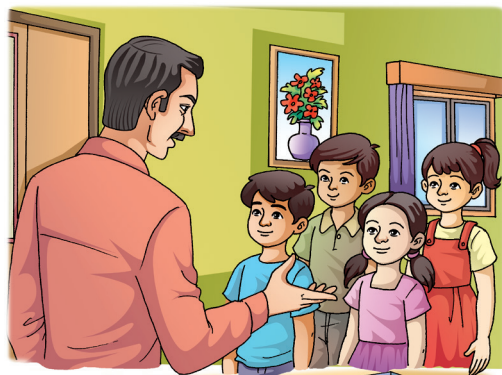
Story

Once Rinku's father lost his watch somewhere. His father loved that watch because grandmother had gifted it to him on his birthday.

He himself tried hard to find the watch but could not find it. So, he called Rinku and his friends for this job. "Listen kids, will any of you help me find my lost watch?" he said.

All the children got busy in this work in full swing. They started looking for the watch, up and down, in the courtyard, outside and everywhere but could not find it.

Now, the children had almost given up and the father also started feeling that he will not get his watch now. Then Rinku came to his father and said, "Papa give me one more chance, and this time I will try to find the watch with a new trick." Father said, "No problem! You can try again".



Rinku asked everyone to leave the room and closed his eyes and sat in the room. After a while, Rinku came out and the watch was in Rinku's hand.

Rinku's father was very happy to see the watch and he asked with surprise, "Son, where was this watch?"

Rinku told that he went to the room, sat quietly with his eyes closed and started paying attention to the sound of the watch. I could hear the watch ticking, I could guess its direction and found this watch which had fallen behind the cupboard.

❑ Questions for discussion

1. When anything gets lost in your home or school, what do you do to find it and why?
2. Has there ever been such an incident around you when someone returned your lost item?

3. How do you feel when you lose something to which you are emotionally attached?
4. If there is any problem due to external disturbances and noise, how would you find the solution?
Discuss.

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

Ask the students to go out and discuss the story, and find out the views and experiences of other family members.

Has it ever happened in your house or neighbourhood that someone is not able to find any of his things, but someone else has found it by paying attention and has returned it? Share.

❑ **End of the class**

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

Day 2

❑ **Beginning of the class**

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

❑ **Recapitulation and experiences at home**

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

❑ **Questions for discussion**

1. When we want to pay attention to a sound, it is easy to hear the sound by closing our eyes. Why so? Discuss.
2. Are you aware of the things and environment around you? Why and how? Discuss.
3. If we are not able to pay attention to the things around us, have we ever faced problems due to this? Discuss.
4. Have you ever found a solution by paying attention to your or someone's problem? How?
5. What can we do when we are mindful of our environment?
6. Can being mindful of the environment makes our life easier? Why and how?

❑ Observe, Ask and Explore at Home

Go home and tell about the discussion held in the class today and ask the members of the family whether being aware of the environment can make our life easier. Why and how?

❑ End of the class

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

Day 3

Activity : Let me tell your qualities

❑ Objective of the lesson

Students will be able to recognise their qualities and see them as their abilities.

❑ Beginning of the class

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

❑ Experiences at home

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

❑ Line of discussion

Mostly, it is seen that students are impressed with physical beauty and ignore the inner qualities. The purpose of this activity is to bring students' attention to the qualities of themselves and others and to develop the ability to express their thoughts. We can also view our qualities as our abilities. With these abilities, if we try to do anything with hard work and dedication, we can do it.

Activity

❑ Steps of the Activity

- ◆ The teacher will make pairs of all the students.
- ◆ Name one student in each pair as A and the other as B.
- ◆ Student A will tell his name and one of his special quality to student B (1-2 minutes)
- ◆ After this, student B will tell student A his name and one of his special qualities (1-2 minutes).
- ◆ Now in front of the whole class the teacher will first ask student A to tell about B, then student B will tell about A to everyone.
- ◆ In this way all the pairs will tell about each other's name and their special qualities.

❑ Questions for discussion

1. Was it easy for us to recognize our inner qualities? Why or why not?
2. Was it easy for us to see the qualities of our partner? Why or why not?
3. After listening to the qualities of so many students, do you feel that you also have many such qualities, which you never thought about or which you did not pay attention to? What changes are you able to feel in yourself?

❑ Observe, Ask and Explore at Home

Students will discuss their qualities with the members of their family and discuss whether we all have some special qualities. Are we able to identify those qualities easily?

❑ End of the class

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

Day 4

❑ Beginning of the class

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

❑ Recapitulation and experiences at home

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

❑ Steps of the Activity

Encourage students to write, speak or draw a quality of their peers that they would like to imbibe in themselves.

❑ Questions for discussion

1. What should we pay attention to; the qualities of others or their faults? Answer with reason.
2. When all the students were telling the qualities of their friends, did you think of any quality that you want to inculcate in yourself? Explain with example.

❑ Observe, ask and explore at Home

Students will go home and discuss with elders if any member of the family has any quality that they would like to inculcate in all the members. Discuss with examples.

❑ End of the class

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

DAY 5

Assessment Session

❑ Beginning of the class

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

❑ Experiences at home

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

❑ Points for Assessment

1. How do we feel when someone praises us? Why?
2. How do we feel when we praise someone and why?
3. Do our inner qualities help enhance our capabilities? How? Explain with an example.

❑ Observe, Ask and Explore at Home

Students will go home and talk to the members of their family about the discussion held in the class and ask, if there are any qualities in the members of their family members that help to increase or decrease their abilities.

❑ End of the class

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



Solution to Every Problem

□ Note for the Teacher

In the previous lessons, we learnt that-

- ◆ with confidence and practice we can conquer any challenge in life.
- ◆ we experience more enthusiasm in group tasks.
- ◆ it is important for us to have complete information about any situation or task.

In this lesson, we would try to understand that it is better to analyse any situation with a growth mind-set rather than a fixed mind-set. With this student would be able to tackle problems and challenges in their life.

□ Objectives

1. Students would express their reactions by giving a thought to the complete situation.
2. Students would examine the heard stories on the basis of logic.

□ Proposed Duration

At least five days or till the teacher is satisfied.

Day 1

Activity : Problem and Solution

□ Objective

Students will be able to approach problems with a growth mind set and not with a fixed mind set.

□ Beginning of the class

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

□ Experiences at home

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

□ Steps of the activity

- ◆ Teacher will divide the class into 5 groups.
- ◆ Teacher will give a situation to each group and then the group will discuss and find solution of that situation with their partners.
- ◆ If the students are not able to tell the solution initially, the teacher herself will tell a situation and its solution.
- ◆ The teacher would not tell the solutions to all the situations, but would ask the students to discuss the solutions by using the turn and talk method (Students turn to their fellow friends. Discuss with the seated friends).
- ◆ Some other problems and their practical aspects can be given for better understanding.

S.No.	Situation	Solution
1.	I was supposed to take this project to the school today, but it is raining, I will not be able to take this today.	
2.	My mom said that I should study Maths for at least two hours but with other subjects how is it possible I will not be able to study for two hours.	
3.	This tap is leaking and already there is lack of water. Forget it, nothing can happen.	
4.	I have brought bucket to fill water but this bucket has hole. What to do now?	
5.	When my brother irritates me. I get angry on him and we start fighting.	

□ Questions for discussion

1. Can all problems be solved? How?
2. Is there any such problem which has no solution?
3. How do we feel when we do not find a solution and consider the problem as big?
4. How do we feel if we find a solution to a problem? Explain by giving any one example.

□ Observe, Ask and Explore at Home

Students would identify those people in their family and neighbourhood who are always ready to solve other's problems after listening to them.

□ End of the class

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

Day 2

□ Beginning of the class

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

□ Recapitulation and experiences at home

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

□ Question for discussion

1. What was the first thing you did when your partner told you about his problem?
2. Were you able to find the solution to his problem?
3. Did you find your partner's problems smaller or bigger than your own problems?
4. If we are unable to find the solution to any problem, what extra efforts can be done to find the solution?

□ Observe, Ask and Explore at Home

Students will go home and observe that when the members of their family face any problem, how do they solve it.

□ End of the class

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

Day 3

Story : The other side of the coin

□ Objective

The students will be prepared to face the challenges in their life.

□ Beginning of the class

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

□ Experiences at home

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

Line of discussion

We often get nervous when problems arise and start blaming ourselves or others for being responsible for those issues, whereas in such a situation, we have to take the problem as a challenge and find a solution.

Story

Akram used to get nervous very easily. Whenever any problem came in front of him, he used to cry. His father did not like seeing this at all. He wanted Akram not to panic because of problems but to focus on finding solution to them. One day, again he saw Akram crying. He went to him and put his hand on his head and asked lovingly, "Why are you crying?" He said, I could not go to school last week due to illness, then I had taken a notebook from my friend Surjeet to complete my homework. By mistake milk spilled on his notebook and that notebook is spoiled."



Father explained to him that crying would not fix the notebook. If you think carefully, you will definitely find some solution to the problem. Akram said, "Do I really have a solution to the problem?"

Father said, "Yes, every problem has a solution. Come on, you tell!"

Akram said, "Papa, it would be best if I do all his work in a new notebook and tell him everything with honesty. But, how will I be able to do so much work?"

Hearing this, the father said, "You can do the work in two days, I will dictate and you write, in this way, the work will be done soon."

Till evening the work was only half done and Surjeet also reached there. When Akram told the whole thing to Surjeet, he said, "No problem brother, it was not your mistake. You have done half of my work for me, I will do the rest myself."

❑ **Questions for discussion**

1. Tell me an incident when you were troubled by a problem like Akram?
2. Were you able to solve that problem yourself or did you take help from someone?
3. Who among you does not panic when problems arise?

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

Students would ask the members of their family what do they do when any problem or challenges come in their life.

❑ **End of the class**

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

Day 4

❑ **Beginning of the class**

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

❑ **Recapitulation and Experiences at home**

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

❑ **Questions for Discussion**

1. After listening to the problems and their solutions shared by your peers in the class, do you think you can handle the problems?
2. What do you do when you see your classmate in trouble?
3. Do you remember any such thing when someone's problem was solved because of you? How did you feel then?

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

Discuss with the members of the family whether they have ever taken help or helped someone to solve any problem.

❑ End of the class

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

Day 5

Assessment Session

❑ Beginning of the class

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

❑ Experiences at home

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

❑ Points for Assessment

1. This week, did you face a situation where you felt that it was a big problem ? Did you get its solutions?
2. After getting the solution to that problem, did it seem as big to you as you thought it was?
3. Are you now able to convince your younger siblings and friends that they need not worry about problems? If yes, then how?
4. When you were unable to find a solution to any problem, how did you face it?

❑ Observe, Ask and Explore at Home

Ask the members of your family, if they have perceived a problem as big, but after finding its solution, they realised it was easy.

❑ End of the class

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



Understanding of Self

□ Note for the Teacher

In the previous lessons, we learnt that-

- ◆ every student has infinite capability to learn and understand.
- ◆ learning and understanding gives you confidence.
- ◆ living with confidence is life.

In this lesson, we will learn that many times when we have to make a decision, due to lack of understanding, we tend to make hasty decisions. We have to be sensible and sensitive at the time of taking any decision.

□ Objective of the lesson

1. Students will recognise the qualities of themselves and their peers.
2. Students will identify favourable and unfavourable feelings.
3. Students will be sensitive and take sensible decisions along being sensitive.

□ Proposed Duration

At least five days or till the teacher is satisfied.

Day 1

Story : A Shoe

□ Objective

To enable the students to be sensitive as well as make wise decisions.

□ Beginning of the class

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

Experiences at home

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

Story

Ravi had come to the railway station with his father to go to his village. Then, Ravi saw that a child was sitting barefoot at the station. Slowly, Ravi was walking towards his compartment holding his father's hand. While climbing into the compartment, one of Ravi's shoes fell off. There was a lot of crowd in the compartment. Then, the train started moving slowly. Ravi saw



through the window that the child was looking at his fallen shoe very carefully. That child picked up the shoe and started running along with the train.



(Why did that child start running with a shoe of one foot?)

Ravi threw his other shoe from the window towards that child. That child picked up the second shoe too but he kept running. Then, Ravi smiled and waved his hand. Suddenly, the child stopped running and started looking at Ravi in astonishment. Slowly, he also started smiling and waved his hand towards Ravi.

Questions for Discussion

1. If you were in place of Ravi, what would you have done?
2. Have you ever lost anything and did not find it? How did you feel then and what did you do?
3. Have you found anybody's belongings lying around? What did you do then?

Observe, Ask and Explore at Home

Students will go home and ask the members of their family if they have found somebody's missing things somewhere. What did they do 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 the class today and also what understanding they built.

Day 2

□ Beginning of the class

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

□ Recapitulation and Experiences at Home

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

□ Questions for Discussion

1. Have you ever helped someone by giving something they need? Why did you do this?
2. According to you, why is it important to help someone in need?
3. Has anyone ever cooperated with you by giving you the things you needed? How did you feel about getting their support? How did you express your gratitude towards them?
4. Have you ever solved a problem with your intelligence? Share an incident that happened to you.

□ Observe, Ask and Explore at Home

Students would go home and share with the members of their family about any kind of cooperation shown by anyone in the family. Also, share how they felt after collaborating?

□ End of the class

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

Day 3

Activity : My Characteristics

□ Objective

To understand the feeling of happiness and contentment that we desire after knowing our own qualities.

□ Beginning of the class

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

❑ Experiences at home

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

❑ Line of discussion

Every person feels happy and respected after knowing about his good qualities. After knowing his qualities, he feels his responsibility and involvement. It is encouraging for himself and inspirational for others.

Activity

❑ Steps of the Activity

Teacher will select 10 or 15 characteristics/qualities and write them on the blackboard.

- | | |
|-------------------------------|-------------------------------------|
| 1. Disciplined | 2. Obedient |
| 3. Hardworking | 4. Smart |
| 5. Kind | 6. Wise |
| 7. Cheerful | 8. Helpful |
| 9. Reliable | 10. Energetic |
| 11. Courageous | 12. Punctual |
| 13. Confident | 14. Talented |
| 15. Patient | 16. Collaborator |
| 17. Ambitious | 18. On time riser |
| 19. Coming to school on time. | 20. One who completes homework etc. |

- ◆ In a group of 5 to 7 students, all the students will write their name on a piece of paper and give it to their partner sitting to their left.
- ◆ On this paper, each student will write one quality of that partner.
- ◆ After this, the students will give that paper to their left partner until this paper reaches every student.
- ◆ This sequence will continue like this till, all the students of the class write the qualities of other students of the class.
- ◆ Ask the students to write down in their notebooks the characteristics/qualities they find true about themselves from the ones written on the blackboard.

- ◆ Students would share their views about each other's characteristics/qualities in their group.
- ◆ Now, the students will express their views in front of everyone that how they feel after knowing about their qualities by other students.

❑ **Questions for discussion**

1. How did you feel after knowing your qualities and why?
2. Did you pay attention to the quality of your classmates that you wrote, earlier also? Share.
3. How were you feeling when you were writing down the qualities of your partner and why?
4. How did you feel today after knowing about your qualities from your classmates and why? Share.
5. What change did you feel in yourself after knowing the views of your peers about you? Share.

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

Students will go home and ask the members of their family about their qualities and will also share their own qualities stated by their peers.

❑ **End of the class**

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

Day 4

❑ **Beginning of the class**

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

❑ **Experiences at home**

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

❑ **Steps of the Activity**

- ◆ Teacher will make the students sit in groups of 5 to 7.
- ◆ All the students will note down in their notebook the qualities that they think are true about themselves, as told by their peers and family members in the previous class.
- ◆ Share your qualities with your friends in your group.
- ◆ Now, the students will express their views in front of everyone that how they feel after other students know their qualities.

❑ Questions for discussion

1. How do you feel after knowing your characteristics/qualities? Share
2. Were you able to easily identify the qualities of your partner?
3. Is it necessary to know your own qualities? If yes, then Why?
4. How do you feel when you come to school after completing your work from home and why do you feel so?
5. How do you feel when you reach school on time and why do you feel so?

❑ Observe, Ask and Explore at Home

Students will go home and ask the members of their family how other qualities can be developed. And why?

❑ End of the class

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

Day 5

Assessment Session

❑ Beginning of the class

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

❑ Experiences at home

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

❑ Points for Assessment

1. What qualities of yours caught your attention this week?
2. What qualities of your colleagues do you want to adopt? And why?
3. Knowing the qualities of yourself and your companions, what kind of thoughts came to your mind?
4. Do you feel any change within yourself and in your behaviour with your peers after this week's discussion? If yes, then please share what it is?
5. Have you taken any decision sensibly as well as sensitively this week, if yes then share?

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

Students will go home and share the changes in themselves with the members of their family members. They will also try to find out what other qualities do the members of their family want to see in them.

❑ **End of the class**

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



My people, My Heritage

□ Note for the Teacher

In the previous lessons, we learnt that-

- ◆ every student has infinite learning and understanding capabilities.
- ◆ if there is a problem, there is also a solution because the absence of solution is the problem itself.
- ◆ we need to take a sensible decision instead of being emotional.

In this lesson, we will try to understand each other's importance in a family and the importance of harmony in relationships for happy living.

□ Objectives of the lesson

1. Students will understand the importance of helping each other to maintain order in the family.
2. Students will be helpful to each other while working together in the family.
3. Students will see / recognise the true happiness they are getting in their relationships.

□ Proposed Duration

At least five days or till the teacher is satisfied.

Day 1

Story : Change

□ Objective

To draw the attention of the students to the fact that cooperation of each other is necessary to maintain the system in a family.

□ Beginning of the class

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

❑ Experiences at home

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

❑ Line of Discussion

Students would accept and appreciate the work done by their family members for them. The attention of the students would direct towards complimenting each other to maintain the family system and they would express gratitude towards each other's cooperation. At the time of discussion, the teacher would be able to motivate the students to stay organised and do their own work.

Story

Surendra studies in class V. He studied hard in school and played a lot in the remaining time. His parents and an elder brother are there in his family. They all love Surendra very much. Everyone in the family was quick in completing their work, and he did not help in any household chores except his study and sports. He felt that it was the father's job to take care of everyone's needs in the house, the mother's job was to cook everyone's favourite food and take care of the house, and the elder brother's job was to drop him to school and help him with homework.



Once, he went to the village with his family for summer vacation. There he saw that his mother, father and brother were also helping in the work of uncle, aunt, and his cousins and sisters were also running and helping in all the household chores.

Since then, a turmoil was going on inside Surendra. One day, all the people of the house had gone to the field and Surendra was playing. Suddenly, he fell into a pit while playing. He hurt his hand and leg. He tried to come out, of the pit but could not get out. Out of fear, he started shouting loudly for help. His uncle's son and his elder brother were returning home when they heard him shouting. Together, they pulled Surendra out of the pit.



Surendra's leg was swollen and his body was covered with scratches. Both the brothers took him home, then their father and uncle took him to the hospital. The doctor examined and told that Surendra had sprained his leg. He had to take rest completely for a few days.

During this time, the whole family took care of him, someone or the other used to stay with him so that he would not be inconvenienced by anything. Surendra's leg was completely cured after a week. He hugged all his family members and thanked them all for taking care of him. When Surendra hugged everyone, his eyes were filled with tears.

Surendra gave a card to his brother and sister, as soon as they opened it, their faces lit up. It was written on the card, "Thank you for bringing change in me."

Now, he tries to do each and every work by himself. He too helps his parents, siblings and the people of the neighbourhood as much as he could. Everyone appreciates his change. He would express his gratitude to his family in his heart.

❑ **Questions for discussion**

1. How would the whole family have taken care of Surendra when he got hurt?
2. How must he have felt when the whole family took care of Surendra when he got hurt? Explain in detail.
3. What 'change' was Surendra talking about in the card given to the cousin?
4. Have you felt any change in yourself after any incident, if yes, then share.
5. Do you feel that many household chores can be done along with studies? If yes, then what and why and if no, then why not?

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

Go home and narrate this story to your family and know the thoughts and experiences of other members of your family. Whether, there are some difficult tasks in the family which could be done easily with mutual cooperation?

❑ **End of the class**

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

Day 2

❑ **Beginning of the class**

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

❑ **Recapitulation and experiences at home**

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

Questions for discussion

1. Can any difficult work be done easily with mutual cooperation? Share with examples.
2. Do you also try to do some of your work yourself? Explain with example.
3. Do you also cooperate in some household chores? If so, how? If not, then why not?
4. Make a list of the tasks you help with around the house.

❑ Observe, Ask and Explore at Home

Students will ask the members of their family, if they remember any incident due to which there was a change in their life.

❑ End of the class

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

Day 3

Activity : Let's work together

❑ Objective

Students will understand their relationship with their family members. They will be able to feel the happiness in working together with them.

❑ Beginning of the class

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

❑ Experiences at home

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

❑ Line of discussion

Every member in the family has their own utility and value. Students would observe the efforts made by all the members to run the family smoothly. Students will participate in the family affairs by recognising their role in the family. The attention of the students would also be drawn to the fact that they feel happy while doing some work with their family members with affection.

Note for the teacher: Teachers are expected to discuss the role of family members, if students response is based on gender stereotypes (For example, men's job is to earn livelihood and women's job is to take care of the house, cook food, etc.) then the teacher would take the direction of discussion towards gender neutral classroom.

Activity

□ Steps of the Activity

- ◆ The teacher will draw the table given below on the board in the class and ask the students to draw the same in their notebooks.
- ◆ Students will mark/tick (✓) in front of the family member with whom they enjoy doing the activity.
- ◆ The teacher will discuss in the class that what activities do students like to do with their family?
- ◆ Why does he like to do this work with these same members only? And why doesn't it feel good to do this work with other members?
- ◆ The student or teacher can also add some new tasks to this table as per their convenient action

S. No	Work	With whom do you enjoy doing the following activities?								
Work	Brother	Friend	Sister	Mother	Grandparents/ Grandfather	Maternal Grandmother	maternal uncle	Aunt	Cousins	
1	sharing your stuff									
2	take care									
3	share your troubles									
4	share your happiness									
5	play along									
6	doing home work									
7	festival / celebration									
8	joke around									

□ Questions for discussion

1. With which member of your family do you like to share your favourite things? Why do you prefer to share your stuff with them only?
2. Give an example, when you have shared or given something of your choice to someone? (Like a place to sit, any food item etc.) Why did you do it?
3. Which member of your family like to share their favourite things with you? Why so?
4. Which member of your family do you think takes care of you? How? Discuss in detail in a group.

5. If you have a problem, with which member of your family are you able to share it? Why so?
6. When you are very happy, with which member of your family do you most like to share your happiness? Why do you like to share it with them?

Observe, ask and explore at Home

Students will go home and discuss with whom they like to share their thoughts. Why only with them?

End of the class

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

Day 4

Beginning of the class

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

Recapitulation and experiences at home

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

Questions for discussion

1. Which family members do you most enjoy playing with? Why?
2. Which family member do you most enjoy doing your homework with? Why so? Think and tell your partner.
3. With which member of your family, do you enjoy celebrating any festival the most? Why only with them? share with your partner
4. With which member of your family do you laugh and joke the most? And why only with them?

Teacher can ask similar questions about other situations as well, which will divert the attention of the students towards the members of their family they like to spend their time with and why they like to do so.

Observe, Ask and Explore at Home

Students will go home and discuss with the members of their family that what is the contribution of different members in their daily life and how can they express their gratitude towards them?

❑ End of the class

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

Day 5

Assessment session

❑ Beginning of the class

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

❑ Experiences at home

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

❑ Points for Assessment

1. In what ways have you started helping your family which you were not doing before?
2. Who all become happy because of your cooperation? What did they say about it?
3. Have you ever been angry with your brother or sister? How long did the resentment last?
4. Who took the initiative to remove the displeasure with the brother or sister and how?
5. Has anyone ever been angry with you? What was the reason for his displeasure? Did his anger go away? If yes, then how?

❑ Observe, Ask and Explore at Home

Students will go home and ask the members of their family whether their siblings or friends were ever angry with them, for how long did their anger last. How did he overcome the resentment of his friends or siblings?

❑ End of the class

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



Importance of Family

□ Note for the Teacher

In the previous lessons, we learnt

- ◆ the importance of relationships.
- ◆ how to live in harmony with each other.
- ◆ how to expand the sense of belonging.

Our family is paramount to us. It is the common responsibility of all of us to take care of the happiness and sorrows of the members of the family along with their needs. When all of us will fulfil our responsibility properly, then only our small family will become a strong family.

□ Objectives of the lesson:

1. Students will be able to understand that caring for each other strengthens relationships and brings happiness to all.
2. Students will be able to recognise the happiness derived from living in relationships.
3. Students will be able to prioritise their own needs and the needs of their family members.

□ Proposed Duration

At least five days or till the teacher is satisfied.

Day 1

Story : Companionship of Elders

□ Objective

To draw the attention of the children towards the fact that living in relationships makes the feeling of happiness last longer.

□ 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

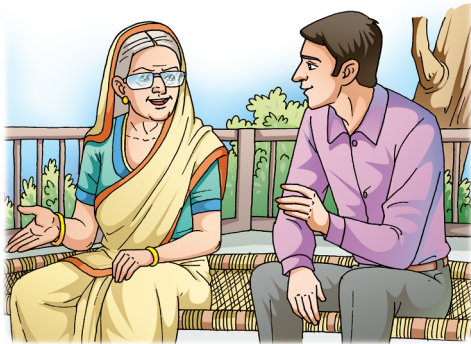
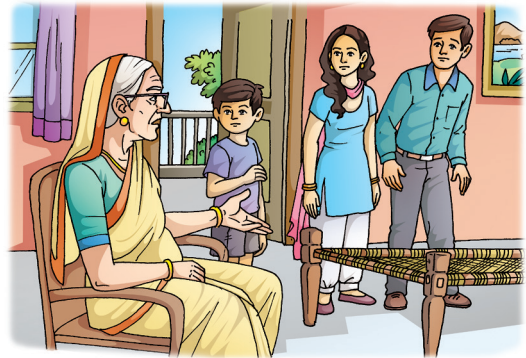
Students would be given an opportunity to share their experiences of reflections and discussions at home.

❑ Line of discussion

Now-a-days, it is seen a lot that all the members of the family are busy with their respective works and because of this they do not get time to talk to each other and the elders of the house feel lonely. Throughout life, elders help us to learn and understand. We are grateful to them by recognising the work they have done. Through this story and discussion questions, draw the attention of the students towards the fact that living together satisfies emotional needs that lead to happiness. In other words, the happiness that comes from relationships is more important.

Story

Grandma was insisting that her cot be put in the balcony. Rahul, his 12-year-old grandson and his parents were telling her that she will get disturbed in the balcony. But the grandmother was adamant. Even after a lot of persuasion, when the grandmother did not agree, her cot was put in the balcony. It was not that she had any problem with her room, but that room which was full of facilities was good for Dadi in every way. During the day, Rahul's parents had to go to work and Rahul also went to school. That's why Dadi used to feel lonely.



Son Suresh and daughter-in-law Rajni agreed to the stubbornness of the weak and old mother, but they did not like her staying in the balcony. Now, the grandmother's cot had come to the balcony. The whole day she used to watch the people coming and going out. She watched naughty children playing in the park, sometimes she used to talk to children and passers-by. Grandma started feeling better all day. Now, Dadi doesn't even know when morning turns to evening and evening to morning.

A few days later, when Rahul's father was sitting near his mother, he asked her if she had any problem in the balcony. Suresh was still not feeling well about his mother staying there. But mother was looking happy. Mother said "You gave me all the facilities in the room, but I used to stay alone all day, now I interact with everyone. Now I feel good and keep myself engaged by talking to everyone." |

❑ Questions for Discussion

1. If you were in place of Rahul, what would you have done and why?
2. Do the elders of the house also live with you in your family? If yes, then how do you spend time together? If not how do you stay connected with them?
3. How do you or can you help the elders in your house? Discuss.
4. What have the elders of your house done for you? Share. How would you express your gratitude to them?

❑ Observe, Ask and Explore at Home

At home, students will discuss the story and get their views and opinions. Also, find out what problems do the elders in your family or neighbourhood face.

❑ End of the class

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

Day 2

❑ Beginning of the class

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

❑ Recapitulation and experiences at home

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

❑ Questions for Discussion

1. Do you want happiness from facilities or from your loved ones? Why so? Discuss.
2. What kind of conversation do you have with the elders of the house? Share.
3. Apart from the material needs of your family members, which other needs are fulfilled by you? Discuss and share.

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

Students would discuss with their family whether they have ever felt that the elders of the house get bored due to loneliness. So, what do they do? Share.

❑ **End of the class**

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

DAY 3

Activity : Understanding Relationships

❑ **Objective**

To motivate one another and take care of each other's feelings in the relationship.

❑ **Beginning of the class**

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

❑ **Experiences at home**

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

Activity

❑ **Steps of the Activity**

The teacher reads the sentences given below and tells the students that they can answer these questions thoughtfully with yes, sometimes, no.

1. Do you have any involvement in the family?
2. Are you happy if your family members are happy?
3. Do you get upset when your siblings get hurt?
4. Do you get upset when a stranger gets hurt?
5. Do you cooperate with your parents and siblings?
6. When your mother or father is ill, do you take care of them?
7. Do you serve your elders?
8. Do you and your siblings support each other?

10. Do you take care of your younger siblings?

11. Do you give priority to the needs of siblings instead of your needs?

❑ **Questions for Discussion**

1. How do you feel when you cooperate with the family?
2. How do you feel when no one in the family supports you?

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

Discuss in the family that, what all they need to understand so that they can live in harmony with each other.

❑ **End of the class**

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

Day 4

❑ **Beginning of the class**

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

❑ **Recapitulation and experiences at home**

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

❑ **Questions for discussion**

1. Do you serve your grandparents (elders) in the family? If yes, give an example. If not, then why not?
2. How do you feel, when you take care of the minor needs of the elders in your house why?
3. How do you take care of your mother or father or grandparents when they are ill?
4. Draw a picture of your family.

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

Ask other members of the family whether they prioritise the needs of the elders in the house over their own. Try to know when they did this.

❑ End of the class

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

Day 5

Assessment Session

❑ Beginning of the class

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

❑ Experiences at home

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

❑ Points for Assessment

1. When you served an elder in your house, how did he feel? Explain by giving examples.
2. In what way do you help your mother? How does your mother feel then? Give an example.
3. Have you ever prioritized the needs of your elders over your own? Give an example.
4. After the discussion on this lesson, what needs of the elderly drew your attention?
5. How did you feel whenever you served the elders of your family? What was going on your mind at that time?

❑ Observe, Ask and Explore at Home

Try to know from your grandparents or parents that how they served their grandparents or other elders.

❑ End of the class

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



Understanding Relationships

□ Note for the Teacher

In the previous lessons, we have learnt that-

- ◆ students identified their family as a systematic group of all members.
- ◆ students were able to feel complementarity and belongingness with the member of their family
- ◆ students were able to feel grateful towards the members of their family for their contributions in their progress.
- ◆ students were able to understand how they complement each other in the family. The students were also able to understand that if any member of the family is not able to do any work due to some reason, then another person complements him and does that work.

Man takes birth in one family or another. After birth, the child lives in a relationship with the mother, father, brothers, sisters, grandfather, grandmother, etc., where all the members of the family have different roles and responsibilities. The basic desire of every human being is happiness. To fulfil this desire, humans collect many facilities, but due to lack of proper understanding of emotions in relationships, they are unable to maintain them, so, the family is not able to remain happy continuously. In this situation, sometimes the children of the family make the family realise with their emotions that feelings are important in relationships and not things. In the absence of feelings, one cannot remain happy continuously. In this lesson, the effort will be to understand the importance of relationships in living happily.

□ Objectives of the Lesson

1. Through this lesson, students will be able to recognise the importance of relationships in different situations.
2. Students' attention will be more on relationships than facilities.
3. Students will be able to identify happiness in relationships and will be able to play their part in living happily in a family.

□ Proposed Duration

At least five days or till the teacher is satisfied.

Day 1

Story : Wise Nishi

Objective

Students would understand that happiness in the family does not come from material things but from the right understanding.

Beginning of the class

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

Experiences at home

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

Line of discussion

In a situation of estrangement in the family, the members of the family hesitate to take initiative. As well as they try to bring happiness to the family through food or other things. In this situation, the tender minds of the children are greatly affected and they become sad. Only the right understanding can keep the family together. Because, if there is understanding, then there is no mistake, if there is mistake then there is no understanding.

Story

Nishi was troubled by the quarrels between her parents. Whenever there was a quarrel, neither father nor mother would take the initiative to talk. Often the quarrel used to happen over old things. After the fight, Nishi used to persuade her parents to talk. Then, father would bring something for mother and mother would cook food of father's choice. Everything would have been fine for a few days, then the same quarrels begin.

One day, all of them were watching TV when an advertisement of a pressure cooker came. Nishi immediately broke open his piggy bank and saw eight hundred rupees were found in it. She was saving that money for the last one year to buy a cycle for herself. She gave money to her father and started insisting her father to bring the cooker of the advertised company. Fed up with Nishi's stubbornness, her father brought a cooker of the same company. Nishi was very happy for two days. On the third day, when she came back after playing,





she saw that there was again a quarrel between her father and mother.

Seeing them quarrel, Nishi immediately went inside the house and picked up the cooker and threw it outside. Her mother tried to stop her. Papa also scolded her, and said, "How much you insisted for this cooker and now you have thrown it. "Yes, I insisted on getting a cooker because it is shown in the TV commercial that husband and wife live with love and affection and do not fight over this cooker. Now, I understood that even

bringing something into the house does not stop the quarrels. You don't even understand; I feel very sad on seeing you quarrel with each other." Nishi burst into tears while saying this. Mummy's eyes were also in tears. Papa bowed his head and said, "You gave those eight hundred rupees that you had kept for your bicycle so that there would be no fight between us and we both could not understand your feelings. Nishi, you have opened my eyes."

Nishi's mother said, "Child, I have understood that we were running after the things that bring happiness for a day or two".

"We ignored the love and efforts of our daughter." While speaking, the father's eyes got moist.

Her father lovingly lifted her and said, "Nishi, there will be no fighting in our house." "How intelligent our daughter is," said the parents together. Nishi's face lit up with a smile.

❑ Questions for discussion

1. Why would Nishi have insisted on bringing a pressure cooker?
2. How would Nishi feel after seeing her parents fight with each other?
3. What are the small things that lead to happiness in the family? Share.
4. Will the family be happy by giving or receiving things? If yes, how? And if not, why not? Discuss.

❑ Observe ask and explore at home

At home, students will narrate this story to their parents and siblings and discuss what is needed to be happy in the family – possessions or understanding.

❑ End of the class

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



Day 2

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. Does buying a special thing end the disputes at home? If yes, how? And if not, why not?
2. Have you seen some families around you who often quarrels? How do you feel about seeing this?
3. How can there be happiness in the family? Students will discuss in small groups.
4. Does having a lot of money in the family will not cause disputes? If yes, how? And if not, why not?
5. If you were in Nishi's place, what would you do to save your house from disputes and why?

❑ Observe, Ask and Explore at Home

At home, students will discuss with the members of their family what they can do to live happily forever in 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 the class today and also what understanding they built.

Activity : Identification of happiness in relationships

❑ Objective

Students will be able to pay attention to the fact that caring for each other strengthens relationships and brings happiness to both parties.

❑ Beginning of the class

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

❑ Experiences at home

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

❑ Line of discussion

Happiness in any family comes from to the right understanding of relationships. Through this activity, students will get a proper understanding of relationships. By discussing the questions, the teacher will be able to lead the students towards the correct understanding of the relationship. For example, happiness in relationships comes from trusting, being free from complaints, staying in the present, admitting mistakes when they are made, supporting the family, paying attention to emotional needs rather than the physical needs of the family members. Instead of discussing the problem, the teacher would direct the attention of the students towards discussing the solution.

Activity

❑ Steps of the Activity

- ◆ Teacher will draw the table given in the book on the board or chart paper.
- ◆ Now, the teacher will ask the students to make a table.
- ◆ Teacher will ask the students to read all the sentences carefully.
- ◆ Students will see and relate the behaviour that they do with their relatives in column A or column B in the given table.
- ◆ If you behave with your relatives in ways mentioned in column A, write (A) next to it.
- ◆ If you behave with your relatives in ways mentioned in column B, write (B) next to it.

❑ Self-Assessment by Students

- ◆ When the students mark the behaviour with their family members given in this table, then count the marks (A) and (B).
- ◆ If (A) is for every relation, then you need to understand the relations.
- ◆ If there are some (A) and some (B) then you need to understand the relationship a little more.
- ◆ If (B) is for every relation, then you understand relations well.

Behaviour- A	Behaviour- B	FATHER	MOTHER	SISTER	BROTHER	GRAND-MOTHER	GRAND-FATHER	FRIEND
don't trust	trust							
don't accept your mistakes	Accept your mistakes							
complaining a lot	no complaints or very little complaints							
To do a work when asked many times	To do a work even when asked only once							
Express yourself rudely	Express yourself politely							

❑ Questions for discussion

1. Which people do you not trust in your family? What are your reasons for not trusting these people?
2. If any of your relatives stop talking to you, do you take the initiative to start the conversation? If yes, why? And if not, why not?
3. If anything gets broken by you, do you own up to your mistake or not? If yes, why? If not, then why not?
4. Has it ever happened to you that you made a mistake but did not accept it? Why did you do that?

❑ Observe, Ask and Explore at Home

At home, students will discuss with their family and people in the neighbourhood whom do they trust the most and why.

❑ End of the class

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



Day 4

□ Beginning of the class

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

□ Recapitulation and Experiences at home

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

Activity

- ◆ Make the table given in the teacher's handbook on the board.
- ◆ Some new traits have been added to the table for the second day.
- ◆ Ask the students to read all the sentences carefully.
- ◆ Students will see and relate the behaviour mentioned in column A or column B with their relatives given in the table.
- ◆ If you behave with your relatives in ways mentioned in column A, write (A) next to it.
- ◆ If you behave with your relatives in ways mentioned in column B, write (B) next to it.

□ Self-Assessment by Students

- ◆ When students mark the behaviour for their family members given in this table, then they count the marks (A) and (B).
- ◆ If (A) is for every relation, then you need to understand the relations.
- ◆ If there are some (A) and some (B) then you need to understand the relationship a little more.
- ◆ If (B) is for every relation, then you understand relations well.
- ◆ If students want, they can do this activity with other relatives also to understand their relationship with them.

Behaviour- A	Behaviour- B	FATHER	MOTHER	SISTER	BROTHER	GRAND-MOTHER	GRAND-FATHER	FRIEND
Insists on speaking first	Listens others carefully							
not to listen patiently	Listen patiently							
Not to play together	Playing together							
Not sharing problems	Seek guidance in times of trouble.							
Not talking much	Talk a lot							

❑ Questions for discussion

1. If you ever have any problem with whom do you share it in your family and why?
2. Do you hesitate to put your problems in front of your elders? If so, why?
3. Do you cooperate with your elders? If yes, how do you cooperate with them?

❑ Observe, Ask and Explore at Home

At home, students will discuss with the members of their family that if all their physical needs are fulfilled, but the emotional needs like love, affection, respect and trust are not fulfilled, can they be happy.

❑ End of the class

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

Day 5

Assessment session

❑ Beginning of the C lass

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

❑ Experiences at Home

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

❑ Points for Assessment

1. What changes in your behaviour were you able to bring about after discussing this lesson?
2. Have you helped in resolving any conflict in the family? If yes, how?
3. Has there been any such thing during this time when you gave more importance to relationships than things?
4. What things did you take care of to live happily in the family?

❑ Observe, Ask and Explore at Home

At home, students will ask the members of their family that with whom do they share their problems.

❑ End of the class

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



My Family My Companions

□ Note for the Teacher

In the previous lessons, we learnt that-

- ◆ a person's family is his small world.
- ◆ all the members of the family live in co-operation with each other.
- ◆ every person has some or the other role in the family.
- ◆ whatever we are able to achieve in our lives, we do so only with the cooperation and contribution of family members.
- ◆ our family selflessly provides for all our needs until we are self-dependent.

Through this lesson, the attention of students would be drawn towards the efforts made by family for them. How do we feel when our attention goes to their efforts? What changes come in our thought process? In what ways do we express our gratitude?

□ Objectives of the lesson

1. Students will be able to appreciate the contribution of family members who cooperate in their nutrition and protection.
2. Students will be able to feel grateful towards the family after seeing their contribution in their progress.

□ Proposed Duration

At least five days or till the teacher is satisfied.

Day1

Story : Letter to the father

□ Objective

To draw the attention of the students towards the work being done by their family members. Seeing the role of the family members in their progress, the students will be able to express gratitude to them.

□ Beginning of the class

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

□ Experiences at Home

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

□ Line of discussion

Children mostly express their gratitude to their parents for getting material things (such as clothes, food, cycles, toys, etc.). Apart from material things, parents also fulfill the emotional needs of children (love, trust, guidance, respect etc.). Through the discussion of this story, the attention of the students will be drawn towards the contribution of family members in our progress. By recognising that contribution, students will be able to be grateful to their family members.

Story

One day the class teacher asked the students to express their gratitude towards any member of their family. Some students talked about making Gratitude Cards, while others thought of writing poems. Some students asked to help them. Some talked about giving gifts to express gratitude. Meenakshi thought of writing a letter to her father on this occasion.

Dear Dad,

I am writing a letter to you but do not know what to



write.

I know you are very busy working hard for us. You remember when we went to Manali on vacation. You were so worried about me; you were dressing me in a coat with a sweater so that I don't get cold. I remember your eyes brimming with joy the day I got my first medal.

Once, when I was crying after a fight with Avinash, you told me that I had to trust my friends and understand their feelings. With your persuasion, I talked to him

and I was not even paying attention to the fight. Then, I realised that if you had not explained to me, I would have lost a good friend.

Whenever I feel alone, you are always with me. You play with me when I am tired of studying.

Thank you dad!

If my teacher had not made me do this activity today, I might never have been able to express my love for you. Today, I understand that you have such important role in my life.

Your lovely daughter

Meenakshi

Questions for Discussion

1. Why was Meenakshi hesitating while writing the letter in the beginning?
2. Have you ever expressed gratitude to any of your family members? Why and how?
3. In what ways can you express gratitude to your family and friends? Discuss.

Observe, Ask and explore at home

At home, students will discuss with their family, for whom do they feel gratitude and why.

End of the class

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



Day 2

Beginning of the class

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

Recapitulation and Experiences at home

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

❑ Questions for Discussion

1. Like Meenakshi, do you also hesitate while expressing gratitude to someone? Why so?
2. Why do you express gratitude to someone?
3. How do you feel when you express gratitude? Why?
4. Has anyone ever expressed gratitude to you? Why and how? Share.
5. If you were in Meenakshi's place, to whom would you express your gratitude and why?

❑ Observe, Ask and Explore at Home

Students will discuss with their family and find out what they can do to show gratitude to the family members.

❑ End of the class

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

Day 3

Activity : My Colleagues

❑ Objective

To draw the attention of the students towards the contribution of their family members and they will be able to express gratitude towards them.

❑ Beginning of the class

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

❑ Experiences at home

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

Activity

❑ Steps of the Activity

- ◆ Make a table on the blackboard and write in it, which members of your family do the following for you?
- ◆ Tick the column against the name of the member who does that work?

S. N0.	which people in your family do the following things for you?							
person	cook food	take care	tell a story	help you understand your mistake	get treated when you are sick	help you in your studies	wash your clothes	provide you with a home and other facilities
grandmother								
grandfather								
mother								
father								
brother								
sister								
any other member								

❑ Questions for discussion

1. Who takes care of you in your family? How do they take care of you? Share an example.
2. Who takes care of you when your parents are not at home? How do they take care of you? Share an example.
3. Do you take care of your younger siblings? How do you feel about doing this? Share an example.
4. To whom do you go when there is a problem with your studies at home? Why do you go to him only?

❑ Observe, Ask and Explore at Home

At home, students will discuss with their family that how members of the family cooperate with each other in their daily work.

❑ End of the Class

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

Day 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. Have you thanked or expressed your gratitude to the person who cooks food in your house? How?
2. When you make a mistake at home and you get scolded, you don't mind on being scolded by which member of the family? Why?
3. How do your family members behave when you make a mistake? How do you like their behaviour?
4. Do your family members cooperate with you more or do you cooperate more with your family members? Discuss in small group.

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

Students will ask the members of their family to find out who they would like to express gratitude to and how.

❑ **End of the class**

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

Day 5

Assessment Session

❑ **Beginning of the class**

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

❑ **Experiences at home**

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

Points for Assessment

1. After going through this lesson, what were some things that you noticed that you had never noticed before?
2. For which family members did you express your gratitude this week and why?
3. How did you feel when you expressed your gratitude to someone?
4. When you saw that a family member was doing so much for you, what thoughts came to your mind?

Observe, Ask and Explore at Home

Students will find out from the members of their family that in what ways they express their gratitude towards anyone?

End of the Class

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



Family : My role

□ Note for the Teacher

In the previous lesson, we learnt

- ◆ what is the contribution of family members in our progress.
- ◆ we are grateful to be able to see and acknowledge that contribution.
- ◆ Gratitude is the source of our happiness.

Through this lesson, an attempt is made to draw the attention of the students to the fact that many responsibilities are being performed by the members of the family in the family system. What is his role in this arrangement? How much are they contributing now?

□ Objectives of the lesson

1. Students will see the participation of members of the family in the management of the house.
2. Students will identify opportunities for their participation in the family.
3. Students will be motivated to do their own work at home.

□ Proposed duration

At least five days or till the teacher is satisfied.



Day 1

Story: Billu and Gullu

□ Objective

To inspire students to acknowledge and appreciate the role the members of the family play, in running a household as well as to be motivated to do their own work in daily life.

□ Beginning of the class

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

Experiences at home

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

Line of discussion

Through this story and questions, children would be encouraged to do their own work. When we do some work ourselves, our self-confidence increases, which makes us happy. We seek help of others when it is necessary to do any work. Also give help to others when needed. Motivate the students to be organised and do their own work. The attention of the students will go towards complementing each other to maintain the family system and they will express gratitude for the cooperation of each other.

Story

Gullu was a carefree boy. His mother was very upset with his habit of spreading toys, clothes and books all over the house. After playing with his toys, he did not put them in the right place. His mother used to tell him to put his things in their place but this did not affect him.

Due to his carelessness, Gullu used to reach school late and for this, he was scolded. One day, he had to go straight from school to his friend Billu's house. All the way both of them were planning to eat and play. As soon as Gullu reached home, he saw Billu keeping his school bag, shoes and school uniform at their places. His mother did not ask him to do all this even once. After this, he



came to Gullu only after washing his hands and face. Gullu was very surprised to see all this and asked, "How did you keep all the things in the right place without your mother saying anything? I get scolded a lot for my work".



Billu replied, "I have been doing all this for a long time. Earlier, I used to throw my things here and there. Once upon a time I had kept my math copy somewhere, due to which I had to face a lot of trouble. Since then I keep my things in the right place. I do all my small work myself. This habit of mine helps my mother a lot."

❑ Questions for Discussion

1. Whom do you cooperate with in your family? and how?
2. Do you like an organised class? What is your contribution in maintaining that system?
3. Do you help your younger siblings to put the scattered things in their right place? If no, then why not and if yes, then why?

❑ Observe, Ask and Explore at Home

- ◆ Does everyone in your family keep their belongings (bags, uniform and tiffin etc.) at the right place after using them. See what they do to keep their belongings organized.
- ◆ At home, students will narrate this story to their family and learn about the views and experiences of other family members.

❑ End of the Class

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

DAY 2

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. What are the tasks you do yourself at home in your daily life? How do you feel while doing your own work?
2. Identify how many people do their work happily in your house?
3. If you are responsible for the cleanliness of your body then who is responsible for the cleanliness of your belongings (school bag, table, copy, books)? Discuss with your mates.
4. Your house is cleaned daily, after that what is your cooperation in keeping the house clean?

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

At home, students will tell about the discussion done in the class today and also discuss with the members of their family that what will happen if any one member of the family is not there and what if even one member does not do his work himself.

❑ **End of the class**

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



Day 3

Activity: Orderliness at Home

❑ **Objective**

To draw the attention of the students towards the role of every member in the family so that they participate in the whole system by understanding their usefulness.

❑ **Beginning of the class**

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

❑ **Experiences at Home**

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

❑ **Line of Discussion**

Attention of the students would be drawn towards the things are always in their proper places. How does this orderliness take place at different places in the family? Children would know what is the benefit of this organisation in the family. If it doesn't happen, how upset they will be. What is the contribution of students in making this system?

Activity

❑ **Steps of the Activity**

Divide the class into small groups, giving each group a topic to discuss.

1. Who puts things in their proper places in the bathroom and why?
2. Who keeps the bedding in its proper place and why?

3. What is the advantage of keeping kitchen items in their proper place?
4. What is the use of keeping the shoes or slippers in their proper place?
5. What is your contribution in keeping things organised?

Now, ask the students to think of some other places where they see things being organized, where everything is in its place and in sufficient quantity. For example: schools, hospitals, parks, roads etc.

❑ **Questions for Discussion**

1. What is your contribution to keep the house organised?
2. Which people help us to keep the house in order? How? (like when the fan doesn't work or the door breaks down)
3. What will happen if things at home are scattered here and there and are not found when needed?

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

Observe at home who all keeps things at their proper place after using them.

❑ **End of the class**

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



DAY 4

❑ **Beginning of the Class**

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

❑ **Recapitulation and Experiences at Home**

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

❑ **Questions for discussion**

1. Do you express gratitude to all the people in your family who keep your stuff organised? If yes, how?
2. How do you feel if you do not get the right thing at the right place on time?

3. What is the role of the members of the house in keeping the house organised?
4. How do you perform your role in keeping the house in order?

Observe, Ask and Explore at Home

At home, students will ask the elders that how do they feel, when other members of their family do not help each other at home.

End of the class

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



DAY 5

Beginning of the class

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

Experiences at home

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

Points for Assessment

1. How did you feel when you did some of your own work at home this week? Why?
2. Have you expressed gratitude to family members for helping you? How did you feel doing this?
3. Did it happen recently that you did not find any of your things at home? How did you feel then?
4. What habit did you change after discussing this lesson?

Observe, ask and Explore at Home

At home, students will ask their families, how do they feel when everyone in the family maintains order and takes care of each other.

End of the Class

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



Family : Harmony in the Family

□ Note for the Teacher

In the previous lessons, we learnt that-

- ◆ a family is a system.
- ◆ to maintain order in the family, cooperation of each member is necessary.
- ◆ being able to see the contribution of the members of the family it is also necessary to survive in the system.

With an understanding of these things, if the student recognises his usefulness in his family, then he will be able to play his part in a better way. There will be an attempt to find it through the story and activities of this lesson. At the same time, knowing the advantages of living in order and the problems caused by disorder, will motivate them to live in order in themselves.

□ Objectives of the Lesson

1. Students will be able to understand that living in harmony means living in order.
2. Students will be able to play their part by understanding their usefulness in the family.
3. The attention of the students will be drawn to the benefits of living in the system.
4. Students will be able to understand that if we do not maintain the system, then what troubles can we get into.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story : My Wish

□ Objective

To make the students realise their usefulness and contribution to their family.

❑ **Beginning of the class**

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

❑ **Experiences at Home**

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

❑ **Line of discussion**

Many times, it happens in the family that someone wants to do everything according to one's own wishes. This creates problems for other members of the family and many times they themselves also have to face trouble. The advice and thoughts of others in the family would also be heard. The conveniences of others will also be taken care of. After this story, the discussion will proceed in such a way that the attention of the students will go beyond thinking only about themselves and towards their contribution to the family.

Story

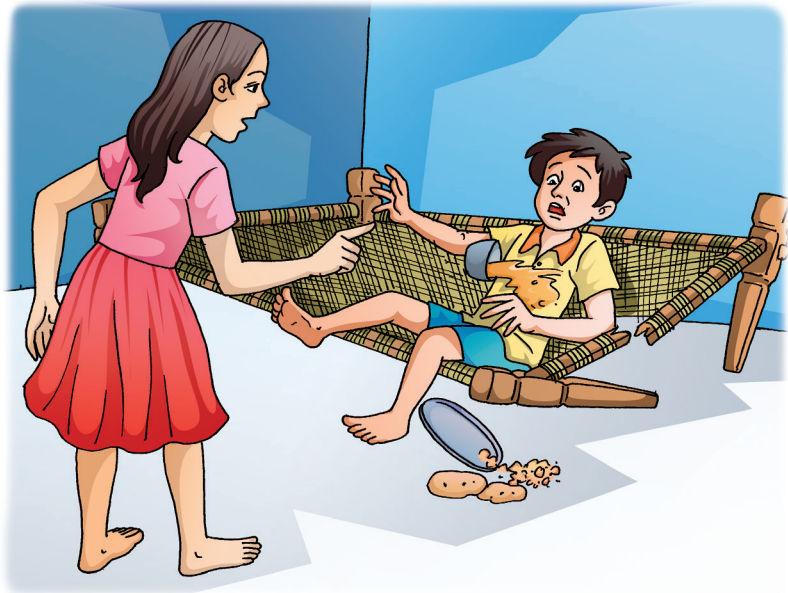
Sudhir was the youngest and everyone's favourite in the house. He used to have lot of fun. His minor mischiefs and carelessness were often ignored. Now his arbitrariness had started to become a habit. He didn't even like being interrupted by anyone. One day, while leaving the house, father told everyone that there was a crack in a part of the cot kept in the corner. No one would sit on it. He will repair it in the evening. In the afternoon when Sudhir's mother gave him lunch to eat, he went to sit on that cot. The mother warned him not to sit on it, as he might fall. But he ignored saying "my wish". In a short while, one of the legs of the cot creaked and broke and Sudhir fell down. The plate fell on top and the bowl of lentils kept in it spread like the colour of Holi on his shirt. The sister left her studies and ran towards him after hearing the sound. Didi helped him up, saying, "Papa told you and mummy also warned you, but, you didn't listen to them." 'You got hurt, didn't you?' Sudhir went into the bathroom with his eyes downcast.



When he came out of the bathroom after cleaning himself, his sister was cleaning the floor. He asked his sister to let him clean it. Sister said, "First you take food and eat.". Didi had cleaned up to a great extent. He went to the kitchen, took the food and ate sitting on the floor. Together with Didi, he made the cot move. In the evening, when father repaired the cot, both brother and sister helped him. Papa smiled

and asked, "Where does Sudhir have to sit now?" It came out of Sudhir's mouth, "I sit wherever I want". He blushed as soon as his words were noticed. But seeing everyone laughing, he also laughed out loud.

The next morning, Didi was studying. Mother asked her to sweep the house. Sudhir's sleep was broken after hearing his mother's voice. He quickly got out of the bed and started cleaning saying that it was the day of Didi's examination. Yesterday also a lot of her time was wasted because of him. Well, he can do this too. Even today he was following his own wish. Dirt was left somewhere on the floor, but the parents were smiling slowly.



Didi's exams were over but even now Sudhir participates in many small tasks of the house.

Questions for Discussion

1. Like Sudhir, have you ever done something of your own free will without listening to other people in the house? If yes, then share that incident.
2. Whose and which actions and behaviours did you like in this story? Why?
3. If every person in the family does their own work, then both good and bad things can happen. Explain by giving examples.

Observe, Ask and Explore at Home

Students will go home and pay attention to the fact that when do they do their own tasks at home, without taking care of others

End of the class

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



Day 2

□ Beginning of the Class

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

□ Recapitulation and Experiences at Home

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

□ Questions for Discussion

1. Is it decided in your family who will do what work? If yes, how are the tasks distributed?
2. What are some household chores that you contribute to?
3. What are some household chores that you can do but don't feel like doing? Why so?
4. Who are the people in your family who are always ready to help others?

□ Observe, Ask and Explore at Home

At home, students will ask their family members, what tasks need to be done regularly in their family. How it is decided who will do those tasks in 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 the class today and also what understanding they built.



Day3

Activity : Coordination

□ Objective

To draw the attention of the students towards living harmoniously in their family. Along with his wants, he would take decisions considering the needs of others as well.

□ Beginning of the cClass

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

❑ Experiences at Home

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

❑ Line of discussion

Through this activity-based discussion, the attention of the students will be drawn to the fact that there are many needs in the family and that each member has some desires of his own. How to live in harmony with the fulfilment of your desires and needs in the family? A family is a system. Every member has some responsibilities and some participation is expected from them. Seeing this prepares them for mutual complementarity and cooperation.

Activity

❑ Steps of the Activity

- ◆ Make four to five groups of students in the class.
- ◆ Give each group a theme for a 3-4 minute role play that shows the family living harmoniously in that situation. For this, they can be given some such conditions.
 - (a) A child in the family has an exam the next day. In such a situation, what kind of work and behaviour would all the members be doing on that day?
 - (b) Grandpa and Grandma have come home after a long journey. How will the family behave in such a situation?
 - (c) A child in the family has his birthday. For this, who will be presenting themselves with what responsibilities?
 - (d) Today, my mother is not well. How will the house be managed in such a situation?
 - (e) The family members are sitting together to decide who will be responsible for the daily tasks in the house. Show the conversation that takes place between them.
- ◆ 8-10 minutes will be given for discussion and preparation in each group.
- ◆ Presentations to be taken one by one. Presentation of the remaining groups to be taken the next day.

❑ Questions for Discussion

After each presentation, ask the students the following questions regarding the presentation:

1. What did you like about the way this family functioned? Why
2. What tasks could the family have done better? How?

Note: Here the comments would not be about dramatic presentation. Students will only keep their point of view on how to handle the given situation.

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

Observe at home the things you can do better with your contribution. Try doing one of them.

❑ **End of the class**

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



Day 4

❑ **Beginning of the Class**

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

❑ **Recapitulation and Experiences at Home**

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

❑ **Steps of the Activity**

1. Teacher will ask from the students the work in which they contributed in the family on the previous day.
2. Presentations by the remaining groups of the previous day one by one.
3. After every presentation, the following questions would be asked to the audience students about the presentation-
 - a. What do you like about the way this family functioned? Why?
 - b. What tasks could the family have done better? How? (Comments here would not be about dramatic presentation. Just keep your point of view on how to handle the given situation.)

❑ **Questions for Discussion**

1. What are the benefits of living in harmony?
2. What are the disadvantages of not living in harmony?
3. What do you do to live in harmony in your family?

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

Pay attention on the tasks at home where harmony can be seen among the family members.

❑ **End of the class**

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



Day 5

Assessment Session

❑ **Beginning of the class**

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

❑ **Experiences at home**

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

❑ **Points for Assessment**

After discussing this lesson

1. How many times have you taken care of others by not following your own wish?
2. Which people in your family have you seen trying to maintain harmony?
3. Which member of your family did you like for their way of working? Why?
4. How did you contribute to your family in the last few days?

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

Find out from all the members of the family that in which tasks at home they expect your contributions.

❑ **End of the Class**

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



Family : Social Cooperation

□ Note for the Teacher

In the previous lessons, we learnt that

- ◆ to live in harmony with each other is to live in order.
- ◆ how to understand your usefulness in the family and be able to play your part.
- ◆ it is beneficial to live in order.
- ◆ if we do not maintain the order, then what problems can we face.

In this lesson we will try to understand that true happiness is found in living together. Contributing to the group feels like increasing trust in our relationships. Helping strengthens mutual relations. With the clarity of thoughts, there is also a realisation of the mistake and an effort to rectify it. In this situation, even after the mistake, the relationship remains intact because its importance is understood.

□ Objectives of the Lesson

1. Students will be able to identify their relationships in the society.
2. They will be able to recognise the cooperation received from their relationships in the society.
3. They will be able to contribute to their relationships in the society.
4. They will be able to live faithfully in their relationships.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story : True happiness lies in Connecting, not in Breaking.

□ Objective

To develop the spirit of mutual co-operation among the students and to develop in them the understanding of being cooperative in relations.

□ Beginning of the class

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

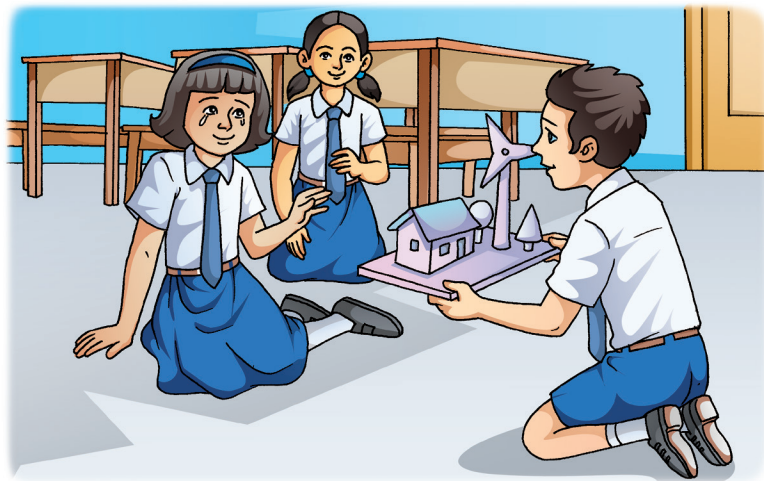
□ Experiences at home

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

Story

Riya proceeded to show her file to Madam and in no time Ankur came to her seat and started snatching the file from her. Even after Riya's refusal, Ankur did not agree and while trying to take the file some pages were torn.

Riya got upset. Just then, Pinku came there and staring at Ankur said, "It is very easy to spoil something whereas, it is equally difficult to make it." This thing of Pinku pricked Ankur. Even while returning home, the same thing was going on in his mind.



The next day, in the first period at the school, Sumitra Madam was going to see the models made by all the students. Everyone was in a hurry to show their models. Ankur was going to Riya to apologise for his actions of the previous day when he saw that suddenly Riya's foot slipped and her 'Pawan Chakki' model fell on the ground and broke.

Riya, who was already worried about her copy getting torn, started crying out loud due to the breaking of the model.

Everyone was trying to console Riya while Ankur was looking for parts of the broken model. What is this? Ankur was busy in fixing it. Within minutes that model started looking like before. As soon as Riya saw the model, her eyes glistened with tears and a smile appeared on her face.

❑ Questions for Discussion

1. Why did Ankur fix Riya's model?
2. Share if such an incident happened to you too.
3. What would you have done if you were in Ankur's place?
4. According to you is it good to fix or break something and why?
5. What kind of efforts do you make to bring sweetness in your relationships?

❑ Observe, Ask and Explore at Home

Students will discuss in the family, that what the members of the house do to keep the atmosphere of the house pleasant.

❑ End of the Class

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



Day 2

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. Have you ever caused harm to anyone knowingly or unknowingly? What did you do to make up for his loss? Share an event.
2. What according to you is more important between things (such as clothes, toys, etc.) and love and cooperation among the members of the society and why?
3. Whom do you give more importance to things or relationships? Explain by giving an example from your life.

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

Students will ask from the family, if they have ever contributed to the work of another person, how did they feel at that time.

❑ **End of the Class**

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



Day 3

Activity : How many friends

❑ **Objective**

To motivate the students to strengthen their relations.

❑ **Beginning of the Class**

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

❑ **Experiences at Home**

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

❑ **Line of discussion**

In good relationships, we feel safe and comfortable. It often happens that we are not able to speak our mind openly to anyone. Many times we feel that others are not interested in knowing what is on our mind. We can only share our thoughts and feelings in strong relationships. When the relationship is strong, we are able to become comfortable and share our thoughts with each other.

Activity

❑ **Steps of the Activity**

Ask students to think of the number of friends they have. Now try to see how many friends they have by raising their hands. Friends can be from outside the class too.

1. Students with five or more friends
2. Students with three or four friends

3. Student with a couple of friends

4. Students who have no friends

- Write the count on the board.
- Make small groups of four to five students.
- Sitting in a group, they will write their names and their various interests on their notebooks.
- Now, they will show their list of interests to each other and tell each other about themselves.
- Again make students raise their hands to count friends and write on the board.



❑ Questions for Discussion

1. How do you make more friends?
2. What are the reasons for the decrease in the number of your friends?
3. How can we increase acquaintance with new students in the school?
4. What kind of people do you like as your friends?
5. Is there a difference in your behaviour with friends and other students? Why or why not?

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

Students will discuss with the members of their family the importance of friendship in life.

❑ **End of the Class**

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



Day 4

❑ **Beginning of the class**

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

❑ **Recapitulation and Experiences at home**

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

❑ **Questions for Discussion**

1. With whom are you able to share your thoughts? Why only with these people?
2. What kind of people you are not able to trust?
3. What kind of things do you keep in mind so that others can trust you?

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

Student will discuss in the family that what things they keep in mind while making someone their friend for the first time.

❑ **End of the class**

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



Assessment Session

❑ Beginning of the Class

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

❑ Experiences at Home

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

❑ Points for Assessment

1. Did your number of friends increase?
2. What things did you take care of, so that other people could trust you?
3. What support did you get from your friends this week?
4. After discussing this lesson, did you get rid of your anger with someone? How?

❑ Observe, Ask and Explore at Home

Students will discuss in the family that with whom they can easily share their thoughts. Why?

❑ End of the class

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



Notes for the Teacher

In the previous lessons, we learnt that

- ◆ society is made up of families.
- ◆ everyone in the society is helpful to each other in one way or another.
- ◆ all the people in the society have some connection or relationship with each other.

In this lesson, we will try to understand how we are related to each other in the society. How do we help each other while living in society? For this we need to develop our abilities. Every person in the society will be able to fulfil his responsibility better by recognising their relationships with each other.

Objectives of the Lesson

1. Students will be able to see the cooperation of the people of the society in everyday life.
2. They will be able to cooperate with each other by understanding the mutual relations in the society.
3. By recognising the relations, the students will be able to fulfil their responsibility towards those relations.

Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story : Little but a Big Thing

Objective

To consider helping your partner as your responsibility.

Beginning of the Class

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

Experiences at home

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

Line of discussion

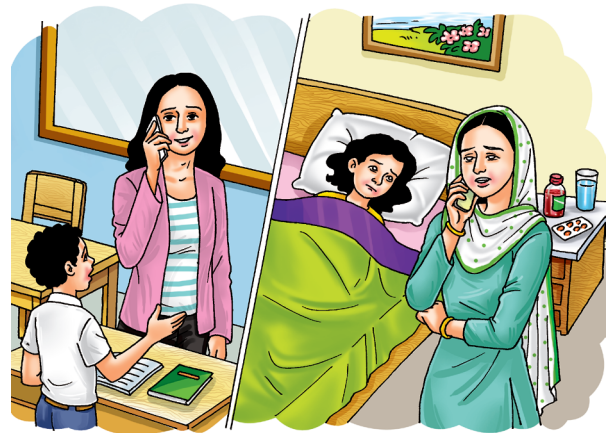
If we all understand our family, school, society and our participation on this Earth, then this Earth can remain very beautiful and suitable for living life smoothly. Let us create such an environment where development of everyone is possible. Let us all become participants, not competitors. There is some importance of being where we are, this is also our usefulness.

Story

Azra did not come to school even on the third day. The class teacher was worried about Azra. He immediately spoke to Azra's mother on the phone. It was learned that Azra was unwell and the doctor had asked her to rest for five more days. The teacher started thinking that in five days there would be a lot of loss of her study. She had to find a solution to this problem, she put the whole matter in front of the class and said, "We will help Azra together!"

The teacher's words had not even been completed when Geet got up and said, "I live close to the Azra's house, I will help her. I was sick a few months ago too and Bunty helped me." The teacher asked how will you help her. Geet replied, "I will share with her the lessons I study at school every day and help her with her homework."

Geet's decision to go ahead and help Azra was liked by the whole class and the teacher praised Geet in front of everyone. At last the teacher said, "First of all inform about this at home." Geet did just that. With the consent of her mother, she helped Azra a lot. The teacher used to inquire about Azra's well-being every day.



Today, Azra came back to school after a week. She thanked Geet in front of everyone for helping her. Geet was highly praised in front of the whole class and the joy of the class knew no bounds when Azra announced that if anyone else had such a problem, I would be the first to help him. Hearing this, the class teacher said, "One can be helped at any time, it is not necessary that we would help only at the time of need."

❑ Questions for Discussion

1. Has there ever been a situation with you when you too had to take a long leave from school? How did you complete your work?
2. Why did Geet decide to take time out of her daily routine to help Azra? Share your thoughts in class.
3. Have you helped a stranger in difficult times? Why and how?
4. Which of your works could be done properly with the help of others? Explain with an example.

❑ Observe, Ask and Explore at Home

Ask the members of the family if anyone has ever helped them with any work. With their cooperation, were they able to do that work easily? How?

❑ End of the class

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



Day 2

❑ Beginning of the class

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

❑ Recapitulation and experiences at home

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

❑ Questions for discussion

1. Have you ever been helped by someone in trouble? When and how? How do you feel about that person? Share.
2. In what tasks can or do the members of the household help each other?
3. Apart from family members, why does anyone help us, or why do we help anyone?

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

Ask each member of the family to tell about an incident, when no one helped you but you helped someone in need. Ask them how they felt doing this.

❑ **End of the class**

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



Day 3

Activity : From Farm to Table

❑ **Objective**

Students will be able to understand the co-operation and mutual complementarity of many people of the society and they would develop a sense of gratitude towards all those co-workers.

❑ **Beginning of the class**

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

❑ **Experiences at Home**

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

❑ **Line of discussion**

Many people contribute to make our lives smooth. Students will be able to understand the importance of those people who play their role in the society. But while using the goods and services that reach us, our attention does not go towards them. This activity is expected to draw the attention of the students towards them and they will live with a feeling of gratitude towards them. This sense of gratitude works to connect the society. Not being able to see their usefulness in our lives is one of the major reasons for many people of the society being neglected or we being rude towards them.

Activity

Steps of the Activity

- Ask the students their favourite dish. After listening to some students' answers, ask:
 - ◆ Q: How do we get this dish? Who else gives?
Expected answer - From the market, parents cook them.
 - ◆ Q: In the market or at home, from where do people get the raw ingredients to make this dish?
Expected Answer: From a large dealer or wholesaler.
 - ◆ Q: How and from where do they get these items?
Expected answer- from factory, from machines
 - ◆ Q: How and where does this stuff come there?
Expected Answer - From the fields, the farmer grows them.
 - ◆ Q: How many people are involved in the process of getting that dish to your table or plate?
Expected Answers – Farmer, driver, shopkeeper etc.
- The teacher will now tell the students that many people are involved in the process of bringing the chapati to your plate and so much efforts goes into it. The farmer first ploughs the field, then irrigates it, then sows the wheat seeds. Takes care of the farm every day. Protects crops from diseases and insects. Some people help him in carrying the grain from the farm to the market.
- Someone from the market 'buys' it. Someone grinds wheat to make flour, then someone kneads the dough and makes chapatis, then serves you.
- Now, the teacher will ask the students to make a list of the people involved in this activity.
- Expected Answers Farmer, truck driver, shopkeeper, mother father etc.
- Teacher will write the students' answers on the board. Now she will divide all the students into groups of five or six and give each group a role.
 - Farmers Group- members of this group will create a farm scene in which students will act out the tasks that farmers do.(like ploughing)
 - Other Farmers Group- members of this group will create a farm scene in which students will act out the other tasks that farmers do. (like irrigation)
 - Transporter/Truck Driver Group - Members of this group will create a scene in which students act out the jobs transporters do.

- Shopkeepers' Group - The members of this group will create a shop/market scene, in which students will act out the work shopkeepers do.
- A group of roti makers - Members of this group will create a scene of a house, in which students will act out the tasks that members of the house do to make roti. The teacher will ask the students to think of the roles assigned to each group and this activity will be carried forward for the next day.

❑ Questions for discussion

1. What will happen if any group in the society stops functioning?
2. The people we acted today, are they important in your life? If yes, then why?, if no, then why not?
3. Does their work and effort impress you in any way? How?

(If the activity is not completed, the teacher can discuss it on the next day also)

❑ Observe, Ask and Explore at Home

While discussing this activity with your family, ask them how the bread reaches their table. Listen carefully to the views of all the members of the family.

❑ End of the class

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



Day 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.

Note: Do not spend much time in revision, just a minute or two, remind the students if they have forgotten something. The teacher continues this process until the students realize that if one group stops working, the whole series is disrupted.

❑ Steps of the Activity

- ◆ Now the teacher asked all the students to present the work of their respective groups in a series, for example, a group of farmers, a group of transporters, a group of shopkeepers, a group of roti makers.
- ◆ Now the teacher asks the students in the group of farmers to freeze. Freezing means that all the students belonging to the farmer group will become static.
- ◆ After this, the students from the farmers group will stay still and the teacher will ask the students from the rest of the groups to continue with their work.
- ◆ Teacher can freeze each group one by one, the group which has been frozen will not move, the rest will keep doing their work.

❑ Questions for Discussion

1. If we all do our work properly then will there be a change in society?
2. Will your work be done in collaboration with all your colleagues or will you be able to do all your work on your own? How? (To come to the answer, the teacher can give an example from his life)
3. How do you feel about your colleagues? How will you express your feeling for them?

❑ Observe, Ask and Explore at Home

Ask the family to share an incident when some people in the society had stopped their work. What troubles did they face? Share your experiences.

❑ End of the Class

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



Day 5

Assessment Session

❑ Beginning of the Class

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

❑ Experiences at home

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

❑ Points for Assessment

1. After discussing this lesson, which people did your attention turn to whose cooperation is necessary for our survival?
2. How did you feel about these colleagues?
3. How do you feel about recognising your relationship with society?
4. How do you want to contribute to society when you grow up? and why?

❑ Observe, Ask and Explore at Home

Discuss in your family, why do we need a society.

❑ End of the class

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



My role in society

□ Note for the Teacher

In the previous lessons, we learnt that:

- ◆ we are able to be happy by recognising our relationships in the society and being cooperative towards each other.
- ◆ by recognising the contribution made by others, we are able to feel a sense of gratitude towards them.

Through this lesson we will try to make the students realise that they are the future of the society. By observing and discussing the cooperation they get from the society, they will be able to know that every person has to play some role in the family as well as in the society. The cooperation received from the society is helpful in our progress. While being grateful for this cooperation, recognise one's responsibility in the society and try to fulfil it. We all have some responsibility in the society. Students will recognise their responsibility and will come forward to fulfil it.

□ Objectives of the Lesson

The students will be able to understand their responsibility while living in the society and take initiative to fulfil that responsibility.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story : Blocked Road

□ Objective

Students will recognize their responsibility and role in the society and take initiative to fulfil it. The spirit of co-operation will be developed in the students.

□ Beginning of the class

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

Experiences at home

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

Line of Discussion

We all are so busy in our own work in the daily hustle and bustle that we become insensitive towards the people around us. Even for a small task, we keep waiting for others to complete it because it is not our responsibility. Through the discussion the attention of the students will go towards the fact that they also have some responsibility towards the things happening around them. They can also take initiative in doing any work.

Story

Mayank was going to school with his father as usual. He saw that cars, scooters, buses, trucks and rickshaws were standing all around on the road. No vehicle was moving. He asked, "Papa, what is the matter? Why is the traffic not moving?" Papa said, "Don't know what happened? Maybe a road block.

Yes! That road was closed because a tree on the side of the road had been uprooted and fell in the middle of the road due to last night's storm. Everyone was waiting in their vehicles, buses,



rickshaws and just cursing the other people and the government. No one dared to come forward to push that tree to the side. Then a child came out of the car and started pushing the tree. The tree was very heavy. It was not possible for the child to move it. But seeing him pushing the tree many children came out to help him. Seeing this scene, many people got down from their vehicles and started pushing the tree to the shore. Due to the efforts of so many people, that tree moved a little. Then someone called the crane as well. When there was some space, everyone moved on their own

way. Today, that child gave a good lesson to everyone.

❑ Questions for Discussion

1. Why would the child get down from the car and start pushing the tree on her own?
2. Have you ever taken the initiative to do something that everyone was waiting for someone else to do. Give an example.
3. Share those tasks, which everyone keeps waiting for someone else to do but the work is not that difficult either.

Note: If there is no answer from the students, the teacher can give examples, such as: there are many plants growing on the road side, which are drying up because no one is giving water; people get hit by the sharp corner of the park's gate people throw garbage outside the dustbin on the road.

❑ Observe, Ask and Explore at Home

Make a list of people who take initiative in your locality and help in completing any work.

❑ End of the Class

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



Day 2

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. Have you seen anyone around you taking initiative for any work? What thoughts come to your mind for them? Share.
2. Give examples and tell that when you wanted to take initiative in some work, then what was the reaction of your parents, siblings etc.
 - a. Did you agree or disagree with that response? Why?
 - b. How did their reaction affect you?

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

Students will discuss with the members of their family whether they have ever taken initiative in doing any work. If yes, then share the incident and also how did they feel by taking that initiative? How did they feel if they didn't take the initiative?

❑ **End of the class**

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



Day 3

Activity : Let us thank them

❑ **Objective**

The aim of the activity is to draw the attention of the children to the fact that behind the things we use in our lives, there is a contribution and labour of many people. After knowing this, students will be able to feel grateful to those people.

❑ **Beginning of the class**

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

❑ **Experiences at home**

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

❑ **Line of discussion**

This activity will draw the attention of the students to the fact that in daily life we depend on many people for our needs. Sometimes we remember them, sometimes we do not. Gratitude is to always remember them and acknowledge what they have done. In this activity, we will try to develop an understanding of gratitude among the students. Paying attention to this will automatically create a sense of gratitude in the hearts of the students. The person who has a sense of gratitude remains self-disciplined.

Activity

❑ **Steps of the Activity**

The teacher will tell the students an incident or story related to the purpose of this activity. For example, while having breakfast this morning, my attention drew to the thought that so many

people helped to get this flour to my kitchen so that I can make this roti. Someone carefully kept the flour in his shop, before coming to the shop, someone brought it in a truck, before that someone kept it in the warehouse, before that someone grew wheat.

- ◆ Teacher will make six groups of students.
- ◆ Each group will discuss any one of the following situations.
- ◆ Teacher will write the task on a slip and give it to each group. Groups would not know about the task of other groups.
- ◆ After discussion, students will be given five to seven minutes to prepare the role play.
- ◆ Students will then present their situation through role play.

◻ Circumstances

1. Delivery of milk at your home.
2. Your books reaching you.
3. Your pens reaching you.
4. Shoes reaching you.
5. Access to your school uniform.
6. Access to seating furniture in your school

- Give students a minute or two to present
- By watching the role play of each group,

passed on to us in that play. Students will also be able to identify whose contribution was in bringing that item to you and how many people's time and labour would have been spent in it.

- Ask the students to repeat the following song of thanksgiving to thank all those people.



Gratitude Song

Let me show my gratitude
To the ones who extend help
To the ones who provide shelter
To the ones who develop my self
To the ones who made my school
To the ones who made my boots
To the ones who made my clothes
To the ones who nurture my roots
To the ones who made my home
To the ones who gives my care
Showing gratitude is a noble cause.
Don't you think its quite fair



❑ Questions for discussion

1. When someone does something for you in your house, do you feel gratitude towards him? If yes, how do you express your gratitude towards them? Share.
2. Has anyone ever expressed gratitude to you? If yes, how?
3. Whose labour and contribution have been involved in running your house? How have you expressed your gratitude to them?
4. Which person of your class would you like to express your gratitude for? How?
5. Are there any people outside the house who help you like milkman, rickshaw puller etc.?

❑ Observe, Ask and Explore at Home

Students will go home and discuss, to whom the members of their family have expressed gratitude and why.

❑ End of the class

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



Day 4

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. Who are the people around us who help us directly or indirectly?
2. Who takes care of the park in your locality? What if he doesn't take care of it?
3. Who does the cleaning in your school? What would your school look like if they were on a day off?

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

Discuss in the family who are the people around us who help us directly or indirectly.

❑ **End of the Class**

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



DAY 5

Assessment session

❑ **Beginning of the Class**

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

❑ **Experiences at Home**

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

❑ **Points for Assessment**

1. Where do the daily used items like utensils, clothes etc. come from in your home? How do they reach our houses?
2. What were the things that caught your attention after discussing this lesson?
3. Write three-four lines about the people whom you consider as your allies by drawing their pictures.

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

Students will go home and discuss whether the members of their family have ever been helpful to someone else. If yes, how?

❑ **End of the Class**

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



□ Note to the Teacher

In the previous lessons we learnt that –

- ◆ why nature is important to us and why it needs to be protected.
- ◆ all things in nature can be divided into four simple ways.
 1. A group of soil, sand, stone, metal etc.
 2. Small and big plants of all kinds.
 3. All the animals in the living state.
 4. Human beings
- ◆ all the states of nature complement each other. The existence of one without the other cannot be imagined.

□ Objectives of the Lesson

1. Students will be motivated to work together for cleanliness.
2. The attention of the students will go towards the four states of nature.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story : Who will initiate the change

□ Objective

To inspire to work together for cleanliness.

□ Beginning of the class

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

□ Experiences at home

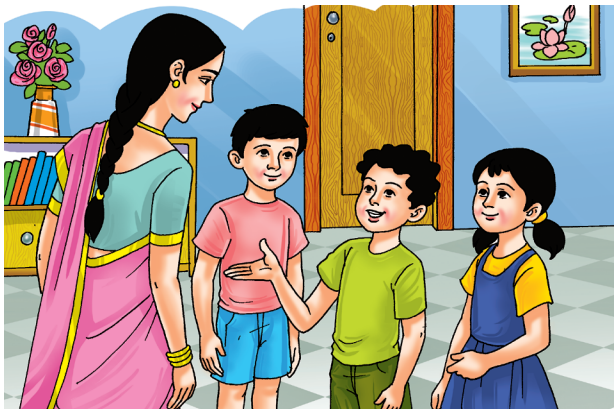
Students would be given the opportunity to share their experiences of reflections and discussions at home.

Line of discussion

To draw the attention of the students towards the cleanliness of their school and their surroundings so that they can work together. Motivating children not to litter so that they do not need to do much cleaning.

Story

Sumit used to go for running every morning. Every day he would see his mother cleaning the garbage lying in the street. One day he said to his mother, "Mother, I always see you cleaning the street in the morning. Why do you do that? Everyone else goes away after throwing garbage." Mother replied, "I love cleanliness and I want to keep my surroundings clean." Sumit asked another question, "Will our whole environment be cleaned if you clean a little space alone?" Mother smiled and asked Sumit, "Tell me why people from the next street falling ill?" Sumit said, "From Malaria and Dengue. How will your cleaning alone make a difference?" Mother smiled and said to Sumit, "Okay! From today I will completely stop cleaning."



Nazia, who was standing nearby, on hearing Aunty's answer, she interrupted, "No Aunty! Don't do that at all because when my friends come to my house, they praise our clean street a lot." Rinku standing nearby started saying, "Aunty! My aunt and grandmother always say that your street looks very clean and beautiful. When they come here next time, what will I tell them that why our street is dirty now? And yes aunty! They too have now started cleaning outside their houses to save their neighbourhood from Malaria and Dengue." Everyone started smiling after listening to Rinku. Beena said to Sumit, "Look brother! Even if aunty's cleaning will not bring much change in the world! But think, the lives of the people living in this area are changing, aren't they? So why not all of us too start with a small change?"

While going back, Sumit was thinking that he too would definitely help in such effort to clean his street.

❑ Questions for Discussion

1. Do you know who cleans area outside your house? Who all help them in this task?
2. When the sweepers of your street are not able to come for some reason, then how is the street cleaned? Can you do anything?
3. Have you ever taken any initiative to bring a change in your school or home? Share.
4. Do you want to contribute to the environment around you? If yes, how? If not, why not?

❑ Observe, Ask and Explore at Home

Look around and observe who are the people who make sure that the surroundings of the house are clean. Ask them, why they do that.

❑ End of the Class

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



Day 2

❑ Beginning of the class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for discussion

1. How can you improve the environment around you?
2. Why do we clean up? What would be the problems if we do not clean? Share your thoughts.
3. How is your class cleaned when the sweepers do not come to your school? Do you also have any role in this work?

❑ Observe, Ask and Explore at Home

Observe at home that who are the members of your family who make sure that the house is kept clean? Find out why they do this.

❑ End of the class

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



Day 3

Activity : Around Me

❑ Objective

To draw the attention of the students towards the four states of nature.

❑ Beginning of the class

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

❑ Experiences at home

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

Activity

❑ Steps of the Activity

- ◆ Ask all the students in the class to form pairs.
- ◆ Ask students to write the names of animals, plants and objects available in nature and share them in pairs.
- ◆ Now both the students will together make a single list.
- ◆ Example: bird, dog, grass, broom, man, woman, rat, stone, fly, child, water, food, teacher etc.
- ◆ Teacher will ask some students to share their list with the whole class.
- ◆ The teacher will keep writing the list made by the students on the black board.
- ◆ Keep adding objects as long as the students keep naming them. The teacher will keep the words obtained from the list with him for the next day's activity.

Note: The bigger the list, the better it is.

❑ Questions for discussion

1. Do any of the objects have something in common? In which things do you see similarity?
2. How are these objects different from each other?
3. Is it possible to classify these objects available in nature? On what basis can they be classified?

❑ Observe, Ask and Explore at Home

After going home and discussing with the members of your family, try to know on what basis can the things available in nature be divided into different groups.

❑ End of the class

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



Day 4

❑ Beginning of the class

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

❑ Recapitulation and experiences at home

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

❑ Steps of the Activity

- ◆ Make four groups of students.
- ◆ The teacher will write the names of the objects mentioned by the students on the previous day and classify them.
- ◆ Ask each group to put the objects written on the blackboard that they think belong to that category.

Name of the object	soil, stone, metal, air, light, etc. (inanimate matter)	trees, plants etc.	Lion, Goat, Cow, Human Rat, Bird, etc.	Human beings

- ◆ Give all the students a chance to see if all the objects have been put in the right places.

❑ **Questions for discussion**

1. Due to which properties things have been kept in all the four groups? What are the similarities between the objects in the group? Discuss.
2. What is the difference between these four groups? Discuss.

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

After discussing with the family, try to know which things are useful for us and in what way.

❑ **End of the class**

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



Day 5

Assessment Session

❑ **Beginning of the class**

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

❑ **Experiences at home**

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

❑ **Points for Assessment**

1. How were you able to cooperate in cleaning your house?
2. How were you able to cooperate in the cleanliness of your school?
3. How were you able to cooperate in the cleanliness of your street?

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

Organise a 'Cleaning Day' with the help of your friends and family by planning to clean your neighbourhood.

❑ **End of the class**

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



□ Note for the Teacher

In the previous lessons we learnt that:

- ◆ what is the importance of working together for cleanliness?
- ◆ what are the four states of nature?

Only by using natural resources wisely, balance is maintained in nature and we are saved from disasters. There are laws of order in nature. If there is any violation of these rules, then the balance of nature gets disturbed. If we do our work in our life by understanding the rules of the system, then only we can participate in the system.

□ Objectives of the Lesson

1. Students attention will move towards the fact that if we use natural resources wisely then we can avoid problems.
2. Students will be able to understand that good and bad habits related to environment. They will get inspiration to adopt good habits in their daily life.

□ Proposed Duration

At least five days or till the teacher is satisfied.

Day 1

Story : A bucket of water

□ Beginning of the class

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

□ Experiences at home

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

□ Objective

To draw the attention of the students to those essential things obtained from nature, which if we use wisely, we can avoid troubles.

❑ Experience at Home:

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

❑ Line of discussion

Draw the attention of the students to the fact that natural resources (water, air and soil etc.) are available in sufficient quantity. If they are not utilized properly, then there will be a scarcity in the future. Through the discussion of this story and questions, the attention of the students will go towards the proper use of natural resources and their conservation.

Story

Prateek's father and his family have been troubled by water scarcity ever since they moved to the city with the entire family after being transferred. The biggest problem is with Prateek. Earlier Prateek used to take bath two-three times a day, but now even a bucket of water is difficult to get, even on that there are so many instructions of the mother. He would say, "Papa, where did you bring us? Take us back!" Father would just smile.

One day, when his father was taking a bath, suddenly the water stopped. Papa sent him to the



neighbour's house to get water. He saw that, Aunt after washing the vegetables thoroughly with water, was watering the trees and plants of the house with the same water. He asked uncle for a bucket of water. Uncle was shaving. Suddenly, Prateek's attention went to the wash basin tap. That was off. Uncle, are you not getting water at your place? Prateek asked.

"It's coming son!" Saying this, he opened the tap of the wash basin and said, "why are you asking?"

"Uncle, the water has stopped in our house and I also want a bucket of water", Prateek spoke. Uncle gave him a bucket of water. While bringing the bucket of water, he realised that he always keeps the tap open while brushing his teeth. He thought that at our place a lot of water is thrown down the drain just like this.

❑ Questions for discussion

1. What do you think could be the reasons for Prateek's house not getting water?
2. Have you ever faced water shortage? What did you do when this happens? Share.
3. What would you have done if you were in Prateek's place?
4. Why is there a need to save water? Discuss.

❑ Observe, Ask and Explore at Home

Students will go home and discuss with the members of their family what could be the reasons for water scarcity and what all of us can do to save 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 the class today and also what understanding they built.



Day 2

❑ Beginning of the class

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

❑ Recapitulation and experiences at home

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

❑ Questions for Discussion

1. What can you do at home and at school to save water? Mention any two ways.
2. Apart from water, what else do we get from nature? Do those things need to be saved as well? If yes / no, then why?
3. What will happen if we do not make wise use of the things we get from nature? Discuss.
4. It is very easy to make clean water dirty, is it equally easy to make dirty water clean? If not, why?

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

Students will discuss with the members of their family that why it is necessary to save the resources of nature.

❑ **End of the class**

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



Day 3

Activity : Thumbs up, Thumbs down

❑ **Objective**

Students will understand the good and bad habits related to the environment. At the same time, they will be inspired to adopt good habits in their daily life.

❑ **Beginning of the class**

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

❑ **Experiences at home**

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

❑ **Line of discussion**

With this activity, students will be able to understand the good and bad habits related to the environment through a game. The teacher will tell the students that they cannot repeat the examples taken by the teacher. Teachers encourage students to make their own lists of true and false things about the environment, such as the given examples. Teachers will also explain to the students that mistakes happen when we do something in a hurry. Therefore, listen carefully to the group managing the game and respond mindfully. Give each group a chance to play the game one by one with all the students in the class. Continue this activity on the second day as well.

Activity

❑ **Steps of the Activity**

Teachers will share with the students some things which can be either good or bad for the environment. Now, the teacher will tell the students to thumbs up on good things/habits related to

the environment and thumbs down on bad things/habits. Teacher will write some examples on the board.

- ◆ Drinking water from a metal (steel, copper) bottle
- ◆ Throwing garbage on the street
- ◆ Paper recycling
- ◆ Leave the lights on
- ◆ Reusing old notebooks
- ◆ Leave the tap on
- ◆ Buying essentials
- ◆ Wasting paper
- ◆ To plant trees
- ◆ Using plastic

Students will also give their reason for thumbs up after every correct answer and thumbs down after wrong answer. Write the things most kids have thumbs up on one side of the blackboard and the things with thumbs down on the other. After the students understand the activity, the teacher turns it into a game on another day.

After giving an opportunity to discuss in a group of four students, ask the students to share the conclusion in front of whole class.

❑ **Questions for Discussion**

1. How do you decide which things are good and which are bad?
2. Share some good things which you always do?
3. Which of these things do you do? Share in your group.
4. What are the things on the table that you want to adopt? Why do you want to do this?

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

Repeat this activity with your family and learn which habits are good for our environment.

❑ **End of the class**

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



Day 4

□ Beginning of the Class

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

□ Recapitulation and Experiences at Home

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

□ Questions for Discussion

1. What are the bad things/habits we learned about in the game? Why are they bad? What harm is being done by them?
2. What are the good things/habits we learned about in the game? Why are they good? What are the benefits of adopting these habits?
3. Which of the good things that have come in the activity today, would you like to adopt and why? Share.
4. What are the things in the activity that you want to get rid of? Also tell why you want to do this.

□ Observe, Ask and Explore at Home

Students will learn from the members of the family about their habits which they want to give up to save the balance in the environment.

□ End of the Class

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



Day 5

Assessment Session

□ Beginning of the Class

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

❑ Experiences at Home

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

❑ Points for Assessment

1. After discussing this lesson, what changes have you made in your habits to save water?
2. What habits were you able to give up that harmed the environment?
3. What are the things you have done to keep the environment clean and green?

❑ Observe, Ask and Explore at Home

Students will ask the members of their family members what can be done to keep the environment clean.

❑ End of the class

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



Importance of Orderliness

❑ Note for the Teacher

In the previous lessons, we learnt that

- ◆ what is the importance of working together for cleanliness?
- ◆ what are the four states of nature?

Draw the attention of the students towards the importance of keeping things in their proper place. How is this orderliness formed at different places? Students would know what the benefit of this orderliness is. If it doesn't happen, how upset they will be. What is the contribution of children in making this orderliness?

❑ Objectives of the Lesson

1. Students will know the importance of cleanliness and order in their surroundings.
2. Students' attention would be directed towards the use of natural resources. They would participate in the whole system by understanding their usefulness.

❑ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story : Garden of Children

❑ Objective

Students will know the importance of cleanliness and orderliness in their surroundings.

❑ Beginning of the class

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

❑ Experiences at home

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

Story

It was a holiday. All the children of the neighbourhood made up their mind to play in the nearby park. All the children gathered and went to play in the park. As soon as they reached the park, they saw that there was garbage all over the park. The children were very sad to see this. A child said "Hey, there is a lot of litter here! The sweeper uncle works so hard to clean the park and others make it dirty."

The other child said "How are we going to play over here?"



The third child said "Let's all clean up together!"

Everyone made a plan to make the garden clean and tidy. They brought brooms and buckets from their respective homes and they cleaned the whole garden. The flowerpots and dustbins lying here and there were put in their place and the whole garden was decorated. By then it was evening and some people of the locality came there for a walk. They saw the garden, praised the hard work of the children and the sweepers and named that garden of the locality as "Children's Garden". Now whoever comes to visit this garden,

does not make it dirty.

❑ Questions for discussion

1. Why were the children sad after seeing the garbage in the park?
2. Why did the children think of cleaning the park?
3. Why do we keep our surroundings clean?

❑ Observe, Ask and Explore at Home

After going home, discuss with your family that why would we keep the surroundings clean.

❑ End of the class

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



Day 2

□ Beginning of the class

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

□ Recapitulation and experiences at home

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

□ Questions for Discussion

1. What thoughts would have come to the mind of the people after seeing the park clean?
2. How do you feel when you see a dirty place and things scattered?
3. How do you feel when you see a place clean and everything in its right place?
4. What efforts do you make to keep your surroundings clean?

□ Observe, Ask and Explore at Home

Students will discuss with the members of their family that how do they feel seeing something / someplace dirty or not seeing it in its right place.

□ End of the class

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



Day 3

Activity : My participation in the system

□ Objective

To draw the attention of the students towards the use of natural resources. They will be able to participate in the whole system by understanding their usefulness.

□ Beginning of the class

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

❑ Experiences at home

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

❑ Line of discussion

Whenever we need food/water or any other natural resource then it is easily available in nature. Whenever we need any item (pencil, shampoo, soap or any vegetable), it is easily available in the market. We also get to know from where which item will be available. Let the students notice how the things in our kitchen/bathroom/bedroom or other rooms are always in their proper place. How is this system formed at different places? Students would know what the benefit of this system is. If it doesn't happen, how upset they will be. What is the contribution of the students in making this system?

Activity

❑ Steps of the Activity

Write the questions and the topic given below on the board.

Topic 1

Orderliness at home

- ◆ Tell the students that things that you need are easily available in your homes. Ask them who arranges it? (everything is in place and in sufficient quantity)
- ◆ Who puts things in their proper places in the bathroom and why?
- ◆ Who keeps the bed in its proper place and why?
- ◆ What is the advantage of keeping kitchen things in proper place?
- ◆ What is the benefit of keeping shoes/ slippers in their proper place?
- ◆ What is your contribution in keeping things organized?

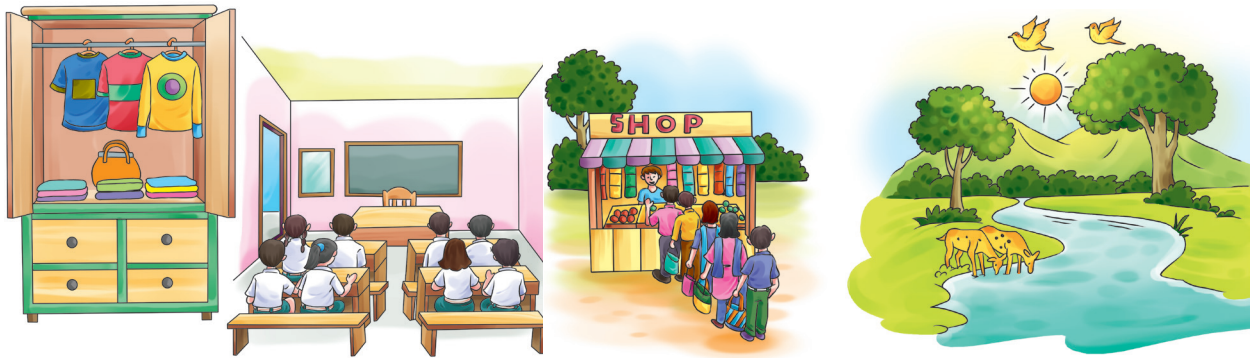
Now ask the students to think of some other places where they see things being organized, where everything is in its place and in sufficient quantity. For example, schools, hospitals, parks, roads etc.

Topic 2

Orderliness at School

- ◆ How do you see the orderliness in the school?
- ◆ Who cleans the classrooms at school?

- ◆ Why are the desks/chairs kept in order?
- ◆ What is the use of providing chalk and duster?
- ◆ What can happen if water is not managed in the school?
- ◆ What is your contribution in keeping the school orderly?



❑ Questions for discussion

1. What is your contribution to keep the house in order?
2. Which people help us to keep the school in order? How?
3. What if things at home are not in order? What problems can be faced in that condition?

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family that who all play what role in maintaining order in and around the house.

❑ End of the class

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



Day 4

❑ Beginning of the class

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

❑ Recapitulation and experiences at home

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

❑ Steps of activity

- ◆ Write the questions and topics given below on the board.
- ◆ Divide the class into four groups, giving each group a topic to discuss.

Topic

Order in Society

1. How do you see the orderliness around you? (in the street, market etc.)
2. Have you ever thought that whenever we need anything to use, shopkeepers find it easy to find what we're looking for among a wide variety of things? How?
3. Do you know where to buy something that is useful to you?

Topic

Order in Nature

1. How does water reach our homes from the sea?
2. What is your role in keeping nature orderly?
3. What do we get from nature?

❑ Questions for discussion

1. Why is it necessary for us to have order in the society?
2. From where do we get food/water or any other natural resource?
3. What if things in nature are not in order?

❑ Observe, Ask and Explore at Home

Students will learn by talking to the members of their family that who all participate to make sure that our kitchen/bathroom/bedroom items are always available in the market.

Day 5

Assessment session

❑ Beginning of the class

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

❑ Experiences at home

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

❑ Points for Assessment

1. After the discussion of this lesson, what role did you play in keeping your house neat and orderly? How did you feel doing this?
2. Where do you see order around you?
3. What were the things that got your attention after discussing this lesson?
4. What changes were you able to bring in your behavior so that the order around you is maintained?

❑ Observe, Ask and Explore at Home

Students will know from the family and relatives that what efforts do they make to maintain orderliness in any event.

❑ End of the class

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



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 4, the following four feelings/ values have been detailed out to explore, experience and express:

1. Care
2. Affection

3. Gratitude

4. Respect.

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.

□ **Do's 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 children to understand the participation of others in their care and 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 and after that 2- 3 students would be asked to share their experiences.

❑ Note for the Teacher

Teachers would draw students' attention towards this fact that whatever the elders do to take care of them like: provide them with nourishment and safety, it is the expression of care and emotion. Children could observe and identify the participation of elders in their upbringing.

❑ Points for Expression by the Students

The students will be given opportunities to express themselves with the help of suggested questions:

1. Who cooks meals for you at home?
2. What dishes are prepared for the meals at home and what kind of preparation is made for the meals?
3. Whenever you are ill, who looks after you?
4. Whenever you are ill, how do members of your family look after you?
5. Besides the members of your family, who else at home takes care of you?
6. Are you being taken care of only at home or does someone outside the home also take your care? Share any incident when someone in the outside world took care of you.
7. In school who takes the responsibility of taking care of your safety & security?

❑ Task for the Next Expression Day

During the whole next week, you can observe your feelings when someone takes care of your safety, security and needs. What kind of feelings do you have for that person? We will discuss it on the next expression day.

❑ End of the class

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



Care : Session 2

❑ Objective

To enable the students to feel the emotion of care for all who look after them 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 and after that 2- 3 students would be asked to share their experiences.

❑ Note for the Teacher

Students' attention will be drawn to all those people who are bearing the responsibility of looking after all their needs, nourishment, safety and security. Children can see through all the efforts put in taking care of them. And they will feel gratitude towards that person.

❑ Points for Expressions by Students

1. How do you feel when your mother or some elder member of the family serves you your meals?
2. How do you feel when elders in the family refuse to eat meals bought from outside?
3. How do you feel when the members of our family takes care of you during your illness? Share any incident when you were ill and someone at home attended you?
4. How do you feel when you are being taken care of? (Like your food, clothes, medicine, sleep, play and your safety, security etc.)
5. Share any incident and your feelings when you were ill and your mother or someone else in the family cooked for you.

❑ Task for the Next Expression Day

For the whole next week, pay attention to your feelings when someone takes care of you. What are your feelings for that person and how do you express your feelings? We will discuss this on the next Expression Day.

❑ End of the class

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

Care : Session 3

❑ Objective

To enable the students to express their feelings for all the people who look after them.

❑ 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 understand that we identify the feeling of care in all the people who bear the responsibility of fulfilling the needs of our body and providing us safety and security. We can express our gratitude for them in different ways.

❑ Points for Expression by the students

1. When you were hungry, your mother cooked meals for you even though she was dead tired. What did you do in return?
2. On your birthday your mother cooked the food of your choice. How did you express your gratitude to her?
3. Who are the people who make us feel safe and secure in school? What do we do in return for them? (The teacher can motivate the students to prepare a thanks card for them)
4. Besides the people at home, who all take care of you and how do you express your feelings 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 the class today and also what understanding they built.



Objective

- To explore living with mutual cooperation and happiness with siblings, classmates and friends
- To feel and express affection for each other

Note for Teacher

Most of the happiness and sorrow of our lives are connected with our loved ones. In real life the number of loved ones also keeps changing. Moreover, this mentality of “mine”- “others” is also one of the biggest reasons for our sorrow. The distance in relations creates a gap in the feeling of affection which is quite painful. Hence, in order to lead a blissful life, it is very important to have a feeling of affection for our loved ones. Along with this, to increase our happiness, the extension of affection is also important so that the entire alienation will end. This is so because, presently the biggest apprehension is due to the manmade walls of “Mine” and “Theirs”.

All human beings are in one way or the other, connected with each other. The moment we accept that connection or relation, we experience the feeling of affection and safety that leads us to happiness.

When we accept a relationship with some person, for example -brother, sister, friend etc., meeting or remembering that person fills our heart with happiness even if we are disturbed. We desire to meet such persons (for whom we have the feelings of love) happily even if we don't need them for some work.

After being assured of the basic desire (happiness) of a person, the feeling of trust develops for them. On the basis of that trust, we accept them as a person similar to us and thus, the feeling of respect is generated. The feeling of affection generates only after having trust and respect for them.

In Nature, everything is interrelated, that is why, in order to live happily, there is no programme in isolation. Rather, there is the provision of working in harmony. So, after getting help from those who are ahead of us and helping those who are behind, we all can live happily without any opposition i.e. a life full of love, affection and happiness.

When we are with the feeling of affection for others, we remain committed to them, means, we stand by them through thick and thin.

Seven sessions have been kept to explore, to experience and to express the feeling of affection.

Affection : Session 1

❑ Objective

Students will be able to see their cooperation and co-existence with their siblings in the family.

❑ 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.

❑ Notes for the Teacher

Children grow up by cooperating with their siblings in the family. Together they play, eat, read and do many things. The objective of this session is to draw the attention of the students towards the sense of belongingness and they would remain with it and also express it.

❑ Points for Expression by Students

Students would be given opportunities to express their affinity towards others through the following questions.

1. When and what games do you play with your siblings? (Here, brother and sister mean relatives, cousins etc.)
2. Which of your things do you share with your siblings and why?
3. What activities do you do together with your siblings and friends? And when?
4. What are your needs that are taken care of by your siblings?

❑ Task for the Next Expression Day

Next week, pay attention to the behaviour of your friends, in what tasks they helped you and what are the tasks that you do together with them? It will be discussed on the next expression day.

❑ End of the class

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



Affection : Session 2

❑ Objective

Students will be able to observe their sense of belongingness and their behavior with friends in their neighbourhood.

❑ 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.

❑ Notes for the Teacher

Students cooperate with friends and peers living in the neighborhood, celebrate festivals, play, grow up together and exist and live with affinity. The attention of the students should be on living together, mutual cooperation and complementarity.

❑ Points for Expression by Students

1. How many friends do you have in your neighborhood and how did you befriend them?
2. What things do you share with your friends?
3. Which festivals do you celebrate with your neighbour friends? And how?
4. How was your behaviour with them before becoming friends and what changed in your behaviour after being friends with them?
5. How did you persuade your friend who is angry with you? And Why?

❑ Task for the Next Expression Day

Throughout the next week, you will pay attention on your co-operation and behaviour towards your classmates and friends. We will talk about this on the next expression day.

❑ End of the class

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



Affection : Session 3

❑ Objective

Students will be able to see the sense of belongingness and their behavior with friends and peers in their class.

❑ 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

Students will pay attention to their behavior with friends and other students in their class. How they fulfill each other's small needs and cooperate with each other with affinity.

❑ Points for Expression by Students

1. With whom do you sit in the class and why?
2. With which companions or friends do you come to school from home?
3. With whom do you sit and eat your mid-day meal or your tiffin?
4. With whom do you share your copy or other study material in the class?
5. Tell me about a friend of your class, how did you become friends with her?

❑ Task for the Next Expression Day

For the next whole week, pay attention to the behavior and cooperation of your family, siblings and friends living in the neighborhood. We will talk about it on the next expression day.

❑ End of the class

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



Affection : Session 4

❑ Objective

Students will be able to observe the behavior and cooperation of siblings and neighborhood friends in their family.

❑ 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

It will be noted by the students that they learn a lot even by living with their brothers and sisters and the students around them. We often think that we help others while others also complement us because we do not like to be alone. We like to do most of the work together with our friends.

❑ Points for Expression by Students

1. What have you learnt with the help of your elder siblings? (Example- walking, speaking, writing, playing, reading, running etc.)
2. What are some interesting things that your siblings share with you?
3. What things do your siblings wait for you to do with you?
4. Which games do your neighbour friends play with you and with which toys?

❑ Task for the Next Expression Day

Throughout the next week, pay attention to your sense of belongingness and cooperation with your classmates and friends. We will talk about this on the expression day.

❑ End of the class

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



Affection : Session 5

❑ Objective

Students will pay attention to the affinity and cooperation of friends and peers of their class.

❑ 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

Students will pay attention to the cooperation of their friends and classmates that they do for them from time to time, like give their things for use, take care of our small things, cooperate in various works. They wait for us, play, live together and from this we are happy.

❑ Points for Expression by Students

1. Which friends share their thoughts with you or the reason for their happiness?
2. How do people who are not your friends interact with you?
3. Which of your friends wait for you in class?
4. What items do your friends share with you?
5. Which friends accompany you to and from school?
6. How do your friends end the fight with you?

❑ Task for the Next Expression Day

Throughout the next week, you will reflect and pay attention on your feelings towards your siblings, friends and classmates in the neighborhood and in the class. We will talk on the next Expression Day.

❑ End of the class

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



Affection : Session 6

❑ Objective

Students will be able to feel a sense of belonging and cooperation with their siblings, friends in the neighborhood, and friends and classmates in the class.

❑ 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

When children co-operate or take co-operation while living together with their friends and peers, they feel happiness and affinity. The students will keep expanding the scope of their happiness by expanding the feeling of belongingness in their lives.

❑ Points for Expression by Students

1. How did you feel on the day when your friends did not come to school?
2. How many times did you miss your friends that day?
3. How did you feel when you helped your friend in trouble?
4. How did you feel about having a partner to play with you? (The partner who is not your friend.)
5. How do you feel about telling something special about yourself to your friend?

❑ Task for the Next Expression Day

Throughout the week, the students will feel a sense of belongingness with their siblings, friends and peers in the neighborhood and in the classroom, and notice how they behave toward their peers when we help them. We will talk on the next expression day.

❑ End of the class

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



Affection : Session 7

❑ Objective

Students will be able to pay attention to their feelings and behavior towards their brothers and sisters, neighborhood friends, and class friends and peers.

❑ 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

Through the session, an attempt is made to draw the attention of the students towards the fact that whatever our brothers and sisters, friends and companions do for us, they do it because of their sense of belongingness and attachment towards us. At the same time, on getting cooperation and belongingness from them, our behaviour towards them becomes more humble than before and we feel grateful to them.

❑ Points for Expression by Students

1. How did you feel about being with other peers on the day your friends did not come to school?
2. How did you behave with them?
3. What did you do when your brother and sister helped you?
4. How did you feel when your siblings or friends congratulated you on your birthday? How did you thank them?
5. How did you feel when a classmate who is not your friend, shared his study material with you and how did you express your gratitude to him?
6. How did you feel when your brother, sister or friend persuaded you on you being angry with them? What did you do then?

❑ **Task for the Next Expression Day**

For the next whole week, pay attention to the one who prepares food for you and who does your households and how hard they work. We will talk on the next expression day.

❑ **End of the class**

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



Objective

To be able to see the role of elders, our parents, teachers, members of the family, elders in the neighborhood etc. in our lives and feeling and expressing gratitude towards them.

Note for the teacher

Many people contribute towards our progress in life. When we accept their contribution and support from within, we feel grateful towards them. This brings stability within us which we feel as happiness. When we feel grateful towards someone, our behaviour towards them is humble, and we remain disciplined from within. If someone's behaviour is indecent towards us, there is a great possibility that either we have not contributed to their growth or they are unable to identify that contribution.

Whenever we are happy, we want to share our happiness with people close to us. This makes us even happier. When a person is troubled, they may want to be alone, but when a person is happy, it is unlikely that they'd want to be alone. When we feel an emotion, we have the desire to express it. One who expresses an emotion is called a person.

If we see the efforts behind the invention or discovery of the facilities we use today like food, clothing, mobile phone, bus, train etc., we will feel indebted towards those who worked on its innovation and refined it to its current form. To feel this debt is gratitude. To be grateful does not mean to just say the words 'thank you'. When we genuinely recognize someone's contribution, and accept it, the feeling generated within is called gratitude. Then we start contributing to society automatically. Our way to happiness lies in contributing to society and only this makes our life meaningful.

If we are able to understand the order of nature that only those who contribute according to their capabilities can be happy while most people are in the view that only after acquiring a number of materialistic possessions, they will be happy and they are continuing their hard efforts for it.

Gratitude encompasses within it the values of trust, respect and affection. Gratitude is also known as being thankful or indebted.

There are seven sessions that have been designed to explore experience and express the emotion of gratitude.



Gratitude : Session 1

❑ Objectives

To draw the attention of the students towards the work done by the family members for our happiness and development.

❑ 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

Teachers will draw the attention of the students that the members of family contribute a lot in our development and our happiness. Students will acknowledge the role of their family in their lives. If the members of the family do not cooperate with us, then it would be difficult for us to survive.

❑ Points for Expression by Students

1. Who wakes you up in the morning and how ?
2. Who helps you wake up and get ready in the morning?
3. Who helps you with your school work at home and how?
4. Who buys you study material?
5. Who helps you get your new clothes and how?
6. Did your parents ever forbid you to eat or drink anything? What was that thing? Why would they have refused you?

❑ Task for the Next Expression Day

Throughout the week, students will notice which members of the family help them in their daily chores. They will try to acknowledge their contribution and discuss this on their next expression day.

❑ End of the class

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



Gratitude : Session 2

❑ Objectives

To draw the attention of the students towards the work done by the family members for our happiness and development.

❑ 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

Parents and many other people at home take care of the nourishment of our body. By paying attention to their contribution, we understand the importance of that relationship and it gives a feeling of gratitude and brings gentleness in our behaviour.

❑ Points for Expression by Students

1. Whom do you listen to in the family and why?
2. Who teaches you good things in the family? Share any one in the class.
3. What do the members of your family do to improve your mistakes and shortcomings? Discuss with others.
4. Can you do all your daily chores by yourself? If not, why?

❑ Task for the Next Expression Day

Throughout the week, students will pay attention to the fact that apart from home and family, does anyone else help them in their daily chores. For example– serving food in school, crossing the road, bringing goods from the market, teaching etc. Students will try to notice their contribution and this will be the topic on the next expression day.

❑ End of the class

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



Gratitude : Session 3

❑ Objectives

To draw the attention of the students towards the work done by the members of the family for our happiness and development.

❑ 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

Teacher will draw the attention of the students that many people around us contribute in running our life smoothly. Students will be able to express their feeling about the contribution and cooperation of those people.

❑ Points for Expression by Students

1. Who cleans your neighbourhood and surroundings?
2. What if those people don't clean your neighbourhood?
3. If no one cleans the locality after Diwali, then what will be the condition of the surrounding?
4. Did anyone in your neighbourhood or relatives take care of you? Who were they? Why would they have done this?
5. What do you think cooperation of which people is essential for the smooth functioning of our life?

❑ Task for the Next Expression Day

This the week, the students will notice the contribution of the people of their neighbourhood in their daily life. How do they feel about them? Discuss on the next expression day.

❑ End of the class

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



Gratitude : Session 4

❑ Objectives

To draw the attention of the students towards the work done by the people in our neighbourhood for our happiness and development. How do they feel about them?

❑ 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

Human being is becoming self centered or family centered whereas many people of the society are responsible for the nourishment of his body. When they pay attention to their contribution, he feels a sense of affinity with all of them. In this session, students will be able to know about the people who contribute to their nourishment.

❑ Points for Expression by Students

1. Did anyone in your neighbourhood take care of your food ? Who were those people? Why would they have done this?
2. When you visited a relative's place, who took care of your food there? Why would they have done this ?
3. Did anyone help you whenever you got hurt while playing outside the house?

❑ Task for the Next Expression Day

This week, we will see who all took care of our food, cleanliness or any other need in the school. It will be discussed on the next expression day.

❑ End of the class

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



Gratitude : Session 5

❑ Objectives

To draw the attention of the students towards the contribution of different people in our school for our happiness and development. How do they feel about them?

❑ 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

Teacher will draw the attention of the students towards the contribution and cooperation of many people in the school who help in the smooth functioning of our life. Without their contribution and co-operation, we would not be able to do many works properly. We cannot do all the work by ourselves, we need the cooperation of others.

❑ Points for Expression by Students

1. Who brings the mid-day meal for you at school? Who serves it?
2. What will happen if these people do not bring the mid-day meal and not serve it to you?
3. Who cleans your classroom? Do you know his/her name?
4. What if he/she doesn't clean the school and your classroom?
5. Who attends you at the gate when you come to school?
6. How do you feel about all these people? Share.

❑ Task for the Next Expression Day

This week, we will notice the people at home or at school who have contributed to our studies or learning. Discussion will be held on the next Expression Day.

❑ End of the class

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



Gratitude : Session 6

❑ Objectives

To draw the attention of the students to those who contribute to their learning.

❑ 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

Learning and understanding is a delightful experience. It also helps one live a happy life. Thus, drawing the attention of the students to this fact would better prepare them for life.

❑ Points for Expression by Students

1. Who helps you with your studies and learning at school?
2. How do your teachers help with learning and understanding?
3. How do you feel when someone teaches you?
4. If there is learning at school, how will you feel?
5. Why do we need the support of a teacher for learning and understanding?
6. How do you feel about your teacher?

❑ Task for the Next Expression Day

This week, we will focus on how we have expressed our gratitude to those people who have done something for us in our family, neighbourhood, or school.

❑ End of the class

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



Gratitude : Session 7

❑ Objectives

To motivate the students to express the 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 experiences.

❑ Note for the Teacher

Teacher will draw the attention of the students towards the contribution and cooperation of many people in the school who help in the smooth functioning of our life. Without their contribution and cooperation , we would not be able to do many works properly. We cannot do all the work by ourselves, we need the cooperation of others.

❑ Points for Expression by Students

1. How do you express gratitude for the contribution made by your family members in your life? What are the ways to express gratitude in the family?
2. If someone from your neighbourhood helps you, how do you express gratitude for them?
3. Our teachers have a pivotal role in our learning and understanding. How do we express our gratitude to them?
4. Many people cooperate with us in the school . How would you express your gratitude to them?
5. Apart from family, neighbourhood and school, many people contribute in the smooth functioning of your life. How would you express your gratitude to them?

❑ Task for the Next Expression Day

This week, the focus will be on the ways to express gratitude to those who have contributed to our lives in any way.

❑ End of the class

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

Respect : Session 1

❑ Objective

To enable the students to understand that they are not dependent on others for their self-respect.

❑ 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

Teachers would make the students understand that it is always advisable to perform good and right work. You may or may not get praise for it. It is always your good and right kind of work that enhances your confidence. Keep it in mind: myself respect lies in being useful for others.

❑ Points for Expression by Students

1. State all the tasks that you performed at home during this week.
2. State all the tasks that you performed at the command of others and also the tasks you did on your own?
3. State all the tasks that you do to fulfill your own needs and also the tasks that you do for others.
4. Were you ever praised by others for performing some specific task? If yes, then what it was?
5. How did you feel about being praised? why?
6. Did it ever happen that you performed a wonderful feat, but nobody appreciated it? What were your feelings at that time?
7. Did you ever do some task in the hope of getting appreciation but it was not appreciated? What thoughts came to your mind in that situation?

❑ Task for the Next Expression Day

How do you feel when you help other? Try to observe and explore yourself to find its answer.

❑ End of the class

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



Respect : Session 2

❑ Objective

To draw the attention of the students towards the value of feeling respect for 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

All human beings have a common desire that is not to be discriminated against. If we keep this thing in mind while behaving with someone it means we are giving respect to them. We also feel respect for a person when we accept him as a superior and talented person. Our behaviour towards these respected people is polite and self-regulated. In this session students will understand about the people whom they do not show any discrimination and the people whom they respect because of their superiority. They will also notice their own behaviour towards these people.

❑ Points for Expression by Students

1. Whom do you want to emulate? Who are they? What qualities of these people do you like?
2. Who are the people from whom we learn different kinds of things? Which qualities of these people do you like?
3. While dealing with the people whom we adore, what are you careful about?
4. Did you ever feel that the other person also thinks like you? If yes, then on what topic it was? How did you feel when you noticed this aspect?
5. At home notice the members of the family whom you resemble in behaviour and thoughts? On what grounds do you resemble them?
6. Did you ever realise that at home or in school, nobody understands your point of view? When did you feel so and why did you feel it?

❑ **Task for the Next Expression Day**

Try to notice the factors that arouse respect for someone in our heart.

❑ **End of the class**

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



