

Grade V

# 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-5 (English ver.)

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

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

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

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

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

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

Warmly,

*Atishi*

Atishi

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## MESSAGE

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

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

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

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

Best Wishes

(ASHOK KUMAR)

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## MESSAGE

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

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

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

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

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

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

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

My Best Wishes!

(HIMANSHU GUPTA)

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## MESSAGE

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

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

I wish all these take holders a brighter future.

*Nandini*

**Nandini Maharaj**

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स्वाध्यायान्ता प्रमदः

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**Message**

Dear Readers,

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

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

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

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

With warm regards

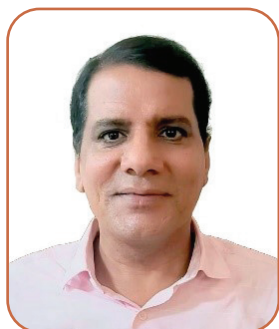
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## Acknowledgment

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

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

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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.

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

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

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

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

With warm regards

**Dr Anil Kumar Teotia**

Chairman, Happiness Curriculum Committee &  
Cell for Human Values and Transformative Learning

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# Brief Outline Of Happiness Curriculum

## ❑ Why Happiness Curriculum?

### Context and Introduction

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

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

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

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

### Happiness in School Environment

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

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

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

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

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

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

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

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

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

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

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

### **□ Concept**

Happiness is the underlying aspiration behind all human activities. On this point, there is unanimity among the human race. There are some questions which relate to every child or an adult. The questions



like: Is happiness something to be understood, experienced or achieved or does it come to us on its own? Do we have the possibilities of happiness within us or outside?

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

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

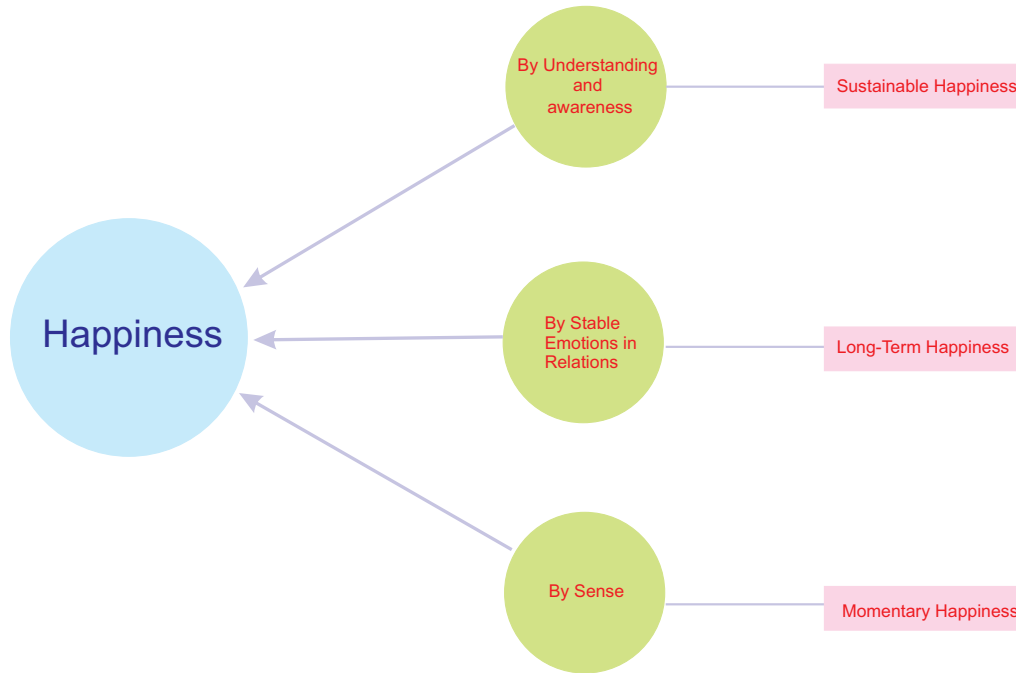
If we look at this in detail, as children grow up, their cognitive, psychosomatic and affective abilities continue to develop. According to Piaget's theory of cognitive development (1983), theoretical and hypothetical thinking and abstract reasoning develop during these developmental days. In this stage,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

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

### □ HAPPINESS TRIAD

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

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



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

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



## Note For The Teachers

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

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

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

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

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

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

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

### Weekly Implementation of Happiness Class

#### Nursery & K.G.

<b>Monday</b>	<b>Thursday</b>
Mindfulness	Mindfulness

#### Classes: 1- 2

<b>Monday &amp; Saturday</b>	<b>Tuesday - Friday</b>
Mindfulness	Story & Activity

#### Classes: 3- 8

<b>Monday</b>	<b>Tuesday - Friday</b>	<b>Saturday</b>
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.

#### **Dos and Don'ts**

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

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



## Mindfulness Section

### ❑ MINDFULNESS- An Introduction

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

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

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

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

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

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

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

### ❑ What is Mindfulness?

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

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

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



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

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

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

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

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



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

### □ Methodology for Mindfulness Class

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

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

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

### □ Discussion on Mindfulness

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

### □ Objective

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

## ❑ Proposed Points for Discussion on Mindfulness

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

## ❑ Example: Mindful Eating

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

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

# Session 1 : Introduction To Mindfulness

## Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Introduction to mindfulness: 15 minutes
4. Sharing of experience: 5 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: INTRODUCTION TO MINDFULNESS

### □ Objective

Introduce mindfulness to students.

### □ Steps of the Activity

- ◆ At the beginning of the mindfulness class, the teacher can discuss with the students in this way.
- ◆ All of you are welcome to the class of happiness. As you all know that last year in happiness class you had a class of mindfulness on the first day of every week, similarly this year also you will do different mindfulness activities on the first working day of the week.
- ◆ Would anyone like to tell what is mindfulness according to you?
- ◆ How did knowing about it help you last year?



- ◆ Now the teacher will ask the students to sit quietly. Then will ask the students to keep their eyes closed for the next one minute and let whatever thoughts come to their mind. Now after opening their eyes ask them, were their thoughts about the past moment/event, planning/ worrying about the future moment or in this moment/ present? (Ask the students to raise their hands for the option in which of these three periods their thoughts were. Most often it is found that everyone thinks about past or future while we work in present.)
- ◆ Ask students to tell the difference after showing the picture.
- ◆ Now by telling this, discuss with the students.
- ◆ Being Mind full means being divided in the confusion of many thoughts and not being aware of the present.
- ◆ Being Mindful means being aware of the present with complete concentration.
- ◆ Now ask the students- Now you are mindful or mind full?

### □ **Points for Sharing Experiences**

1. Today, share one thought each of the past, present and future that came to your mind throughout the day.
2. How much were you able to pay attention to the present while thinking about the past and why?

### □ **Dos and Don'ts**

- ◆ Discuss the above points with the students according to their level with examples from their lives.
- ◆ Encourage all students to answer. The teacher will accept the answer of all the students.
- ◆ Do not make any negative comment on the answer given the students.

### □ **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.



## Session 2 : Mindful Belly Breathing

### Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Mindful Belly Breathing : 5-7 min
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: MINDFUL TO THE MOVEMENT OF BELLY WITH THE BREATH

### □ Objective

Let the attention of the students be on their inhaling and exhaling with the coordination in the movement of belly.

### □ Steps of the Activity

- ◆ Students would be told that in mindful breathing, we will draw our attention to our breath and focus on each inhaling and exhaling.
- ◆ Ask students to sit in a comfortable position and close their eyes. If someone is feeling uncomfortable to close his eyes, she/he can look down. Now ask the students to pay attention to each breath they inhale and exhale.
- ◆ Now ask students to place their one hand



on their belly. Tell the students that they have to pay attention to the movement of their belly with the inhaling and exhaling.

- ◆ Ask students to note when their belly deflate and inflate while breathing.
- ◆ Meanwhile, if it is seen that the attention of the students has been diverted from their breathing and belly, then the teacher would ask the students to pay attention to the movement of their breath and belly.
- ◆ After conducting the activity for 1-2 minutes, ask students questions collectively-
  - Did you notice your belly inflating?
  - Did you feel your belly move in?
  - When did your belly go in?
  - When did your belly bulge out?
- ◆ Now do the activity again for 1-2 minutes and once again ask students to observe what is the pattern in inhaling and exhaling with the movement of belly.

### ❑ **Points for Sharing Experiences**

1. Have you ever noticed your belly moving in and out while breathing? Why does belly go out on inhalation and why does it go inside on exhalation?
2. Discuss that when we pay attention to belly as well as breath, our breathing becomes slow and deep. We can do this type of exercise anywhere and anytime.
3. How do we feel when we breathe deeply and mindfully?

### ❑ **Dos and Don'ts**

- ◆ Accept all the answers given by students.
- ◆ If any student wants to share his/her experience then teacher can give him/her a chance.

### ❑ **Practice at Home**

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

### ❑ **End of the Class**

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



## Session 3 : Temperature of Breath

### Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion on mindfulness: 5-7 minutes
3. Temperature of Breath: 5- 7 minutes
4. Sharing of experiences: 5-7 minutes
5. End of 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.

### □ Objective

To draw the attention of the students to the coolness and warmth of breathing-in and breathing-out.

### Activity : Temperature of Breath

### □ Steps of the Activity

- ◆ Tell the students that today we will turn our attention to the fact that to feel which of the incoming and outgoing breath is cold or hot, we can hold our index finger horizontally. Keep it under the nose. (Demonstrate to students)
- ◆ Now, the teacher would ask the students to put their fingers under their nose and feel that out of the incoming and outgoing breath, which one is cold and which one is warm.
- ◆ Practice 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? (cold or hot)
2. How did the air feel on the way out? (cold or hot)
3. What new did you learn about your breath?
4. How does it feel to know about your breath?

### ❑ **Dos and Don'ts**

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

### ❑ **End of the Class**

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





## Session 4 : Mindful Listening-I

### Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion on 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 practicing at home.

### Activity : Attentive Listening

### □ Objective

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

### □ Steps of the Activity

The teacher will divide the blackboard into two parts and write a situation in each part and ask the students, can you tell which of the following situation are very noisy and which are quiet ?

S.No	Condition	calmness	Noise
1.	Traffic		
2.	Childern talking in the class		
3.	While sitting in the garden		
4.	While shopping in the market		
5.	at the time of school break		
6.	Sitting alone in your house		
7.	Doing mindfulness in the class		

- ◆ When you are in a noisy situation, how do you feel?
- ◆ When you are in a quiet situation, how do you feel?

- ◆ Teacher will tell the students to sit in a comfortable position and close their eyes and listen to the different sounds in and around the class. These sounds can be of fan, bird, traffic, talking, laughter of students in the class etc.
- ◆ If the teacher feels that students got distracted from the voices then bring their attention back to the sounds easily.

(Let the students hear these voices for 30 seconds After that ask the question for discussions with their eyes open).



### ☐ Points for Sharing Experiences

1. What sounds were you able to hear?
2. From where, these sounds were coming?
3. Did you get distracted ? Were you able to pay attention?
4. What benefits you get from this activity?

### ☐ Dos and Don'ts

The teacher will ensure that all the answers given by are acceptable and not to comment on them whether they are right or wrong.

### ☐ Practice at Home

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

### ☐ End of the class

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



## Session 5 : Mindful Listening-II

### Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Mindfulness of 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

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

### □ Steps of the Activity

- ◆ Teacher will ask the student to sit in a comfortable position and close their eyes.
- ◆ If the students are not comfortable in closing their eyes, then they can look down.
- ◆ Teacher will ask the students that they will draw their attention to the position of their sitting.
- ◆ Teacher will ask the students to feel that their body is touching the chair.
- ◆ The teacher will ask the students that if their feet are touching the floor. If their hands are touching their body?



- ◆ Now ask the students to pay attention to the sounds of the class with their eyes closed.  
(Let them hear the sounds for 30 seconds, After that let them open their eyes. Ask the students collectively that what sounds they could hear in the class.
- ◆ After this, the students will close their eyes again.
- ◆ Teacher will identify one such sound which is audible to students continuously and clearly like fan, traffic etc. If such sound is not there, then the teachers can create any.
- ◆ Teacher will ask the students to concentrate on these sounds.
- ◆ Teacher will ask the students to identify the pattern of the sounds, they could hear.

#### **Points for Sharing Experiences**

1. Were you able to identify the direction from where the sounds were coming?
2. Was there any change in the sounds?
3. When the sounds were constant or when there was a pattern in the sound, which one was easy to pay attention to?
4. At any point, when you got distracted, were you able to pay attention to the sound again? How?

☐ **Practice at Home**

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

☐ **End of the class**

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



## Session 6 : Mindful Seeing-I

### Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Mindful Seeing-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 practicing at home.

### Activity : Mindful Seeing

### □ Steps of activity

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



### ☐ **Points for Sharing Experiences**

1. How was your experience?
2. How were you able to identify the object just by its description?
3. If you would not have seen the object with concentration, would you have been able to tell?
4. What is the benefit of Mindful Seeing?

### ☐ **Practice at home**

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

### ☐ **End of the class**

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



## Session 7 : Mindful Seeing-II

### Distribution of Time

1. Beginning of 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 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

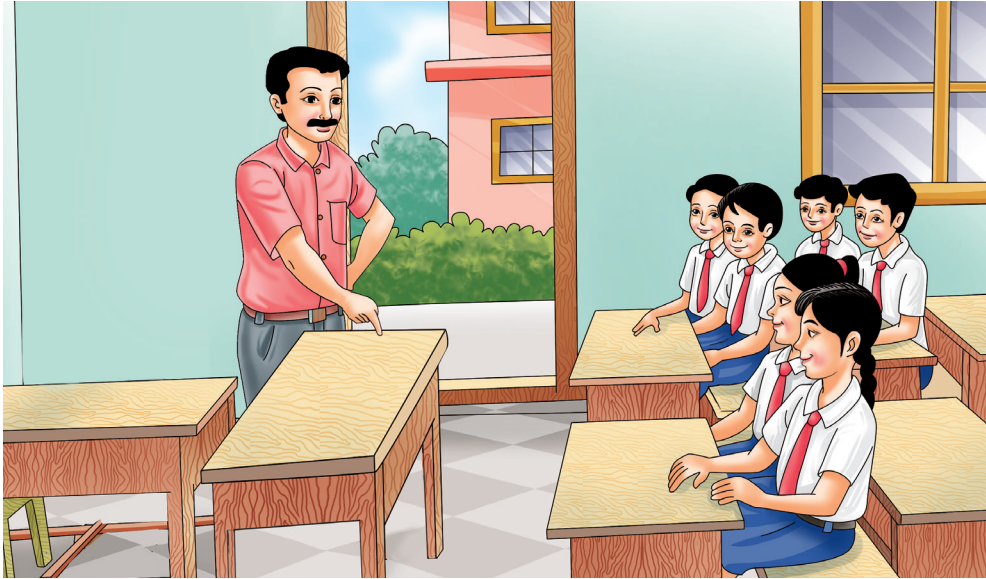
To make the students practice the exercise of Mindful Seeing.

### □ Steps of the Activity

- ◆ Teachers would tell the students” Today, we will concentrate on the objects which are present in our classroom.”
- ◆ Teacher would ask the students about the objects that they would be able to see in their surroundings (Table, Chair, Blackboard, Duster, Door, Window, etc)
- ◆ Teacher would 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 same?
  - 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?
- ◆ Teacher would try to bring the focus of the students on the qualities of other objects presented in the classroom



### ☐ Points for Sharing Experiences

1. How do you feel after seeing mindfully?
2. Have you ever seen any object with so much concentration?  
(Here, the students can be told that when we see any object with 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 will practice today's Mindfulness activity with the members of family at home daily. It will be discussed in the class next week.

### ☐ End of the class

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



## Session 8 : Mindful Seeing-III

### Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Mindful Seeing-III: 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 : Mindful Seeing

### □ Objective

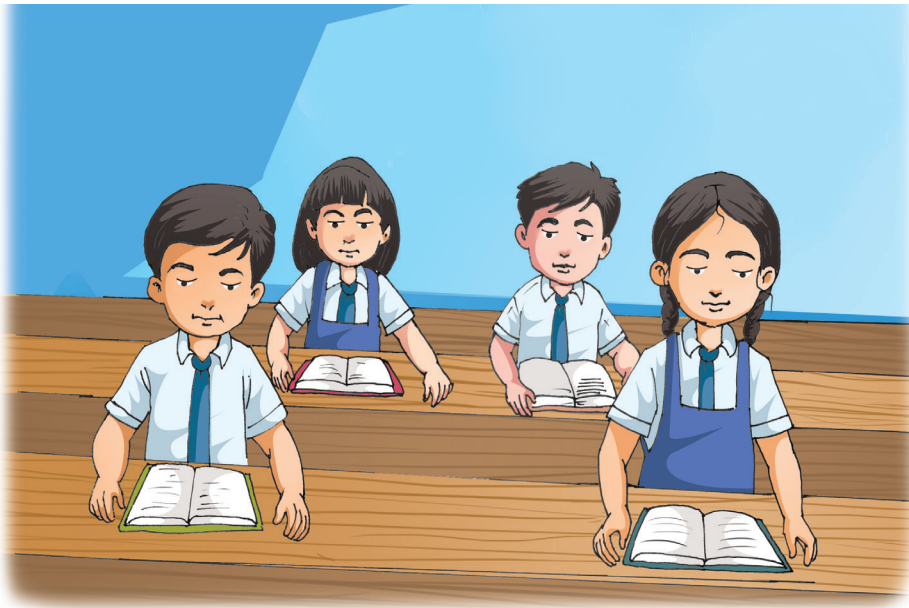
To make the students practice the exercise of Mindful Seeing

### □ Dos and Don'ts

Teacher will 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

- ◆ Teacher will tell the students that today we will see an object mindfully.
- ◆ Teacher will ask the students to take out one book.
- ◆ Teacher will draw the attention of the students to the colour, shape and cover of the book.
- ◆ Teacher will ask the students to open a page and see the words written on that page carefully.
- ◆ Then, the teacher will draw the attention of the students to the sentences on the page and the gap between the two sentences.
- ◆ Teacher will ask the students to see the pictures and the colours on the page carefully.
- ◆ Teacher will ask the students to feel the touch of the book.



### ❑ Points for Sharing Experiences

1. Were you able to bring your attention to the formation of different letters? Share your experience.
2. Were you able to bring your attention towards the gap between the letters? Share your experience.
3. Were you able to bring your attention towards the different colours on the page? Is there only one colour on this page?
4. Did you get distracted while the process of mindfulness? Were you able to bring back your attention on the page?
3. Were you able to feel the texture of the book?
4. Was the texture rough or smooth?
5. 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 will practice today's Mindfulness activity with the members of family at home daily. It will be discussed in the class next week.

### ❑ End of the class

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



## Session 9 : Mindful Drawing

### Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion about mindfulness: 5-7 minutes
3. Mindful Drawing : 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 about 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 Drawing

### □ Objective:

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

### □ Steps of the activity :

- ◆ Before starting the activity, Every student would place one paper and crayons on their desk. Do this for about 10 seconds. No other instructions should be given during this time.
- ◆ Concentrate on your breathing process. Try to focus on each inhale and exhale.
- ◆ Now ask them to focus on the crayon and paper kept near them. Choose any one colour of their choice. Hold the crayon in your hand and feel its weight. Now ask them to draw anything for the next 5 minutes without any further instructions. Now ask the students to draw anything on the paper kept near them, without fearing is it good or bad? ]
- ◆ For the next 3 minutes, Let them scribble without any instruction.
- ◆ Now ask the students to pay attention on the movement of their hands while drawing. Their hands are moving slowly or fast? Do they feel any kind of strain in their hands and shoulders while drawing?



### ❑ **Points for Sharing Experiences-**

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

### ❑ **Dos and Don'ts**

- ◆ Remember this is not a drawing and painting class.
- ◆ Do not criticise or give remarks to any of the drawings.
- ◆ Give ample time to each student to talk about his/her drawings.
- ◆ Do not question their creativity.
- ◆ Do not create a hasty environment.

### ❑ **Practice at home:**

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

### ❑ **End of the class**

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



## Session 10: Mindful Smelling

### Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion on mindfulness: 5-7 minutes
3. Mindful Smelling: 5- 7 minutes
4. Sharing of experiences: 5-7 minutes
5. End of 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 the students to the different types of odours in the surroundings and bring their focus towards them.

### □ Steps of the Activity

- ◆ Teacher would tell the students, that today we will practice the process of mindful smelling.
- ◆ 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
1.	Smell of the rain
2.	Smell of the plants, flowers, leaves etc
3.	Smell of wet mud
4.	Cooking time fragrances

- ◆ Teacher would tell the students, “Now we all would practice the process of Mindful Smelling in which we will focus on smelling the different fragrances in our surrounding.”
- ◆ 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 attention to any fragrance in the surrounding.
- ◆ Keep your focus on this fragrance and try to observe how 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)
- ◆ Teacher would tell the students, “If you are having any distractions, try to bring your focus back on this fragrance.”
- ◆ Teacher would 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 identified today? Share.
5. What benefits can you have if you do mindful smelling in your surroundings?

### ❑ **Dos and Don'ts**

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

### ❑ **Practice at Home**

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

### ❑ **End of the class**

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



# Session 11: Mindful Standing

## Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Mindful Standing: 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: MINDFUL STANDING

### □ Objective

Let the students pay attention to their standing position.

### □ Steps of the Activity

- ◆ Ask students to come out of their desks and stand in a comfortable position for this activity.
- ◆ Ask all students to relax their arms, legs and shoulders and pay their attention to the movement of their breath. Take 2-3 long deep breaths through nose and exhale through mouth.
- ◆ Ask students to draw their attention to the standing position with next breath. Pay your attention to your feet and see how they are touching the shoes. Be aware of the sensations in your feet. (Wait for 30 seconds)
- ◆ If you feel that you are getting distracted bring your attention back to your standing position.
- ◆ Now with the next breath, feel weight of your body. Where are you feeling this weight the most? May be in your legs, your feet or somewhere else. (Wait for 30 seconds)
- ◆ Now all of you take a long deep breath and whenever you feel comfortable, you can go back to your seats.
- ◆ Give students 1 minute to come to their seats.





### **Points for Sharing Experiences**

1. How are you all feeling?
2. Were you all able to feel your feet?
3. Were you able to feel the weight of your body?
4. Was this exercise easy or difficult? Why?
5. How did standing in general feel different to you from paying attention to standing today?

### **Practice at Home**

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

### **End of the Class**

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



## Session 12: Mindful Walking

### Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Mindful Walking: 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 : 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.
- ◆ Ask students to 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.
- ◆ Ask students to bring their attention to their standing posture with their next breath and pay attention to their feet and see how their shoes are touching you.
- ◆ Do you feel any sensations in your feet? Become aware of it.
- ◆ Ask students to take a long, deep breath and move one step further.
- ◆ Tell them when they are doing this, they will pay attention to their steps and to their feet. How do they feel when they lift their foot and how do they feel when they put it back on ground? How does their body react to this movement?
- ◆ Now ask the students to take another step, paying attention to the other leg. Now tell them to start walking by paying attention to their steps and feel every step.

- ◆ (Teacher will wait for 30 seconds and let them do this activity.)
- ◆ Ask students to pay attention to the changes in their body when they are walking like this? Do you feel any change in your body when you walk like this?
- ◆ If you feel that your attention is getting distracted, then bring it back to your walk.
- ◆ Now take a long, deep breath and whenever they feel comfortable go back to their 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. Would anyone like to share his/her experience?
4. Did you feel distracted, when you were focusing on your walking?
5. Were you able to pay attention to your walking?

### ☐ **Dos and Don'ts**

- ◆ The teacher will keep this in mind that all the answers are acceptable and not to comment on them.

### ☐ **Practice at Home**

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

### ☐ **End of the class**

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



## Session 13: Heartbeat Activity

### Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Heartbeat Activity: 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 : Heartbeat Activity

### Objective

Students bring their attention towards their Heartbeat.

### Steps of the Activity

- ◆ The teacher would tell the students," Today we will do an activity in which we will focus on our heartbeat.
- ◆ Ask the students to inhale and exhale thrice.
- ◆ Now ask the students to place their hands or fingers on the body parts where they can feel the pulse or heartbeat like near their neck, under their jaw, on their wrist, on their heart.
- ◆ Let the students notice that whether their heart is beating fast or slow.
- ◆ Ask the students to pay attention to what they are feeling. (wait for 10 seconds).



- ◆ Now ask the students to gently open their eyes and to jump ten times without speaking.
- ◆ Now ask the students to sit and pay attention on their heartbeat.
- ◆ Now ask the students to pay attention that do they feel any change? Did their heartbeat change? Do they notice any change in their breath?
- ◆ Now ask the students to close their eyes and concentrate on their heartbeat till it becomes normal. (After 30 seconds)
- ◆ Ask the students to open their eyes whenever they feel comfortable.

### ☐ **Points for Sharing Experience**

1. How were you feeling before jumping? How did you feel after jumping?
2. Today when you felt your heartbeat, how did you feel?
3. What difference you felt in your heartbeat after jumping?

### ☐ **Dos and Don'ts**

- ◆ Let the students enjoy their jumping and let there be noise.
- ◆ Help them, if any students is facing any difficulty in feeling their heartbeat.

### ☐ **Practice at Home**

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

### ☐ **End of the class**

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



# Session 14: Mindfulness of Feelings I

## Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Mindfulness of feelings-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 practicing at home.

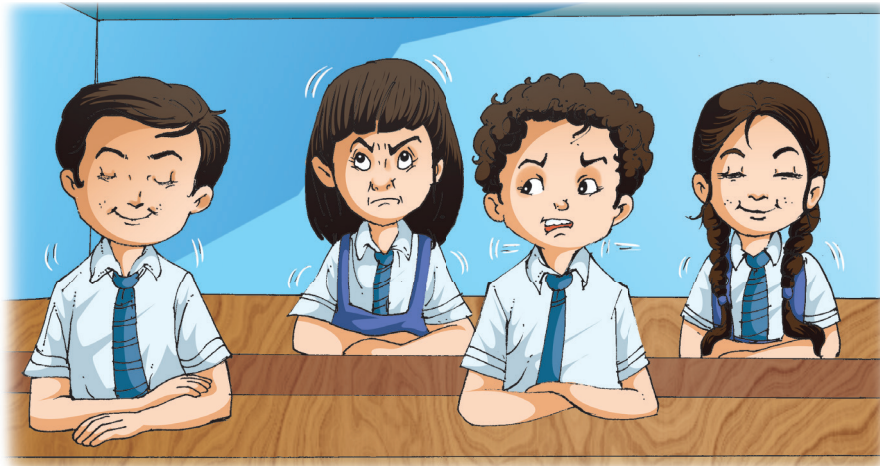
## Activity :Mindfulness of Feelings

### □ 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 emotions.
- ◆ The teacher may draw pictures of different feelings on board.
- ◆ 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? What do you do when you feel happy?
3. Do you notice anything in your body when you feel happy? What do you feel?
4. How does your face look like when you are sad?
5. When do you feel sad or disturbed? Then, what do you do?

### □ 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 decision based on your prejudice.

### □ Practice at Home

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

### □ End of the class

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



# Session 15: Mindfulness of Feelings II

## Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Mindfulness feeling-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

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

## Activity : Mindfulness of Feelings

### □ Objectives

- ◆ To identify the emotions
- ◆ To discuss and understand emotions

### □ Steps of the Activity

- ◆ Dear students!
- ◆ Today we will practice 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 this happiness.
- ◆ 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 gentle smile.





### □ **Points for Sharing Experiences**

1. How are you feeling now?
2. In which part of your body, you felt happiness?
3. Which place did you imagine to feel happy?
4. How did you feel when you imagined?

### □ **Practice at Home**

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

### □ **End of the class**

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



## Session 16: Imagining Colours

### Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Imagining colours: 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: IMAGINING COLOURS

### □ Objective

Students would take their attention to their emotions by visualising colours and be able to control their emotions.

### □ Steps of the Activity

- ◆ Ask students to sit in a comfortable position and close their eyes. If someone is feeling uncomfortable to close his eyes, he can look down.
- ◆ Now pay attention to your breath. Take a deep breath in and exhale slowly.
- ◆ Let your breath come and go in a normal way during this activity. Do not make any changes in it.
- ◆ Now think of a colour that you like. It can be any colour that you like.
- ◆ Now think of a colour that you don't like. The colour that makes you angry.



- ◆ Now imagine that your favourite colour is all around you. This colour is spread everywhere in the air. Now take a long deep breath in and imagine this colour coming in with your breath, and spreading throughout your body.
- ◆ Now your favourite colour is getting mixed in the air around you and gradually disappearing by dissolving in it.
- ◆ The teacher will ask the students to inhale their favourite colour for the next 3 minutes and exhale the colour they don't like.
- ◆ When they feel good, they can open their eyes.

### ☐ **Points for sharing Experience**

1. How are you feeling?
2. How did you feel while inhaling?
3. How did you feel while exhaling?
4. How often can you do this activity? (Expected answer: When you are not feeling well, before bed, before reading)

### ☐ **Dos and Don'ts**

Students can be asked that with continued, little practice, we can learn to pay attention to our breath.

### ☐ **Practice at Home**

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

### ☐ **End of the Class**

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



## Session 17 : Happy Experiences

### Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Happy Experiences : 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: HAPPY EXPERIENCES

### Objective

To draw the attention of students towards the sensations of body in moments of happiness.

### Steps of the Activity

- ◆ Today we will do an activity which will help us to experience happiness.
- ◆ Teacher will ask students to sit in a comfortable position. Straighten your back and relax your shoulders. Gently close your eyes. Now take a deep breath in and exhale through mouth. Repeat this once or twice. Take a deep breath in and exhale through mouth.
- ◆ Ask students to now imagine an event that made them feel very happy and relaxed. (Birthday, Picnic) What were they doing at that time? Who were they with? Feel that happiness again. (Wait for 10 seconds)



- ◆ The teacher will tell students that now they would keep feeling happiness in their body. Ask students to notice how they feel. What process is going on in their body?
- ◆ Ask students to try to bring their attention to their thoughts at the same time. What thoughts are coming in their mind at this moment? Is there only one thought coming or different thoughts coming? Ask students to be with these thoughts for some time. (Wait for 10 seconds)
- ◆ Ask students to inhale and exhale slowly. Breathe in and imagine that I am smiling. Exhale and think, I am smiling.
- ◆ Now ask students to slowly bring their attention back to their surroundings and when students feel comfortable they can open their eyes.
- ◆ Now students, look at each other and give a gentle smile.

### □ **Points for Sharing Experiences**

1. How are you feeling?
2. What made you feel happy in the happy moment you remembered?
3. How can you benefit from practicing this activity? With the continuous practice of this activity, we are able to feel more positive feelings, such as happiness, love, contentment, gratitude, pride, hope, interest etc. Due to this, we feel satisfied and our well-being also increases.

### □ **Practice at Home**

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

### □ **End of the Class**

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



## Session 18 : Word Association

### Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Word Association: 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: WORD ASSOCIATION

### □ Objective

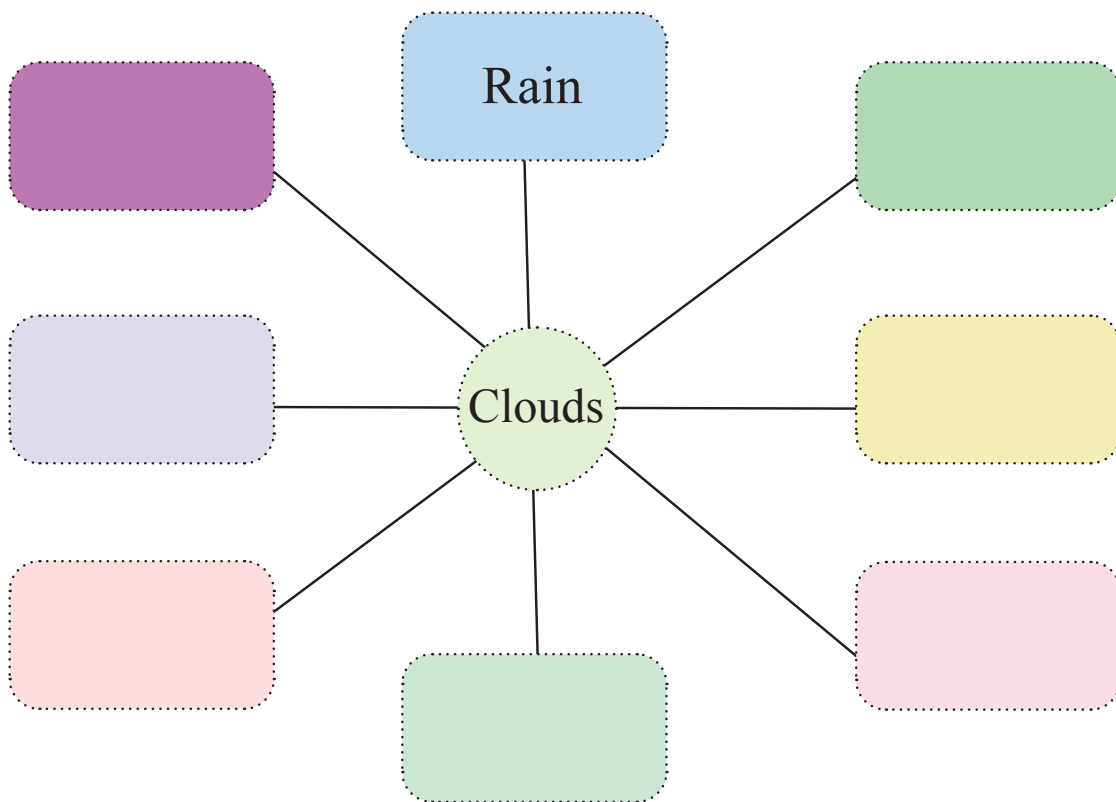
Let the students to identify ideas with word combinations.

### □ Steps of the Activity

- ◆ The teacher will first say a word and ask the students to express whatever thoughts or images are coming in their mind related to it. The teacher will write those words on the board. For example, on hearing the word 'cloud' many thoughts can come in mind- sky, rain, blue, water, thick clouds etc. These are all thoughts.
- ◆ Some other words which can be used by the teacher are- flower, food, day, book, friend, teacher, breath, happiness, study etc. If the teacher wishes, she/he can also use other words at her/his discretion.
- ◆ Teacher would do this process with 5-6 such words.

## □ Points for Sharing Experiences

1. Do many types of thoughts keep coming in your mind? (Like- some thoughts are related to yesterday and some are from tomorrow. Some thoughts are of tension, anxiety, anger, hope, happiness. We all have thousands of thoughts throughout the day, about which we are not aware and which we don't pay attention to.)
2. Have you ever noticed how many different types of thoughts come to your mind?
3. Scientists have called the human mind as monkey mind. Just as a monkey cannot sit still and keeps on jumping from one place to another place, in the same way our mind also keeps on running.
4. Ask students to pay attention to their own thoughts today and find out whether their mind is also like a monkey mind?



## □ Practice at Home

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

## □ End of the Class

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



# Session 19 : Mindfulness of Thoughts

## Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Mindfulness of thoughts: 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: Mindfulness of Thoughts

### □ Objective

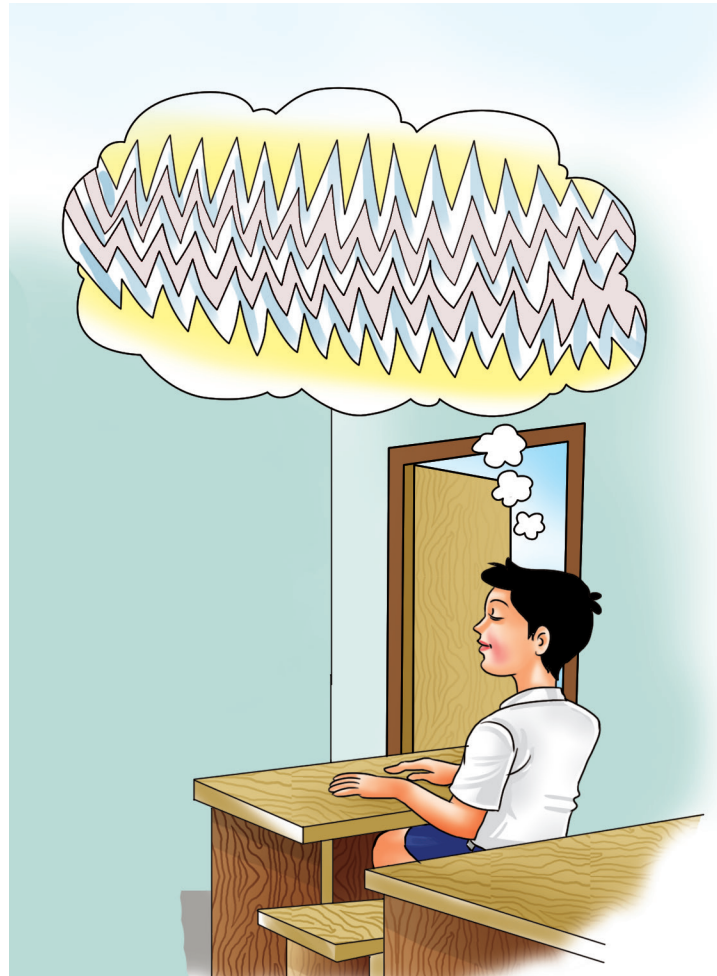
To let the students aware of their own thoughts.

### □ Steps of the Activity

- ◆ The teacher will tell the students that they will practice the Mindfulness of Thoughts. By doing this, they will draw their attention towards their thoughts. For doing this practice, now all the students will sit quietly in comfortable situation. Now place your hands on your legs.
- ◆ The teacher will tell the students to take 2-3 long deep breaths and close their eyes. Students who are not comfortable in closing their eyes can look down.
- ◆ The teacher will ask students to turn their attention to their thoughts in this exercise. Students will note that many thoughts are flowing during this exercise. Pay attention whether these thoughts are related to yesterday or tomorrow or these thoughts are related to some incident that happened to them. (Wait for 1 minute)
- ◆ The teacher will tell the students that whatever thoughts are coming now let these thoughts flow. Do not impose any restrictions on thoughts and don't try to judge them as good or bad. Even if you feel like judging a thought as good or bad, be aware of it and keep your attention on the thoughts. (Wait for 1 minute)



- ◆ The teacher will tell the students that as they are inhaling and exhaling, thoughts are coming in the same way. Try to notice the movement of thoughts and don't stop them.
- ◆ The teacher will tell the students that whenever they feel that they are getting entangled in thoughts, try to know where their attention is and again bring the attention to the movement of thoughts easily. (Wait for 1 minute)
- ◆ The teacher will tell the students to slowly bring their attention back to their sitting position and become aware of their surroundings. Ask students to slowly open their eyes whenever they feel comfortable.



### □ Points for Sharing Experiences

1. How are you feeling?
2. Did you have only one thought in your mind or there were different thoughts?
3. Did you find any difference in thoughts at the beginning and end of the activity?

(Teachers may frame some questions themselves to achieve the objective of the activity.)

### ❑ **Dos and Don'ts**

- ◆ Make sure the teacher uses a calm tone while giving instructions.
- ◆ Students will not be forced to close their eyes. They can also try this with their eyes downcast.
- ◆ While taking answers from the students, the teacher will accept all the answers and won't comment whether they are right or wrong.
- ◆ The teacher can tell students that this exercise helps us to be aware of the thoughts that are going on in the present and to become aware of the movement and nature of the thoughts. Continuous practice of this process brings stability in thoughts and calms the mind. Remember, with this exercise, we are not trying to stop or eliminate thoughts.

### ❑ **Practice at Home**

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

### ❑ **End of the Class**

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



## Session 20 : Thoughts Like Clouds

### Distribution of Time

1. Beginning of class: 2-3 minutes
2. Discussion of mindfulness: 5-7 minutes
3. Thoughts like clouds: 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: THOUGHTS LIKE CLOUDS

### □ Objective

To make the students aware of their ideas.

### □ Steps of the Activity

- ◆ In the last 2-3 months, we were all aware of our environment. Now we will draw our attention within and become aware of our thoughts.
- ◆ Don't try to change your thoughts, stop, think good or bad and change the speed of thoughts at all. Let thoughts come as they come and focus your attention on them.
- ◆ Paying attention to thoughts does not mean eliminating thoughts.
- ◆ Now we can see our mind as the sky and the thoughts coming in the mind as clouds. By doing this exercise, we will know how many thoughts come to our mind.
- ◆ Teacher will ask students to sit in a comfortable position. Straighten your back and relax your shoulders. Gently close your eyes.
- ◆ Now ask the students to take three long deep breaths and exhale through mouth. If any kind of tension is felt in the body, then with the next breath, it will be released from the body.

- ◆ Just like the breath is coming in and out on its own, in the same way, many thoughts flow in our mind. These thoughts can be related to yesterday or tomorrow or can be related to some event. Let these thoughts come and go and watch them with a calm mind. Don't stop these thoughts. Let them come as they are.
- ◆ While doing this exercise, if you feel any kind of restlessness or movement in the body, then you can bring your attention to the process of your breath.
- ◆ Tell the students that they can visualise their mind as the sky and each thought as a cloud. Just as the clouds keep moving in the sky, in the same way the clouds of thoughts keep coming and going in the sky of our mind. You look at the thoughts in the form of clouds with a calm mind. Thoughts are coming and going.
- ◆ Tell the students that whenever your mind becomes entangled with thoughts, you can bring your attention to the process of your breathing.
- ◆ Now ask them to move their attention to their sitting position with the next breath. Be aware of the sounds in the environment. Slowly wiggle your toes and you can open your eyes whenever you feel comfortable.

### ☐ **Points for Sharing Experiences**

1. How are you feeling?
2. What did you learn about your thoughts?
3. Was this exercise difficult or easy? Why?

### ☐ **Practice at Home**

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

### ☐ **End of the Class**

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



## Story and Activity Section

The subject matter of this section has been divided into 20 lessons. In these lessons an attempt has been made to understand happiness through stories and activities. 'Note for the teacher' has also been given in these lessons so that the relation between the line of discussion and discussion on happiness is clear.

### ❑ Directions for Storytelling

Ever since man learned to speak, storytelling has been one of the favourite methodologies of teaching. Through storytelling we can express our points or the lessons we have learnt in front of others. In the school setup also, storytelling is widely used. Students can easily focus their attention on the subject matter through storytelling. At home children listen to and fondly repeat the stories narrated by maternal and paternal grandparents. Children listen to and narrate the stories enthusiastically.

It has been a very vivid question to decide how the stories of the Happiness Curriculum should be? Since childhood we have been listening to stories related to the fantasy land which have unreal characters, animals who speak, trees and plants that walk and talk etc. Stories of such fantasyland have not been included in this curriculum. The reason is that we want to draw the students' attention towards the real world through stories based on the real world. Motivational stories based on reality have been included in this to develop virtues in students. Here, the objective of stories is different from that of a language class. Short stories have been included so that the students can learn to think about peeping into their own lives.

### ❑ Things to keep in mind while narrating the stories and the discussion thereafter

- ◆ The story has to be narrated with proper expressions so that students continue taking interest and are able to identify themselves with the characters of the story.
- ◆ Do not narrate the story in parts, rather complete it at one go.
- ◆ This is not a language class, so do not use language teaching methodology while narrating the story and discussing it. Instead focus on the emotional aspect.
- ◆ Discussion after the stories of happiness curriculum is important, so more time should be devoted to "Questions for Discussion"
- ◆ 'Questions for Discussion' are steps towards leading the stories to their objectives. If the students of your class are unable to reach the objectives through these questions you may ask more questions from your side.
- ◆ Do not try to tell the objective in the form of the moral of the story and allow them to reach the objectives on their own.
- ◆ Instead of asking what they learnt from the story, include questions like when they felt like the characters of the story, what they would do in similar circumstances or what they would do in future.

- ◆ The stories are very short so do not try to add or subtract from the stories. Doing this may change the basic expression of the story.
- ◆ Emphasis will be laid on how the students connect the story with their daily life.
- ◆ At the end of each story certain tasks have been enlisted under “Observe, ask and understand at home”. The aim of these is that the students may reach a conclusion after discussing with family and neighbours and reviewing the events.
- ◆ If a question has more than one part, then the second part will be asked only after the answer of the first part has been received.

### □ **At least two days are proposed for a story**

On day one, after narrating the story, discuss general questions related to the story.

Students will be asked to narrate the story to family, friends and neighbours at home and also discuss the questions.

Special instructions for “Day 2” under “Recapitulation and experiences at home”. As per the available time, students should be allowed to reach a conclusion through recapitulation of the story, experiences at home and questions for discussion.

### □ **Creation of the environment in class**

- ◆ All the students should be given a chance to express themselves
- ◆ Do not take any answer as right or wrong. Welcome all expressions similarly.
- ◆ All the students of the class will understand that everyone’s expression is important.
- ◆ The environment of the class would be filled with encouragement so that the students can fully express the feelings and thoughts in their mind.



## ❑ Directions for Activities

All the students are actively involved in the classroom activities, so they participate with enthusiasm. In this way they can remember the knowledge gained as this is based on their own experiences. Keeping these qualities in mind, activities have been included in the Happiness curriculum. Normally, they easily learn what they see happening in front of them or the activity that they get involved in. While creating the activities special care has been taken to ensure that the activities made for a particular age group correspond to their mental level. Alongside, they also help them to think and understand. While participating in the activities, thoughts will arise in students' minds and they will discuss them with each other.

The purpose of the activities included in the book is to make the students logical, and to make them see things and incidents as they are. In this way they will be able to weigh their traditional thinking against the criterion of logic. Also, they would be able to take a balanced decision off the beaten track.

The activities can be done in the classroom itself. Special teaching aids are not required either. The teachers can conduct these activities even in the absence of extra resources.

## ❑ Points to keep in mind while conducting activities

1. 'Objectives' and 'Note for the teacher' given in the activity are for the clarification of the teacher. Do not read them out to the students or explain it to them.
2. Before conducting the activity, do read the "Objectives' and 'Note for the teacher' and have clarity about them.
3. The entire process of the activity will be read and understood by the teacher before it is conducted.
4. In the class students will be allowed to present their views without any prejudice or decision about right or wrong.



# 1

## Why It Is Important To Study

### ❑ Note for the Teacher

In the previous classes we learnt that our happiness does not lie in material objects but it lies in sharing and cooperating with others.

Through this lesson we will make an effort that students will consider studies as a means to acquire the ability to remain happy. Along with this they will also understand how they can prove themselves helpful for others in other's pursuit of happiness.

### ❑ Objectives of the lesson

1. Students will consider studies as an opportunity to progress in life
2. Students will visualise their skills as their happiness.
3. Students will be motivated to understand the utility of every object.

### ❑ Proposed Duration

Minimum 5 days or till the teacher is satisfied.



## Day 1

### Story : Need of Education

### ❑ Objective

To draw the attention of the students towards the goal of education. Students will also understand that getting education is everyone's right.

### ❑ Beginning of the 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

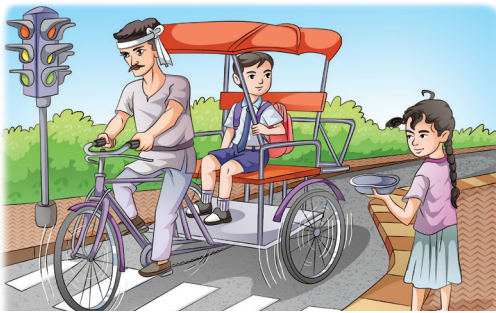
Students would be given an opportunity to share their experiences of reflections and discussions at home.



## Line of Discussion

Students Attention will be drawn towards the aim of Education. children will also learn that getting education is everyone's right. Education develops our power of understanding things. We do understand the cause of all the different happenings taking place in Nature. Education enhances our understanding. The enhanced understanding helps us to solve our problems. Solution always brings joy.

## Story



On his way to school by rickshaw, Bhanu saw a girl was begging at the red light. That girl looked at Bhanu. Bhanu wondered why that girl looked towards him. One day Bhanu asked her why she used to look at him. The girl told Bhanu that she liked Bhanu's going to school. Bhanu asked her name. She said her name is Aarti. When Bhanu asked her why she was begging, she did not answer and ran away crying.

It was the last day of her exam, Bhanu thought of taking help from Rajesh Sir. He told his teacher about the girl who was begging at the red light. The teacher asked, "What do you want?" he said, "I want her to be happy and not to beg."

Rajesh Sir further asked him, "Do you know, why do you study?" Bhanu said, "Sir, studies help us to develop our understanding". Rajesh Sir further asked, "What is the benefit of having developed understanding?" Bhanu replied, "Sir, when we understand things, we do not face any problem." Smilingly Rajesh Sir asked, "How does lack of problem help us?" Thinking hard Bhanu said, "We feel happy when there is no problem." Rajesh Sir again put a question by saying, "Do you want Aarti to understand everything and not to face any problems and be happy too. The way you have the right to get education, in the same way Arti too has the right to education."



Bhanu said to Rajesh Sir, "from next month onwards admissions will start in school, then I will bring Aarti to school and you please admit her in school"

### ❑ Questions for Discussion

1. What did Bhanu see while going to school?
2. How would Aarti feel when she found Bhanu going to school?
3. What would you have done if you were in place of Bhanu? Please share.
4. Do all children in your neighbourhood go to school? if not then, what are the reasons?

### ❑ Observe, Ask and Explore at Home

- ◆ Children will narrate this story at home and discuss their thoughts about studies.
- ◆ Look around in your surroundings and figure out the number of children who don't go to school. Find out the reason for the same.

### ❑ End of the Class

In the end, the students will 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 help.
- ◆ Teacher may adopt various methods like listening to the story, role- play, storytelling etc. for the same.
- ◆ Students would be asked to share their experiences of reflections and discussions at home.

### ❑ Questions for Discussion

1. Why is it important for you to get education?
2. How would you feel if all children start going to school? Discuss and share.
3. What were your feelings when you were admitted to school?
4. Discuss what are the things that you learnt at school? How do you feel when you learn anything new?

### ❑ Observe, Ask and Explore at home

The students will talk to the members of their family about their experiences and views about school when they were young.

### ❑ End of the Class

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



## Day 3

### Activity: What is more important: Goods or Goal?

#### ❑ Objective

To motivate the students to understand the usefulness of things.

#### ❑ Beginning of the Class

Begin the class with 2 -3 minutes of mindful breathing. After this, 2-3 students would be asked to share their experiences.

#### ❑ Experiences at Home

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

#### ❑ Line of Discussion

The teacher should motivate the students to discuss and understand that limited or unlimited resources don't define our happiness, on the contrary, the goal is more important than anything else.

## Activity

#### ❑ Steps of the Activity

- ◆ The teacher would prepare the students for three kinds of role plays beforehand.

#### First Role Play

A student with a troubled expression takes out different pens out of his bag but disliking all, he puts them back in the bag. Sometimes he is not happy with the colour of the pen, at other times he does not feel comfortable holding it, at other times he feels his pen is old or he thinks that his pen is very simple, whereas his friends own fancy pens. Throughout the class, he's upset with his pens and cannot complete his classwork.

Second student takes out one pen from the bag and completes all the work done in the class and gets praise from the teacher when he shows his completed work to her.

### Second Role Play

**First Student:** (with some pictures or models of different food items before him.) Despite having different kinds of food items, he does not like to eat anything. (he doesn't not find the meal according to his taste). He does not eat enough food. He leaves for school with an empty stomach.

**Second student:** Whatever the mother serves he eats it happily and leaves for school.



### Third Role Play

**First student:** He has to attend a birthday party on that day. He takes out different clothes from his almirahs, but he doesn't like any dress and gets late for the party. He was so upset that decides to miss the party.

**Second student:** He has two dresses in the almirah, he takes out one, wears it and happily leaves for the party.

After the performance of all three role plays, students will discuss the given questions.

### ❑ Questions for Discussion

1. According to you, what is the utility of a pen?
2. What kind of food do you think we should take? Should it be only tasty or both tasty and nutritious for the body?
3. In the first role play, what difference did you find in the behaviour of first and second student?

### ❑ Observe, Ask and Explore at Home

At home students will repeat the role play. He would play the role of both types of students and ask the members of their family the difference between the two roles.

### ❑ End of the Class

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



## Day 4

### □ Beginning of the Class

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

### □ Recapitulation and experiences at Home

- ◆ Students would be asked to recap the story, wherein the teacher may help.
- ◆ Students would be asked to share their experiences of reflections and discussions at home.

### □ Questions for Discussion

1. Have you ever felt like the first student in the role play?
2. Have you ever felt like the second student in the role play?
3. Why do we need clothes?
4. Why do you want to wear clothes of a certain colour and design?
5. Make a list of the things that you keep on collecting and explain how all these things are useful for you?

### □ Observe, Ask and Explore at Home

Discuss with the members of your family why we need to wear clothes of a certain colour and designs?

### □ End of the Class

In the end the students will 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

### □ Beginning of the 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.

### ❑ **Questions for Assessment**

1. After all the discussion during the lesson, what drew your attention when it came to studies?
2. Were you able to help someone in his/ her studies during this week? If yes, then please share in the class?
3. Have you learnt any new work in recent times which earlier you couldn't do? How do you feel with this new knowledge?

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

Ask the elders of the family, what were the things that they used to collect when they were small and why would they do it?

### ❑ **End of the Class**

In the end the students will 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 last lesson, we learnt that:

- ◆ studies are important to make progress in life.
- ◆ learning any new skill gives us happiness.

In this lesson, we will try to understand that carefully taken decisions give us lasting happiness.

## □ Objectives of the lesson

1. Students will understand the difference between the happiness that we derive from the outer beauty of an object and the happiness we derive from its real worth/ usefulness
2. Students will understand the happiness that we get after accepting the situations and events.
3. Students will understand the happiness we derive from the fulfilment of our material needs and emotional needs.

## □ Proposed Duration

At least five days or till the teacher is satisfied

## Day 1

### Story : Gift Wrap

## □ Objective

To draw students' attention towards the issues utility of things instead of their outward appearance.

## □ Beginning of the 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

We human beings, while making a choice between any two items, pay more attention to its exterior appearance rather than its utility. In such situations it is important to value goods on the basis of their utility. It is not only goods that have utility but humans too are equally important and useful in our lives. It is important to understand the utility of everything or every person and praise it too. Knowing about one's usefulness gives one joy.

## Story

It was Irfan's birthday. Mira, Puneet, Gurmeet, John and many others gathered at Irfan's house. Irfan's mother had prepared many dishes. All the friends were enjoying the party. Irfan's elder brother had

arranged many games for their entertainment. Some packed gifts were lying in the adjoining room. Those gifts were packed differently, some were wrapped in newspaper, some others were wrapped in colourful papers whereas some more were lying in poly bags. Gurmeet's attention was drawn to those gifts again and again. He thought that these packets must be containing return gifts for the kids. He looked at them again and again and decided to take the most colourful packet if he gets a chance.



Entertainment was in full swing when Irfan's elder brother called out, "Now, everybody takes one packet each from me, it contains a gift for you." All the kids, full of curiosity, gathered around him.

His brother gave one packet to each one of them. Gurmeet got a gift wrapped in a newspaper. He knew that all the packets must be having similar gifts but somehow he was not feeling happy on receiving his gift.



## Questions for Discussion

1. When you go to a shop to purchase a pen for yourself, what aspects do you consider while choosing one for you?
2. Share one experience from your life when you or any of the members of your family paid more attention to the external beauty of any item while buying it?
3. What do you consider more important: the packing of the item or its quality and why?



4. What do you consider more important: the dress of a person or his qualities and why?

### ☐ **Observe, Ask & Explore at Home**

At home, with your siblings, prepare a list of all such items, the exterior beauty of which do not matter for you.

### ☐ **End of the Class**

In the end the students will 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 help.
- ◆ Teacher may adopt various methods like listening to the story, role- play, storytelling etc. for the same.
- ◆ Students would be asked to share their experiences of reflections and discussions at home.

### ☐ **Questions for Discussion**

1. Give an example of any one material good that you bought because it looked good but later on you found it had no utility.
2. Discuss with the help of an example (pen, clothes, bag etc.) whether external appearance defines the utility of that item.

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

At home check and ask the members of your family about all the things that they bought keeping in mind their utility and exteriors/ appearance.

### ☐ **End of the Class**

In the end, the students will 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: Materialistic Happiness Versus Emotional Fulfilment

#### ❑ Objective

Through this activity students can understand the difference between the happiness derived from material possessions and the one derived from the fulfilment of emotional needs.

#### ❑ Beginning of the Class

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

#### ❑ Experiences at Home

Students will be given opportunities to share their experiences after reflections and discussions at home.

#### ❑ Line of Discussion

Our choice in selecting goods for our physical needs may vary and it is natural too. But we all are the same when it comes to our emotional needs like love, trust and respect. The purpose of this activity is to make the students understand their physical and emotional needs and also understand the difference between the two.

### Activity

#### ❑ Steps of the Activity

- ◆ Divide the class into groups of 4-5 students.
- ◆ Ask each group to take 3-4 minutes to discuss the questions given in the box.
- ◆ The teacher would ensure that every student expresses his/ her ideas in their respective groups. After discussion in their respective groups, each group should be ready to present the conclusion of their discussion.
- ◆ Next, all questions would be taken up one by one and each group should express their views on those points.



### ❑ Questions for Discussion

1. Name the material things that we need in our everyday life.
2. What specific dishes do you like to eat?
3. Do all of you like to eat the same kind of food? (Expected answer: No)
4. What kind of house do you like to live in? (Expected answer: big, small, house in a village, house in a city, bungalow, flat etc.)
5. Which is your favourite colour?
6. Do all of you like the same colour? (Teacher can conclude by saying “Thus we see that our choices may differ which is quite natural too.”)
7. What are our common needs? (The teacher will draw their attention towards emotional needs like affection, trust, care, respect etc.)

### ❑ Observe, Ask & Explore at Home

- ◆ At home observe and ask members of your family about their choices and make a list of the same.

### ❑ End of the class

In the end, the students will 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 factors that help you to show your preference for one thing over another? Share with the class.
2. What factors help us to repose our trust in a material good or a person?
3. What are our feelings when we are forced to live with persons whom we do not trust?
4. When you have to buy anything which shop you prefer: the trusted one or any new player in the field? Write your answer with a relevant reason.

### ❑ **Observe, Ask and explore at Home**

At home, ask the members of your family, do they buy things from a trusted shop? If yes, then why?

### ❑ **End of the Class**

In the end, the students will 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

### ❑ **Beginning of the 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.

### ❑ **Questions for Assessment**

1. During this week, did you buy anything on the basis of its beautiful appearance? If yes, then share your experiences.
2. During this week did you buy anything on the basis of its utility? If yes, then share your experience.
3. During this week could you identify the happiness that you felt when you bought anything on the basis of its beauty or utility? If you have any experience, please share it with the class.
4. Share your experience of some incidents in your life that happened during this week, when you had to live with a person whom you didn't trust.
5. Share your experience of some incidents in your life that happened during this week, when you lived with a person whom you trusted.

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

- ◆ At home ask members of your family about the happiness they derived by accepting people or goods at different point of time in their lives.

### ❑ **End of the Class**

In the end, the students will 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 Happiness

### □ Note for the Teacher

In the last lesson, we learnt that:

- ◆ looking good is different from being good and it is important to understand the true meaning of happiness.
- ◆ along with this it is also important to understand the factors that result in our happiness.

Apart from human beings nowhere in nature we find any opposition, anger, competition or comparison. Many people have more resources and comforts than they need still they are unhappy. They are unhappy at the thought that their resources and conveniences are less than others. We often hear people saying: a man is not sad due to his pain, but he is sad because of his thinking that why others are living in more comfort than he. It clearly means we humans, feel disturbed when we compare ourselves with others. They say: the biggest malady of we as human beings, is our thinking: ‘what will people say’. If you look at the design in nature, you find that even a huge animal like an elephant never dies of hunger, though an animal is not capable of producing food for itself like a human being nor can it hoard.

### □ Objectives of the lesson

1. Students will understand the difference between the happiness that we derive from the outer beauty of an object and from its real worth.
2. Students will understand the happiness that we get after accepting the things and situations as they are.
3. Students will understand the difference between the happiness we derive from the fulfilment of our material needs and from our emotional needs

### □ Proposed Duration

At least five days or till the teacher is satisfied.

### Story: Understanding of Happiness

#### ❑ Objective

To awaken the students to understand that true happiness lies in not comparing themselves with other 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.

### Story

Once there was a rich farmer who had a vineyard. When he found that the grapes were ripe, he called



some labourers to pluck the same. On a particular day one group of labourers started working in the morning. After a while, he felt that it was too much work for them and then he hired some more labourers. As time passed, he felt a lot of more work was left to be done and then he hired some more labourers by evening. At the end of the day, he gave wages to all of them. He gave each of them a little extra amount than the fixed amount and it was given equally to all of them.

The labourers who were working since morning, when they saw this, they felt bad and said it was unfair to them. Why did he pay all of them equally? They said, “The people who joined in the afternoon should get half the wages and those who joined in the evening should get only a little.” Seeing this the rich farmer laughed and said, “you people worked for the whole day, did you get the wages fixed for you or not?”. The labourers replied that they had got wages not only for the whole day but also, they had got a little extra amount too. But the question is: the people who joined in the afternoon or in the evening how can they get equal wages? The rich farmer was



a wise man. He said, “It is my money, if I want to give it to others why do you object? If I want to donate my money to anyone, how can you object to it? You have already got a little extra amount than your fixed wages, you should be happy with that. I have more money than I could eat, so I want to give it to others. I feel happy when I distribute it to others. That’s why I give it to others. Why are you people not happy with the little extra wages that I have given you? Why are you people disturbed at the fact that others are getting equal to you?”

Listening to this logic of the farmer the labourers started thinking deeply and after a while all of them went back happily.

### ❑ **Questions for Discussion**

1. Did it ever happen with you that you got something and you were happy but when your friend got the same thing and got a little extra you became unhappy? Explain by giving examples.
2. Do you want to score more marks than others or do you want to beat your previous marks? If yes, then why?
3. What are the things that you want to possess more than others and why is it so?

### ❑ **Observe, Ask & Explore at Home**

At home, students will discuss with the members of their family about all the things that they want to possess more than others and it gives them satisfaction.

### ❑ **End of the class**

In the end, the students will 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. Did you ever feel happy with others' success? If yes then when? Please share.
2. Did you ever feel disturbed with others' success? If yes then, When? Please share.
3. Can we progress in life without being affected by the success or failure of others? If yes then how? Discuss.
4. How can you become a better version of yourself – by competing with your previous self or by competing with others? Discuss

(Hint: Competing with oneself means working for one's own progress, it means taking a leap from where you are standing.)

### ❑ Observe, Ask & Explore at Home

At home, discuss with the members of your family about all the things that we do because we are worried about what people will think of us.

### ❑ End of the Class

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



## Day 3

### Activity: Everyone Wants to be Happy

#### ❑ Objective

All of us try to be happy all the time, children will understand that happiness is everyone's goal in 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.

#### ❑ Line of Discussion

All of us have a common aim, that is, to always remain happy. All efforts of every man are to achieve only & only happiness. To verify it, let's put 'why' before every effort or every task performed by any of us. With this practice, in the end you will get the answer that it is the pursuit of happiness. On the basis of our goal in life, we humans are equal. When we understand this common ground of being equal, it leads to trust between two humans. In present times man is afraid of other men, we can be happy if we can get rid of this fear.



## Activity

### Steps of the Activity

- ◆ The teacher will divide the class into four groups.
- ◆ All groups will discuss what can be the aim of a human life or what all a human need in his life.
- ◆ After five minutes of discussion every group can give a presentation. Along with the presentation, one student from each group can write their ideas on the board too.
- ◆ Now the teacher will start asking questions to her students like: what do they want to become in life and why do they want to become so? Whatever the answer the students give, we can put 'why' before that answer. We will keep on doing so till we get the answer: 'I like it, 'gives satisfaction', 'for happiness' etc. These final words should be put on the board.

### For example

Question: what do you want to become in life?

Answer: I want to study and become a doctor.

Question: Why?

Answer: I want to earn money.

Question: Why?

Answer: To fulfill everyone's needs.

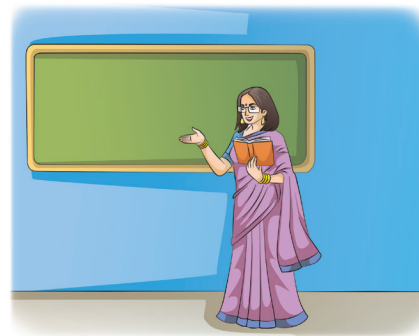
Question: Why?

Answer: Everyone would like it.

Question: Why do you want so?

Answer: This will give me happiness.

- ◆ This way the teacher will ask 2- 3 students and the final answers (which will be some out of the above given answers) will be put on the board.
- ◆ Now ask the student to work in pairs and ask each other such questions. Do tell the students that if they are not getting answers like: It feels good, satisfaction, for the sake of happiness etc. then that student will ask his questions again and others will listen to it. Teachers too can help in putting correct questions if they feel the need.
- ◆ For all the words on the board like I like it, give satisfaction, for the sake of happiness etc. the teacher will give one word that is 'happiness'. The student will be given some time to think and discuss the below given questions.



### ❑ Questions for Discussion

1. What is the ultimate goal of every individual? (Answer: to be happy, or to feel satisfied)
2. How could you arrive at this point?
3. How can we achieve this goal: by cooperating with others or by fighting with others? Explain in detail.

### ❑ Observe, Ask & Explore at Home

“All human beings have a common goal in life”. At home seek the opinion of every member of your family about it. Discuss.

### ❑ End of the Class

In the end, the students will 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. Can we say that all human beings are equal? If yes, then on what ground they are equal? (On the basis of their goal)
2. Do you perform your tasks to achieve happiness or do you perform it happily?
3. Is there any difference between the two?

### ❑ Observe, Ask & Explore at Home

- ◆ At home, the student will discuss with the member of their family about the tasks that they do to achieve happiness or do they do all tasks happily?

### ❑ End of the Class

In the end, the students will 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

#### ❑ Objective

Students would understand that one always feels good when one proves oneself useful for others by using one's skill and wisdom and this gives one a feeling of happiness too.

#### ❑ Beginning of the 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.

#### ❑ Note for the Teacher

We always feel good when we are in a position to help someone in need. If we can do that task with our skill and wisdom, we feel useful. Whenever we prove ourselves useful for our parents, siblings or for anyone else, it helps them, besides we too feel happy.

#### ❑ Questions for Assessment

1. During this week, who could you help in their hour of need? How?
2. How did you feel after helping them?
3. If you have two chocolates then would you like to eat it alone or would you like to share it with your friend? Why?
4. In what kind of tasks do you help your friends or family members? How do you feel when you help them?

#### ❑ Observe, Ask & Explore at Home

At home, discuss with the member of your family: how did they feel when they help someone?

#### ❑ End of the class

In the end, the students will 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

- ◆ students can understand the difference between the happiness derived by the beauty of the goods and the one derived from their utility.
- ◆ students can observe the happiness that they derive by accepting the events or things.
- ◆ students can understand the difference between happiness derived from the fulfilment of material needs and emotional needs.

Students' attention would be drawn to the fact that along with happiness derived from food, clothes and books, we feel happy with your family too. Students would understand that our bodily needs and needs of our 'self' are different, on the basis of quantity. If we are careful, we can understand that we can fulfil our bodily needs from time to time and taking more than we need for our body, may have an adverse effect on our body. For example, we need food for our body, if we take food more than we need, it will have adverse effects on our body. On the other hand, affection, respect, trust and care are the needs of the 'self' that we require all the time (we cannot tolerate disgrace or hatred even for a while).

### □ Objectives of the lesson

1. Children would understand that along with good food they also need guidance, advice and leadership of elderly and wise people. In their company they learn a lot.
2. Students would understand the difference between the need of the self and the needs of their body.

### □ Proposed Duration

At least five days or till the teacher is satisfied.

## Day 1

### Story: Let Us Do It Together

### □ Objective

Children would understand that whenever the need is, they would follow the advice of their elders' and do the work under their guidance.

## □ Beginning of the 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 opportunities to share their reflection and experiences of discussions at home.

### Story

A new family came to live in Fiza's neighbourhood. Their household goods were being taken down from a truck. Fiza found that their goods contained lots of books also. After two days she found that the aunt living in that new house was strolling in the park. She was talking to children and asking their names. Fiza also told her name to aunt. She asked aunt her name and also asked what work she do. Aunt told that her name is Shreya Mishra, and she is a teacher who teaches in a school. Learning this, all children became hesitant in talking to her for some time. But with aunt's good behaviour they all became quite close and free with her. One day, the aunt told the children that together they could do some good works every week. Next day they decided that all of them would clean the park on Sunday and



next Sunday they would plant more plants in the park. All the children were

very happy and were eagerly waiting for Sunday. On Sunday, Fiza's friends went to her place to take her along in the park, but Fiza could not join them since she had a fever. Mother told her to take rest. Fiza was feeling bad that she could not go to the park but she thought that next Sunday she would surely go to the park to plant more plants. In the evening the teacher came to her place to

enquire about her health. This made her feel good.

## □ Questions for Discussion

1. What good works do you and your friends do in your neighbourhood?
2. Whom do you consult before doing any new work?
3. When and for what kind of work do you need to seek advice from your elders?
4. Why do we need a leader in a team?

### ❑ **Observe, Ask & Explore at Home**

At home, the student would talk to the members of your family and ask them: who all they consult before doing any new work.

### ❑ **End of the Class**

In the end, the students will 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 ever give advice to your friends? If yes, then what is the basis of that advice?
2. Do your friends give advice to you? If yes then, when and why do you follow their advice?
3. Whose advice do you consider most important and why?
4. When you lead your team, on what basis do you make decisions for your team?

### ❑ **Observe, Ask & Explore at Home**

At home, discuss and ask the members of your family : when do they feel the need to seek advice from others?

### ❑ **End of the Class**

In the end the students will 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 Needs

#### ❑ Objective

Students would understand the difference between our bodily needs and needs of the 'self'.

#### ❑ Beginning of the 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

- ◆ When the teacher reads the given statements, the students will give either thumbs up or thumbs down for their 'yes' or 'no' respectively.

Statements

1. I can eat 'Halwa' the whole day long.
2. I always want to live with trust.
3. I can wear woollen clothes the whole year long.
4. I always feel good when someone helps me.
5. I can drink water the whole day long.

More such statements can be added.

#### ❑ Questions for Discussion

1. What are the things that we need in a day's time? (Hints: we need food when we are hungry, we need woollen clothes in winters)
2. What are the things that we always need (Hints: affection, respect, trust, care, etc.)?
3. Why don't we have the same needs all the time, like wearing woollen clothes?
4. Discuss our changing needs and why do our needs change?
5. What are all those needs which affect our health, if not fulfilled?
6. If your parents, siblings, teachers behave nicely with you throughout the day but scold you in front of others once, would you accept that behaviour?

### ❑ **Observe, Ask & Explore at Home**

At home, ask the members of your family, whose advice they value the most and why.

### ❑ **End of the class**

In the end, the students will 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. Since how many last days have you been happy? And how long do you want to sustain it in future?
2. When did the students clap for you in the class? Do you want such respect daily? If yes, then why?

### ❑ **Observe, Ask & Explore at Home**

Students will discuss at home with the members of their family that whenever some decision has to be taken in the family then who prevails and why.

### ❑ **End of the Class**

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





### Assessment

#### ❑ Beginning of the 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. Whenever you need to buy a pen, notebook or any other thing, why do you ask the members of your family or any of your friends about the place where you will get good quality stuff?
2. Whom do you like to consult and why?
3. What qualities do you seek in your team leader or class monitor?

#### ❑ Observe, Ask & Explore at Home

At home, the student will discuss with the members of their family, on what basis they take any decision for the family.

#### ❑ End of the Class

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



## Understanding the Right

### ❑ Note for the teacher

In previous lessons we learnt that-

Along with material goods our family members support us by providing us motivation, security and their love, and these are the foremost basis of our happiness. The most important of all is the wisdom that we get from our family and it helps us to make the right decision.

### ❑ Objective of the lesson

To develop the competence of the students to make the right decision by differentiating right from wrong.

### ❑ Proposed Duration

At least five days or till the teacher is satisfied.

## Day 1

### Story: Dilemma

### ❑ Objective

Student can make wise decisions in their daily lives whenever they are in dilemmas

### ❑ Beginning of the 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.

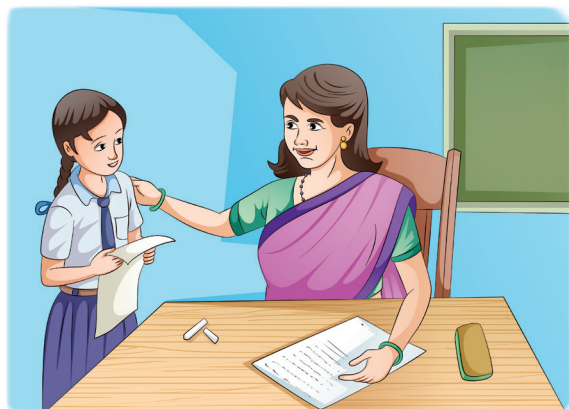
### ❑ Line of Discussion

Education does not mean only studies, infact an educated person is the one who can differentiate right from wrong and take the right decision

## Story

Today, the teacher showed the checked answer sheets of Maths to the students in the class. All the students were checking their aggregate marks. Meena also did the same thing. Thrice she checked her aggregate marks and found that she had got three extra marks. Actually, her marks were 34 whereas the teacher has put it as 37. She counted it last time and felt sure that it was by mistake. She felt like telling it to the teacher but on second thoughts she felt she would be losing 3 marks.

Then she thought, “This is absolutely wrong, I must tell it to my teacher”. When she was getting up to talk to her teacher,



her friend Mamta stopped her. She could understand that Meena had got more marks by mistake. She said to her, “Now, leave it, please, why do you want to lose your marks? Sit quietly. no need.”

Meena stopped for a while. The very next moment she said, “Instead of marks I find happiness in being honest” She went to a teacher and said, “Madam, you have made a mistake in calculating my marks. My marks are 34 but you have put 37 in its place.”

The teacher was very happy to see Meena’s honesty.

### ❑ Questions for Discussion

1. What did Meena do that made her teacher happy?
2. Why did Meena decide to get her marks corrected?
3. Have you ever faced such a situation where you knew that your honesty would cost you a lot but still you took the right decision and bear the loss?

### ❑ Observe, Ask & Explore at Home

At home, the students will ask the members of their family if they ever faced a situation where they knew that their wrong act would benefit them still they took the right decision and bore the loss.

### ❑ End of the class

In the end, the students will 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 Reflections 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 do we gain when we make the right decision whenever we are in a dilemma? Explain by giving examples.
2. Have you ever faced such a situation where your friend was not able to decide for himself and you helped him to make the right decision?
3. What do you think? Why are some people not able to make the right decision in spite of being educated?

### □ Observe, Ask and Explore at Home

At home, which members of your family make the right kind of decisions and how are they able to do it? Discuss.

### □ End of the Class

In the end, the students will 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: Right or Wrong

### □ Objective

Students will be able to differentiate between right and wrong.

### □ Beginning of the Class

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

## ❑ Experiences at Home

Students would be given opportunities to share their reflection and experiences of discussions at home.

## Activity

### ❑ Line of Discussion

Education not only means studying hard and getting good marks but it also means putting the knowledge gained in our behaviour to bring the desired change in our lives.

### ❑ Steps of the Activity

◆ Teacher will read the given statements and the students will show either thumbs up or down to show whether the behaviour of the person is right or wrong. (The statements talk about the people who all are educated.)

1. A person throws an empty chips packet on the road from a moving car.
2. A man travels without a ticket on the bus.
3. The rickshaw puller stops at the red light.
4. Your mother puts wilted flowers and leftover pieces of incensed stick in the nearby canal.
5. A child switches off all the lights and fans when moving out of his room.
6. Your father keeps the tap running while shaving.
7. A child crosses the road from the zebra crossing
8. An industrialist behaves badly with the workers in his factory.
9. The leader of your mohalla is very conscious of cleanliness and every week he gathers the garbage and burns it in a corner.
10. Raju, who works in a hotel, puts the dry and wet garbage in separate bins.



◆ Next the teacher will divide the class into groups and the student will discuss the above given statement and try to understand what is the right kind of behaviour. All the groups will give presentations.

### ❑ Questions for Discussion

1. What are the occasions you reflect your learnings from school in your behaviour?
2. Tell us about the person who has impressed you with his behaviour and also tell us about the inspiration you derive from him.
3. Why are some people not able to behave in the right way even though they are educated? (They do not reflect their education in their behaviour.)
4. What do you think about a person who is not even educated but behaves in the right way?

### ❑ Observe, Ask & Explore at Home

Do you know someone at home or in your neighbourhood who have never been to school but people come to seek their counsel?

### ❑ End of the Class

In the end, the students will 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

- ◆ Teacher will ask the student to write on a paper about all their actions where they know that they should not do it but still they indulge in those actions.
- ◆ This list prepared by students will be titled “We’ll not do this” and every student will put his / her list in the class.

### ❑ Questions for Discussion

1. Why do you indulge in wrong behaviour in spite of knowing that it is wrong to do so?
2. Do you find such students in your class who always indulge in the right kind of acts?
3. Have you ever changed any of your bad habits when you find your friends indulging in the right kind of activities? If yes, then talk about your feelings.

### ❑ **Observe, Ask & Explore at Home**

Discuss with the members of your family and try to find out who all in the family take care of the cleanliness and safety of public places when they go out and how do they do that?

### ❑ **End of the Class**

In the end the students will 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

### ❑ **Beginning of the 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 should be given opportunities to share their reflection and experiences of discussions at home.

### ❑ **Questions for Assessment**

1. In this week did you find any change in your behaviour, like the mistakes that you used to make earlier you no longer make? Do you find any good change in the behaviour of your friends? If yes, then what is?
2. What good things you noticed in some other person and you imbibed?

### ❑ **Observe, Ask & Explore at Home**

Ask the members of members of your family what their good habits are and how they could get those good habits.

### ❑ **End of the Class**

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



## Solution is Happiness

### □ Note for the Teacher

In the previous lessons we learnt that-

- ◆ how to differentiate between right and wrong behaviour.
- ◆ how to make a wise decision whenever you are in a state of confusion in routine life.\

In this lesson we will try to understand that every person in life has his share of problems. There are some people who cannot handle problems and are shattered. Whereas there are others who find a solution to their problems with their critical thinking and remain happy. Every child can develop the competence to make a wise decision and be happy.

### □ Objectives of the Lesson

1. Students will learn to understand their problems and find their solutions.
2. Students will learn to listen to others' problems and will help them to find solutions.

### □ Proposed Duration

At least 5 days or till the teacher is satisfied.

## Day 1

### Story: Don't Worry, I am there

### □ Objective

To make the students understand that the problem itself does not make us unhappy but the lack of solution to a problem result in unhappiness.

### □ Beginning of the 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 find ourselves surrounded by one or the other problem. We feel sad when we do not find a solution to our problems. Many times, someone suggests a solution to our problem and we feel it was quite easy or obvious.

Actually, the solution to every problem always lies with us but we are not able to find it since we never pay attention to the solution. In the outside world events happen and when we are not able to find solutions, we consider them as problems. When we have solutions to our problems than those incidents become opportunities for us. Solutions give us happiness and we can find it only by being wise.

## Story

Sonu was a sensitive boy. Whenever he would find anyone upset, he would try to help him. One day he saw that his grandfather was a bit upset. He went to him and asked, “Grandpa, what are you thinking? Why are you not reading your newspaper today?”

Grandfather replied, “Son, my spectacles have fallen down and are broken, I cannot read anything without it.” Hearing this, Sonu quickly said, “Grandpa, don’t worry, I am there.” Saying this he ran inside and brought his box. He took out a magnifying glass from his box and gave it to his Grandfather and said, “if you use it, you will be able to see clearly. You can read the newspaper with the help of this glass and by evening I will get your specs repaired.”



In the same way, one day Sonu found his grandmother searching something in the kitchen. He went there to help her. Grandmother told him, “I want to pour oil from a packet into a bottle. I am not able to find the funnel. I am looking for it. Sonu took an empty cold drink bottle, cut it from the centre with the help of a knife. He handed over the upper part with the rim to his grandmother saying, “Grandma, now, you can use it to pour the oil in the bottle. You won’t have any problem.”

On another occasion, his mother was doing hemming of some clothes. While threading the needle, suddenly the needle slipped from her hands and fell on the ground. She started searching for

it and was afraid that it might hurt someone. Sonu asked her the problem. She replied that she had dropped the needle and was not able to find it.

Sonu said, “Don’t worry mom, I am there”. Saying this he ran inside and brought a magnet. He tied the magnet to a thin wooden stick and started moving it above the ground in that area. In this act the needle got stuck to the magnet. The beaming mother said, “When you are there, beta, no problem can stay for long with us.”

The feeling that he could get through any problem, brought shine and smile on Sonu’s confident face.

### ❑ **Questions for Discussion**

1. Have you ever helped the members of your family to find a solution to any of their problems? If yes then how?
2. Narrate any problem in which any of your friends or family member helped you to find a solution. Do tell how he or she could help you?
3. Do you feel the solution given by them was already there with you? If yes, then why could you not find it earlier? (Many a time we are stuck with the problem and don’t put all our efforts to find a solution to it. We have more faith in others than in our own ability to find a solution.)
4. Share any of your problems where earlier you were not able to find a solution but after a lot of deliberation you could find a solution to the problem. How were your feelings when you were able to solve it?

### ❑ **Observe, Ask & Explore at Home**

- ◆ At home or in your surroundings observe and try to find out why people are sad, is it the problem or the lack of solution that makes them sad.

### ❑ **End of the Class**

In the end, the students will 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 Reflections 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 helped any of your friends to find a solution to his problem? Explain by giving examples. Do share your feelings or any reward that you got when you helped someone.
2. Have you come across people, either at home or in your neighbourhood, who are not upset or anxious with the problems but are trying to find a solution with a calm mind? If yes, then share by giving examples.

### ❑ **Observe, Ask & Explore at Home**

At home, discuss with the members of your family how they can concentrate on finding solutions to their problems instead of being bogged down by the problem itself.

### ❑ **End of the Class**

In the end the students will 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: Problem and Solution

#### ❑ **Objective**

Students will try to find a solution to the problem by understanding what causes that problem

#### ❑ **Beginning of the Class**

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

#### ❑ **Experiences at Home**

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

## □ Line of Discussion

It is observed that elderly members of the family do not give children a chance to solve problems. They assume that children can't find solutions. Whereas in reality children too have the competence to understand and solve the problem. By giving them a chance to solve the problems, we help them to develop this competence more.

## Activity

### □ Steps of the activity

1. Teachers will divide the class into five groups.
2. Each group will get one situation from the list of situations given in the box, and then they will discuss in their groups to find a solution to that situation/ problem.
3. In case the students are not able to find solutions initially, the teacher will suggest a solution to that problem.
4. Instead of giving solutions to all the problems, the teacher could initiate 'Turn and Talk Activity' where they discuss those issues with their partners and find their solutions.

Group No.	Situation	Your Reactions
1.	Your friend has lost his pencil and you do not have another pencil.	
2.	The plants in the school garden are all dried up and you feel bad.	
3.	One page of your library book is torn and you dare not tell it to your teacher.	
4.	You are quite hungry but you cannot open the lid of your lunchbox	
5.	While playing, you broke a planter and you are feeling bad.	

The teacher can give some more such situations and highlight their positive aspects to explain this in a better way.

### □ Questions for Discussion

1. Can we find solutions to all our problems?
2. Have you ever faced any such situation, where you find a solution after making lots of efforts?
3. How did you feel when you failed to find a solution to your problem? Later on, when you could find a solution with someone's help how were the feelings?

### ❑ **Observe, Ask & Explore at Home**

- ◆ At home and in your neighbourhood try to identify people who are always ready to solve the problems faced by others.

### ❑ **End of the Class**

In the end, the students will 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**

Teacher puts the student in pairs to work, discuss any one of the problems and figure out its solution.

1. Did you listen to your friend's problem carefully?
2. Can you suggest any solution to your friend's problem?
3. What do you feel whose problem was bigger: yours or your friend's and why?

### ❑ **Observe, Ask & Explore at Home**

At home, students will try to figure out whenever their family faces some problems then how do they find solution

### ❑ **End of the Class**

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



### Assessment

#### ❑ Beginning of the Class

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

#### ❑ Experiences at Home

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

#### ❑ Questions for Assessment

1. During this week did you face any problem which initially seemed very big for you? Could you find a solution later on?
2. After finding its solution did you still feel the problem was as big as it seemed initially?
3. Do you think now you would ask your siblings and friends not to lose patience at the time of problems? If yes, then how?

#### ❑ Observe, Ask & Explore at Home

At home, discuss with the members of your family as to how with problem-solving approach we can strive to find solutions for all the problems.

#### ❑ End of the Class

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



## Come, Let's Prepare

### ❑ Note for the teacher

In the previous lessons we learnt that:

- ◆ all of us can understand our problems and find their solutions.
- ◆ we can listen to others' problems and make an effort to find solutions for them.

In this lesson we will try to figure out how to successfully face challenges in life.

### ❑ Objectives of the lesson

Students will understand that with prior preparedness we can face all the challenges successfully.

### ❑ Proposed Duration

At least five days or till the teacher is satisfied.

## Day 1

### Story: Preparedness

### ❑ Objectives

Students will understand the importance of preparedness to achieve their goal in 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

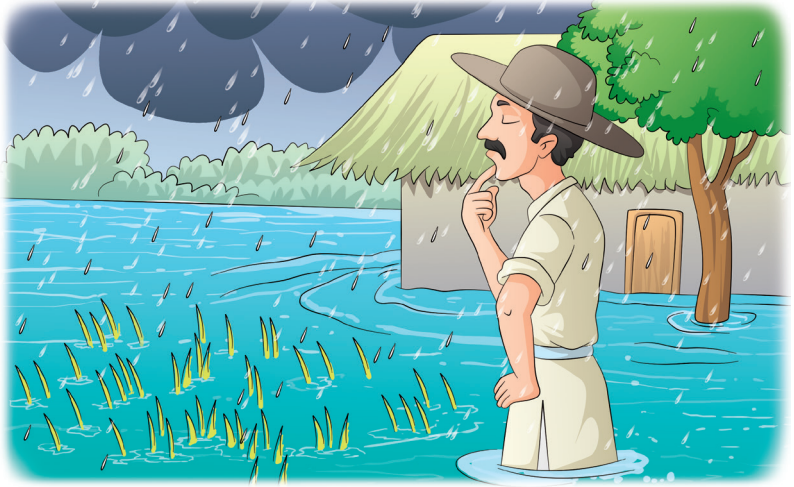
Students would be given the opportunity to share their experiences of reflections and discussions at home.

### ❑ Line of Discussion

Many times, we cannot do our work properly since we haven't prepared for it beforehand. So, it is always advisable to prepare beforehand for the task, so that we don't have to repent when something goes wrong. It is said that our happiness lies in finding solutions.

## Story

Kundan was a farmer who always seemed to be the most disturbed and unhappy person in the whole village. The main reason for his unhappiness was that his house and farm were situated near the riverbank. Every time in the rainy season, with more water in the river he would suffer a loss. Another reason for his troubles was that he does not have any helper to help him in the fields and at home. Even if he got any helper he wouldn't stay for long.



Whenever the water in the river rose or it was flooding, Kundan would become helpless. He would run a lot to handle everything alone. But in the storm, if he could cover his grains then his hens would run away and when he took care of his hens, his produce would get wet.

After every storm Kundan would cry a lot and tell everyone in the village about his loss. Kundan's friends would console him by saying, "when you know there could be a storm any moment then why don't you prepare beforehand?" Kundan always had the same answer, "How can I keep myself prepared for the storm every day?". Everyone was aware that there could be a storm any moment. In the end everyone would say, "You should hire a helper. Kundan would say, "Brother, only if I get one, and if I get one, only if that person stays with me."

After a few days Kundan met Sachin. Sachin got ready to work for Kundan. He was a laborious boy. Kundan would find Sachin working hard from morning till evening. Within two weeks he raised



Sachin's wages. Kundan was very happy with such a helper by his side. One-night Kundan heard a noise, when he woke up, he found it was a strong storm. Kundan got worried and rushed towards Sachin's hut. There he found Sachin sleeping peacefully and snoring.

In that hour of difficulty, finding Sachin sleeping soundly he shook him and said, "how can you sleep soundly. There is a storm outside, come with me quickly and help



me take care of all the things lying outside”. “Yawning”, Sachin replied, “You please go, I will come after you.”

Kundan rushed towards his fields where his crop was lying. When he reached there, he was surprised beyond measure. He found that Sachin had put all the produce on a raised platform and covered it with a thick plastic sheet. It was quite safe from the storm. The field had raised fences on all four sides and the hens were sleeping peacefully in their cage.

Now Kundan could understand why Sachin was not worried and sleeping peacefully. He was thinking of going to Sachin and thanking him when he found a smiling Sachin standing before him. He felt as if she was saying, “This storm cannot disturb us.” Kundan rushed towards Sachin and hugged him.

### ❑ **Questions for Discussion**

1. For what kind of assignments do you prepare beforehand? In case you are not prepared beforehand on a particular day, what problems do you face? Explain by giving examples.
2. How do you feel on a day when you are not prepared beforehand for the task in hand?
3. After all this discussion, what do you feel about the kinds of tasks you will prepare beforehand?
4. When you are prepared for your exams beforehand, how do you feel during the exams and why? Also discuss the reverse situation.

### ❑ **Observe, Ask & Explore at Home**

At home students could ask the members of the family what kind of tasks they prepare beforehand and why?

### ❑ **End of the class**

In the end, the students will 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 Reflections at Home**

- ◆ Students would be asked to recap the story, wherein the teacher may help.
- ◆ Teacher may adopt various methods like listening to the story, role- play, storytelling etc. for the same.
- ◆ Students would be asked to share their experiences of reflections and discussions at home.

### ❑ Questions for Discussion

1. Do you find people in your home or in your neighbourhood preparing for their upcoming assignments beforehand? Explain by giving examples.
2. Share examples from your life when beforehand preparation helped you to complete that work successfully and lack of preparation in advance, landed you in trouble.
3. Though we understand the importance of preparedness, many a time we still do not prepare beforehand? Why do we do so?

### ❑ Observe, Ask & Explore at Home

The student will ask the members of their family if they had faced problems because they were not prepared for a particular task beforehand.

### ❑ End of the Class

In the end, the students will 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: Are you Ready?

#### ❑ Objective

Students will understand the importance of making preparation in advance for any upcoming assignment.

#### ❑ Beginning of the 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

During classroom discussion students' attention would be drawn to the fact that there are certain tasks which require advance preparation. With such preparation the task in hand is successfully completed, it becomes easy to do it and it makes us happy too.

### ❑ Steps of the activity

- ◆ The teacher will ask the following question in the class:
- ◆ As a student, what kind of assignments or tasks do you prepare in advance?
- ◆ The teacher will put every task stated by students on the board.

### ❑ Questions for Discussion

1. What kind of preparation do you do before going to school?
2. Do you think such preparations are compulsory to make before going to school? If 'yes', then why and if 'no' then why not?
3. And if you are not able to prepare for your school beforehand, who helps you at such a time? How do you feel then?
4. Have you ever helped someone at home to prepare for some task in advance? How did you feel in that situation?

### ❑ Observe, Ask & Explore at Home

Students would ask the members of their family whether they prepare for the upcoming tasks in advance.

### ❑ End of the class

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



## Day 4

### ❑ Beginning of the Class

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

### ❑ Recapitulation and Experiences at Home

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

### ❑ Steps of the Activity

- ◆ The teachers will divide the students in groups of five each.
- ◆ Each group will be asked to discuss what kind of preparations they make before leaving school for their homes.
- ◆ One student from each group will note down all the discussion of their group in their happiness diary.
- ◆ Next, all groups will be given a chance to share their experiences with the class and the teacher will note down all points on the board.

### ❑ Questions for Discussion

1. Do you have to make any advance preparation before leaving school for home? If yes, then what? (Possible answers– To pack a bag, a check under the desk and all around in the classroom to see whether anything is left behind etc.)
2. At the time of leaving school for home are there some more tasks in the school which you can attend to? (In case the students do not come up with any answer the teacher can point out: to switch off lights and fans, to take care of any belongings of their friend who had left it behind by mistake, picking up anything left in the corridors etc.)
3. Before going home, do you have some responsibilities towards school?
4. How will you be rewarded if you understand your responsibilities towards your school?
5. Do you feel that with your cooperation, the school will have fewer challenges to face the next day?

### ❑ Observe, Ask & Explore at Home

At home the students will discuss with their siblings what all they did in school before leaving for their homes.

### ❑ End of the Class

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



### Assessment

#### □ Beginning of the Class

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

#### □ Points for Assessment

1. In this week, what kind of tasks do you do yourself before leaving for school daily?
2. For what kind of tasks do you need someone's help to prepare beforehand?
3. In what all tasks do you help your siblings?
4. Do you ever feel that preparation beforehand lessens the challenges? Explain by giving your own example.

#### □ Observe, Ask & Explore at Home

At home students will discuss with the members of their family what are the benefits of preparing for any task beforehand.

#### □ End of the Class

In the end, the students will 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 last lessons we learnt that-

- ◆ we can help others to be happy when we ourselves are happy.
- ◆ what your beliefs and weaknesses are.
- ◆ anger is my biggest weakness. I want to know how to control it.
- ◆ one can make an effort to take the right decision even in the face of dilemmas in life.

In this lesson, we will learn that developing proper understanding about everything is not any compulsion for me. On the contrary, it is my necessity. It directly relates to my happiness. In the process of understanding things, students can classify the activities of body and mind separately. You will also learn that we derive happiness when we proceed with proper understanding. We can help our own people to be happy.

## □ Objectives of the Lesson

1. Students will understand that developing understanding about things is not forced upon them, it is their necessity and it directly relates to their happiness.
2. Students can classify relative activities of the body and mind.
3. Students can understand that acts performed after proper understanding gives happiness to self and also results in helping others to be happy.

## □ Proposed Duration

At least five days or till the teacher is satisfied.

## Day 1

### Story: Understanding is Knowledge

## □ Objective

Students will learn that happiness lies in understanding things and it cannot be snatched by anyone.

## ❑ Beginning of the Class

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

## ❑ Experiences at Home

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

## ❑ Line of Discussion

It is expected that students will reflect all their learnings in their lives and will have more practical knowledge. Through discussions an effort is made to draw their attention towards the fact that developing understanding and being responsible in family and society is more important than scoring good marks in exams. This gives us trust, respect and happiness.

### Story

There was once a boy named Suraj, who was 14 years old. The whole day long he would roam here and there and would waste his time. He did not feel like working in the field, if mother would ask him to bring something from the market, he would give excuses for not going to the market.

If someone asks him, “Hey, why don’t you go to school? Don’t you want to be an educated man?” Suraj would take offence and respond derisively, “I do go but what is the use of studying?”

One day Suraj’s father was talking to the labourers. All of them were arguing about the quantity



of paint required. Suddenly, Suraj was reminded of his mathematics class. The teacher has taught them to find out the area of a place with the help of a formula.

Quickly he took out his mathematics book. For a while he studied the question and the formula and could understand everything quickly and instantly. He said, “This requires two boxes of paint.” Father was very surprised and happy too. Suraj felt proud of himself. He thought it was a nice thing.

At that moment Suraj’s mother called her sister and said, “Leela, have you put vegetables for cooking in a vessel?” Hearing this Suraj said, “No,



no, don't cook it in vessel, cook it in pressure cooker, it will save cooking gas and nutrients too will be retained." Hearing this Suraj's mother appreciated him and said, "beta, thanks for reminding me, I had forgotten about this thing."

Having been praised by his parents, Suraj felt quite good and realised that the things that they learn at school, if they understand those thoroughly then they can use the same in their lives too and it would give them happiness too. Then he told his mother that from then onward, he would be regular in going to school.

### ❑ **Questions for Discussion**

1. When you learn any new thing either at school or at home, do you share it?
2. Share any of your experiences when you learnt something in the school and found it useful in your life outside the school.
3. What are all those new things that you learnt at school and at home, you shared with your parents and siblings and all that proved useful in their lives?

### ❑ **Observe, Ask & Explore at Home**

At home students, will ask their parents about something that they learnt in their childhood and that's still helping them in their lives.

### ❑ **End of the Class**

In the end, the students will 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 Reflections 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 learnt useful things outside the school too? If yes, then share some of those things.
2. Share any of your experience when your teacher tried to explain something but you did not get it. How were your feelings at that time? What can be done in such situations?
3. Share any one of your experiences when you could thoroughly understand what your teacher told. In such situations how do you feel?
4. Did you ever try to explain some things to others which you feel are correct. Why and when we fail to bring others to our point of view?
5. Whatever we study and understand in school (Mathematics, social science, English, Science etc.) where and when do we find it useful in our lives? Discuss. (Draw students' attention towards the need of cleanliness, discipline, nutritious food etc.)

### ❑ Observe, Ask & Explore at Home

At home students will observe and ask the members their family about the occasions when they showed their wisdom while performing their tasks.

### ❑ End of the Class

In the end, the students will 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: Three Corners

#### ❑ Objective

All the students will understand that there are certain bodily functions which are automatic whereas there are some others where we make a careful decision.

#### ❑ Beginning of the 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 our body there are certain automatic bodily functions. We do not have to make any effort for these functions of our body. All these functions are an integral part of our body. (like: breathing, sweating, growth of nails etc.) whereas there are some other functions for which we make a deliberate decision.

The important point is that there are two kinds of functions in our body, first the ones that happen on their own, like feeling hungry. Second type of functions are those for which we make a deliberate decision like what, when and how much to eat. In this activity your attention will be drawn to both kinds of functions of our body.

## Activity

### □ Steps of the Activity

- ◆ Students will play a game known as three corners
- ◆ Three corners of the classroom will be defined.

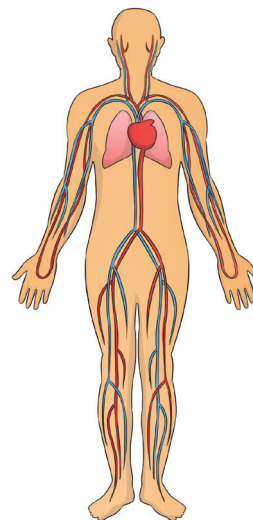
Three corners will be named as:

1. Involuntary Actions
2. Voluntary Actions
3. I don't know

- ◆ The teacher will read certain statements which will reflect either a state or an action.
- ◆ After hearing the statements students will intelligently decide in which corner to move. It will be on the basis of whether the action was involuntary, voluntary or he doesn't know.
- ◆ Along with speaking, the teacher will write the statements on board too.

Out of the given statements choose and put in appropriate columns, as per the given time limit:

- |                                                                   |                           |
|-------------------------------------------------------------------|---------------------------|
| a. Feeling hungry                                                 | b. Breathing              |
| c. Playing cricket match                                          | d. To draw                |
| e. Listening to the noises coming from nearby areas while walking |                           |
| f. Making friends                                                 | g. Eating Samosa          |
| h. Having thoughts                                                | i. Digesting your food    |
| j. The blood flow in your body                                    | k. Respecting your elders |
| l. Obeying your teachers                                          | m. Serving your parents   |



- n. Helping someone
- o. Advising someone
- p. Making efforts to be happy

The teacher can add more such tasks to this list. Students would be given a chance. Students would be given a chance to think and discuss with others before moving in a corner. They should be given a chance to change corners.

### ❑ Questions for Discussion

1. Name the activities where you can make a quick decision.
2. Name other activities where it takes you time to make a decision.
3. Name the activities where you are not able to decide till the end.
4. What are the functions without performing which the human body cannot exist?
5. What are some other activities which are not necessary for bodily survival?
6. When these activities are not necessary to sustain our body then why do we still do those activities?

### ❑ Observe, Ask & Explore at Home

Students will ask the members of their family about the functions which happen automatically and the acts for which they have to decide. They can discuss all the examples that were given in the class.

### ❑ End of the Class

In the end, the students will 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

- ◆ Students will be divided into groups of 5 to 6.
- ◆ Teachers will prepare a table on the board having three columns on the basis of their bodily functions

Bodily functions		
happening involuntarily	Voluntary Actions	I do not know
involuntary Actions	voluntary Actions	Don't Know

Students would be asked to prepare the same table in their happiness diary.

- ◆ All students will first discuss in their groups and then put them in the relevant columns.
- ◆ For some selected activities, the teacher will first discuss with the student and then write on the board.

### Questions for Discussion

1. How would the understanding of Involuntary and voluntary actions help us?
2. Name the acts which happen involuntarily but you want control over them. Why did you want to control such acts?
3. Name all such acts which you do voluntarily and want to control them too. Why do you want to control them?

### Observe, Ask & Explore at Home

Students will discuss with the members of their family how understanding about everything is always needed. How do our wise decisions keep us happy?

### End of the Class

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



### Assessment

#### ❑ Beginning of the Class

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

#### ❑ Experiences at Home

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

#### ❑ Questions for Assessment

- 1 During this week which act of yours was done with proper understanding and gave you joy? Share with the class.
2. Did the knowledge that body and mind have different functions, bring any change in your actions and behaviour?
3. Do these discussions bring any change in your decision-making ability? Do you feel it is important to think before making any decision? If yes, then please share.

#### ❑ Observe, Ask & Explore at Home

Students should discuss with the members of their family on what occasions they seek help from others to understand things better and who all these others are.

#### ❑ End of the Class

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



## □ Note for the teacher

In the previous lesson we learnt that-

We feel connected when we see others are one like us. When we feel that others are different from us it results in lack of connections.

In this lesson we will understand that:

- ◆ all of us have similar bodies, along with this, family as a foundation for our living is the same for all of us.
- ◆ our families live in Mohallas, Mohalla is a part of a village or city, village or city is part of a province.
- ◆ our bodies are different on the basis of colour and features. These differences are there to identify each human being as a separate identity. When it comes to human competencies like thinking, understanding, taking decisions as a human being, we all are the same.
- ◆ do we have similarities in our body in addition to, our body structure and thinking ability? What are the similarities that we have?

## □ Objectives of the lesson

1. Students can observe the feeling of equality.
2. Students will understand the importance of equality in relations.
3. Students will feel motivated to treat everyone equally.

## □ Proposed Time

At least five days or till the teacher is satisfied.

## Day 1

### Story : My Feelings

## □ Objective

To enable the students to understand a situation completely, and live with mutual trust.

### ❑ Beginning of the Class

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

### ❑ Experiences at Home

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

## Story

Binny found that on the occasion of her birthday only her grandparents came to her place. None of her other relatives came to their place, whereas on the occasion of her sister's birthday other relatives do come. She felt it was maybe because her parents love her sister more than her and invited all the relatives on her birthday. In her heart, she was annoyed with her parents and sister but she did not share it with any of them.



Next day her friend Annu found her quite sad and asked, “What is the matter?” Binny told what was on her mind. Annu thought for a while and said, “Okay, I know your birthday falls on 26 February, and when is your sister’s birthday?” Binny said, “it on 15th August”. Annu said, “These days my brother and your sister are facing exams, isn’t it?”

“Yes, it is so”. Saying this, Binny could understand that whatever she was thinking earlier was totally wrong. She rushed to her mother (What do you feel, why did Binny rush to her mother?)

Binny asked her mother, “Do you invite all the relatives on my birthday?” When mummy said “Yes”, Binny hugged her and started crying. Mom asked, “What happened?” Binny shared all her earlier wrong thoughts. She said, “I was wrong earlier. Now I have realised that more people cannot come to attend my birthday as these are exam days and all the relatives come to attend didi’s birthday as there are no exams during those days.” Listening to this mother caressed her head and said “Whenever you have any such doubt, don’t keep it in your heart. You can talk to me about it.”

“Ok mummy,” Binny said smilingly.

### ❑ Questions for Discussion

1. What would have happened if Binny had shared her inner feelings with her mom earlier?
2. What happens when you feel bad about something and you do not share it with anyone?

3. How do you feel when a friend or member of your family share something with you? What do you do at that time?

#### ☐ **Observe, Ask & Explore at Home**

Students will ask the members of their family that how do they feel when someone share their thoughts with them, What do they do at that times?

#### ☐ **End of the Class**

In the end, the students will 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 Reflections 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. Did you ever face a situation when your friend got hurt because of you and he shared his feelings with you? How did you react to it and why?
2. When you return back home from school, whom do you share your feelings with and why? what do you do at that time?
3. When any of your friends or members of their family share their feelings with you, how do you feel then and how do you react to it?

#### ☐ **Observe, Ask & Explore at Home**

At home students discuss with the members of their family that when someone shares his feelings with them, how do they feel then and how do they react to it.

#### ☐ **End of the Class**

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





### Activity: Just Like Me

#### ❑ Objective

Students will pay attention to all the similarities that human beings have in common. Students will understand that in spite of differences in our bodily features all human beings are the same when it comes to emotions and feelings.

#### ❑ Beginning of the Class

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

#### ❑ 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 ask the students to stand in a circle.
- ◆ Teacher will ask them to listen to the instructions carefully
- ◆ Teacher will narrate an incident from the life of any human being or about any object or any event. The students who like that narration would move one step ahead from their present position. Those who do not like the narration will remain at their present places.

Next, the teacher will put the following points before the students:

1. I like to make new friends.
2. I like to swing.
3. I like to do my homework.
4. I like to celebrate my birthday.
5. I like to sing songs.
6. I dislike when someone scolds me
7. I like to eat fruits.
8. I like when someone talks to me lovingly.
9. I like to go to my Dadi/Nani/ Chachi/ Bua during holiday.

The Teachers can give more such examples to the students.



### ❑ Questions for Discussion

1. During the activity when you found that other children have the same kind of likings as you have, what were your feelings?
2. Make a list of all the things that you and your classmates have common liking for?
3. Do you find any such thing that was only your liking, other children did not like it?
4. Can our likings and disliking be the same as the other children of our class? If yes, then how?

### ❑ Observe, Ask & Explore at Home

Students will talk to the members of their family about what kind of similarities they find in their likings and disliking with other members of their family.

### ❑ End of the Class

In the end, the students will 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. In your family name the persons who have the same kind of likes and dislikes.
2. What are the common things between your friends and you?
3. How do you feel when you find similarities between your friend and you? And why do you feel so?

### ❑ Observe, Ask & Explore at Home

Students will discuss with the members of their family in what kind of situations people living in the same Mohalla think on the same lines.

### ❑ End of the Class

In the end, the students will 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

### ❑ Beginning of the Class

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

### ❑ Experiences at Home

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

### ❑ Questions for Assessment

1. Between your friend and you, what things are common?
2. Between you and your friend, what things are uncommon?
3. Like you, does everyone like to talk lovingly? Why?
4. Does everyone like to be happy? Why?

### ❑ Observe, Ask & Explore at Home

Students would ask with the members of their family whether they all want to be happy, if yes, then why.

### ❑ End of the Class

In the end, the students will 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 in all of us-

- ◆ there is both equality and inequality at the level of body.
- ◆ there is equality at the level of behaviour.
- ◆ there is equality at the level of thinking.

In this lesson, we will find that students will take family as an organised group. Students will feel that members of their family and they, are complementary to each other and they will feel belongingness/ with them.

## □ Objectives of the lesson

Through this, lesson students can:

1. Identify the family as a necessary unit.
2. Understand the organisation and the role of their family.
3. Understand the role of the family in their progress.
4. Understand that love and cooperation in a family keeps all the family members happy.

## □ Proposed Duration

At least five days or till the teacher is satisfied.

## Day-1

### Story: Extra Salt

## □ Objectives

To develop the feeling of affection and cooperation among 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

Through discussion student's attention will be drawn towards their participation and need for cooperation in a family.

### Story

After many years one day suddenly, Manish met Nikhil and was quite happy. Both of them exchanged their phone numbers and promised to keep in touch. Manish wanted to invite Nikhil to his place but he knew that his house was a noisy place. His family members would keep on taunting each other and the atmosphere at home was quite disturbed. In such situations he did not like to invite Nikhil to his place.

One day Nikhil invited Manish and his family to his place. Manish did not tell anything about the invitation to his family members and went alone to Nikhil's place.

Nikhil and his wife happily welcome Manish and introduce him to their parents and children. Nikhil asked him why he had not brought his family along. At this Manish gave an excuse of the illness of his child. There he felt that the family atmosphere was quite peaceful. All the family members were quite understanding. Manish was overwhelmed with the affection and love of Nikhil's family.



After having meals, Manish praised the food by saying, “Bhabhiji, the meals cooked by you is quite delicious. After having such a meal I’m feeling satiated.” Nikhil’s wife answered, “Bhaisahab, this meal was not cooked by me alone, our whole family together prepared it. My father-in-law, mother-in-law, my husband and children cooperated with me to prepare it.

Manish was surprised to hear it and could not say anything. When he was returning home, Manish came out to drop him. Curiously Manish asked Nikhil, “Do you people cook meals together every day or was it only for today”. Nikhil said, “Brother, we all help her to prepare meals every day. Children also enjoy working with us”. Manish also invited Nikhil to his place for meals with his family.

At home Manish said to his wife “Next Saturday, my friend will be coming for lunch along with his family to our place. They had prepared delicious meals for me. You too should make good preparation for them.”

She asked, “how many people will be coming for lunch? At this Manish screamed and said, “there are six people in the family and all will come for lunch.”

Frowningly Manish’s wife said,” how can I alone cook food for all of them?”

Next week, Nikhil and family arrived at Manish’s place. Manish welcomed them all. Manish’s wife was disturbed since morning. Since morning she was handling household chores. It being a holiday everyone got up late, breakfast got late. She hadn’t wound up her work and guests were there. Only Manish welcomed them all.

Nikhil’s mother and wife came forward and asked Manish, “Bhai Sahab, where is your kitchen?” And both of them went to the kitchen. Finding the guest in the kitchen, Manish’s wife got confused. Nikhil’s wife and mother started helping her in the kitchen. Initially, Manish’s wife was feeling uncomfortable, but Nikhil’s wife, through her conversation, made her feel comfortable. Seeing this Manish’s mother also came into the kitchen.



On the dining table Manish found that dal had extra salt in it. Manish's mother was about to say something that Nikhil’s father said, “No, beta, dal is quite tasty.”

Nikhil and his family thanked Manish and his family for serving them delicious meals.

Manish was at a loss to understand why they all were praising the meals when their dal was too salty. When he was alone with Nikhil, he asked, “don’t you feel that our dal was too salty”. Nikhil said, “yes, it was a bit salty, but we just could see how laboriously and lovingly your wife prepared meals for us, it happens at times. I am grateful to her that she cooked all the meals alone. It seems you do not help your wife.” “Yes friend, I don’t. But from now onwards I will try to help her.” Manish said in a muffled voice.

### Discussion Questions

1. Why could Manish not invite Nikhil for dinner/ lunch, though he wanted to?
2. Why did Manish go alone for lunch at Nikhil’s place? Think and share with your partner.
3. When Nikhil’s mother and wife entered the kitchen, what all Manish’s wife must have felt?
4. How did Nikhil and family feel at Manish’s house?

### ❑ Observe, Ask & Explore at Home

Students will discuss with their family and ask did they ever feel peace and comfort at someone's place. If yes, then, what were the reasons for that atmosphere in that family?

### ❑ End of the Class

In the end, the students will 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 Reflections at Home

1. Students would be asked to recap the story, wherein the teacher may help.
2. Students may employ various methods like listening to the story, role- play, storytelling etc. for the same.
3. Students would be asked to share their experiences of reflections and discussions at home.

### ❑ Questions for Discussion

1. Why did Nikhil's family members praise the meals even though the dal was extra salty? Discuss it in small groups.
2. Who cooks meals in your family? Have you ever helped her? If yes, then how and if not, then why not?
3. How do you help the members of your family to receive, greet and take care of the guests at home? Explain by giving examples.

### ❑ Observe, Ask & Explore at Home

At home, students would discuss with the members of their family about kinds of household chores they help each other. Give examples.

### ❑ End of the Class

In the end, the students will 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 Own People\

#### ❑ Objective

Students will pay attention to all the people in their family, surroundings and in school, those who love them and care for them. Students can understand their behaviour 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 the opportunity to share their experiences of reflections and discussions at home.

#### ❑ Line of Discussion

The feeling of affinity in our behaviour towards someone, leads to a feeling of comfort and happiness for that person. Along with it, when we find that someone nurtures affection for us, we ignore any fault in his speech or behaviour and try to find the feeling of affinity/ closeness. Affinity in relations has no room for misunderstandings. It brings us closer. In life we find people who take ill of something or the other on very trivial grounds. In this activity, the teacher will try to make students notice and understand the behaviour of all the people who show affection to them, they will also notice their own reaction in such situations.

### Activity

#### ❑ Steps of the Activity

1. All students, close your eyes softly. Visualise about any member of your family who loves you. Recollect any good moment spent with him or her. (2 minutes)
2. Now open your eyes, talk to your classmate sitting next to you and tell what all you could see and what were the feelings?
3. Now again close your eyes and visualise all the people in the school who show their love and affection to you. Recollect the moments spent with that person. (2 minutes)





4. Now you can open your eyes and again share with your partner what all you could see and feel.

#### **Questions for Discussion**

1. Who were those two persons whom you visualised with your eyes closed?
2. What are their qualities that you like in them?
3. Have you ever felt bad about any of your friends? What do you do in such situations?
4. How can you make out that someone nurtures love and affection for you?

#### **Observe, Ask & Explore at Home**

At home, ask the members of your family: what makes them feel that someone loves and cares for them.

#### **End of the Class**

In the end the students will 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**

1. The students can either repeat the previous day's activity or discuss it.
2. Students would get a chance to share their reflections and discussions that they had at home.

#### **Questions for Discussion**

1. How do you take care of those you consider your own?
2. Have they ever felt bad for any of your work or comments? Did you want to feel bad? What did you do when they felt bad?
3. Have you ever felt bad about someone close to you? Do you think they wished to hurt you? Yes or no, in either case why did you feel that way?

### ❑ **Observe, Ask & Explore at Home**

At home, discuss when the members of their family feel affinity to someone.

### ❑ **End of the Class**

In the end, the students will 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

### ❑ **Beginning of the 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. Share about one person whom you met this week and liked his company? Why did you like him/her?
2. Did you overlook someone's mistake this week? If yes, then why?
3. Did someone in the family or friend make some such mistake this week that had an effect on you? If yes then how did you handle it?
4. Did you make some such mistakes during the last few days that incurred loss for the whole family? After that mistake, whose behaviour in the family touched you and why?

### ❑ **Observe, Ask & Explore at Home**

At home, pay attention that if some member in the family makes a mistake how does all others react in their own different ways.

### ❑ **End of the Class**

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



### □ Note for the Teacher

In the previous lesson we learnt that-

- ◆ students could identify family as a necessity.
- ◆ students could see the system and role of their family.
- ◆ students could see the role of 'Family' in their progress.
- ◆ members of family feel happy due to affection and cooperation in the family.

In this lesson, we will try to understand that we are all busy in fulfilling our own needs, and due to this, we are not able to pay attention to our relations. Through this lesson, teacher would try to make students sensitive towards their family so that they can understand their problems and try to solve them.

### □ Objectives of the Lesson

1. Students will be able to notice that caring for one another strengthens relationships and brings happiness to both parties.
2. Students will be able to recognise the true happiness derived from living in relationships.
3. Students will be able to determine the priority by taking decisions according to the situation between their own needs and the needs of the family.

### □ Proposed Duration

At least five days or till the teacher is satisfied.

## DAY 1

### Story: Letter to Father

### □ Objective

Students will understand that true happiness lies in living in relationships.

### □ Beginning of the Class

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

## ❑ Experiences at Home

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

## ❑ Line of Discussion

In this story, through the letter and the questions given in it, children have been encouraged to understand the importance of relationships and to express gratitude towards members of their family. Children mostly thank their families by getting material things (clothes, food, cycles, mobiles etc.). Family also fulfils their emotional needs (love, trust, guidance, respect etc.) along with their material needs. Through this story and questions, efforts can be made to draw the attention of the children towards this. To draw attention of the students towards becoming complementary to one another in family.

### Story

One day Madam asked students to say thank you to any member of their family. Some children talked about making thank you cards (Gratitude Cards), some children thought of writing poems. Some children talked about helping them and some talked about giving them a gift to say thank you. Anju wrote a letter to her father on this occasion.



Dear Papa!

I know, you remain very busy, and work so hard for us only. Do you remember when we went to Manali during vacation, how worried you were about me? You made me wear a coat



with a sweater so that I would not get cold. I remember the day when I got my first medal. Your eyes had tears of happiness.

Once when I was crying after fighting with Shubham, you explained to me that I had to rely on my best friends and understand why they did whatever they did. Due to your explanation, I kept on talking to him just like before and I just forgot about the fight. Then I realized if you had not explained to me, I would have lost a good friend.

Today, whenever I feel lonely, you are always with me. When mom is very busy, I always find you around me. You play with me whenever I am tired of studying. Thank you, Papa! I could never thank you enough. You are my greatest gift.

Love you

Your loving daughter

Anju

### ❑ Questions for Discussion

1. In what ways children think of saying thank you?
2. Have you ever said thank you to anyone in your family? If yes, how?
3. How can you say thank you to the members of your family in different ways? Explain.

### ❑ Observe, Ask and Explore at Home

At home, and narrate this story to your family and try to know the thoughts and experiences of other members. Ask those who live far away from their relatives, what do they do when they miss 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 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.

### ❑ Recapitulations and Experiences at Home

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

### ❑ Questions for Discussion

1. Who all do you love in your family? Have you ever said thank you to them?
2. If you were in Anju's place, to whom would you say thank you or express your gratitude and why?
3. How would you feel when you express gratitude and why?
4. Has anyone ever expressed gratitude to you? Why and how? Share.

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

Go home and tell about the discussion held in the class today and also discuss with your family what would happen if there is no person in the family or if even a single person separates from 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 3

### Activity: Happiness in Relationships

#### ❑ **Objective**

Students will be able to realise the importance of relationships in their lives. The objective of the activity is to make them realize the importance of relationships. Also, we need to develop an understanding that the happiness we get from relationships is long-lasting.

#### ❑ **Beginning of the Class**

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

#### ❑ **Experiences at Home**

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

## ACTIVITY

#### ❑ **Steps of the Activity**

- ◆ Teacher would write some situations on a chart or chalk board.
- ◆ Then, ask students to listen carefully to the situations in each category.
- ◆ The situations in which you found happiness, make (V) sign with your fingers.
- ◆ Those situations in which you did not get happiness, make the opposite ( ^ ) sign with your fingers.
- ◆ Now ask each group the questions given below.

Circumstances		
S. no.	COLUMN 1	COLUMN 2
1-	You got the first position in your class, but your father did not praise you	You got the first position in the class, and your father patted on your back
2-	You have bought a new pen for yourself but no one has seen it	You bought yourself a new pen and used it
3-	How did you feel when you ate your meal alone	You had lunch with your friends, how did you feel
4-	When you played alone on the ground, how did you feel	You played with your friends on the ground, how did you feel
5-	You meet your best friend, she/he doesn't greet you properly, then	You meet your best friend, he/she greets you properly then
6-	When your best friend goes to play with someone else, then	Your best friend plays/plays with you, then



### ❑ Questions for Discussion

1. How are the conditions in column 2 different from those in column 1?
2. Why were you not happy in the situations listed in column 1? Discuss with your partner.
3. Why did you find happiness in the circumstances written in column 2? Discuss this with your partner.

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

Discuss with your family and find out in which situation they feel happy.

### ❑ **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. How do you feel if you do not get affection and respect from your family? Discuss.
2. Can you think of 2 more situations under column 1 and column 2?
3. Which are the works you like to do alone and which are the works which you enjoy doing with friends? When do you enjoy it more?

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

After going home, children would ask their elders how do they feel when they do not get love and respect from each other at home.

### ❑ **End of the Class**

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





## DAY 5

### Assessment Session

#### □ Beginning of the Class

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

#### □ Experiences at Home

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

#### □ Points for Assessment

1. Did you spend time with your family this week? How did you feel?
2. Did you express gratitude to members of your family who help and appreciate you? How did you feel doing this?
3. How would you feel, if even a single person in the family doesn't speak properly to each other?

#### □ Observe, Explore and Ask at Home

At home, and talk to the members of your family about the discussion in the class and ask how they feel when everyone in the family cooperates and takes care of each other.

#### □ End of the Class

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



### □ Note for the Teacher

In the previous lesson, we learnt that-

- ◆ students will be able to notice that caring for one another strengthens relationships and it brings happiness to both parties.
- ◆ students will be able to recognise the true happiness derived from living in relationships.
- ◆ students will be able to determine the priority by taking decisions according to the situation between their own needs and the needs of the family.

In this lesson, we will try to understand that learning to understand is a pleasurable act in itself. Along with this, it also helps a person to live happily. In such a situation, when a student's attention goes to this contribution of the family members, the feeling of gratitude arising from it, prepares the student to live with gentle behaviour in relationships.

### □ Objectives of the Lesson

1. The students will understand that my happiness is associated with my trust.
2. Students will understand that trust develops from learning.
3. Students will understand the contribution of their parents (parents or older siblings) to their learning.

### □ Proposed Duration

At least five days or till the teacher is satisfied.

## Day- 1

### STORY: Brother! Nothing is Difficult

#### □ Objective

To draw children's attention to the importance of members of their family and enable them 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 opportunity to share their experiences of reflections and discussions at home.

## ❑ Line of Discussion

We gain trust and self-confidence by learning and understanding. And we get happiness from this. The one who explains and the one who understands both get happiness. Family (parents, brothers and sisters, uncles and aunts etc.) also play a big role in the process of understanding and learning. By paying attention to their contribution, we get to know the importance of that relationship. It gives us a feeling of gratitude. Through this story and questions, efforts are being made to draw the attention of the children towards this.

## Story

There were two brothers named Mohan and Rohit. Rohit was always ready to do any work, but Mohan used to consider every work difficult. Rohit would try his best to instil confidence in his brother as well. Mohan would see that Rohit could do everything because of his confidence on himself.

One day, Science teacher at the school gave him a work to make a project. Mohan came to Rohit in distress and said, “What is this new trouble? How will I do this work?” Rohit spoke with a great ease, “There is nothing difficult in this. We will go to the garden in the evening, collect some leaves from different plants and gather some information about those leaves from the internet. And the project will be completed very easily.”

Rohit taught his brother how to paste leaves in the project file and also explained how to get information about them with the help of the internet. Both of them together completed the project file by night.



The next morning, when the teacher patted Mohan's back for submitting the project file before time, he remembered his brother Rohit. The work which he was considering difficult, his brother Rohit had made him understand so easily and got it done.

Mohan understood that if he wanted to achieve success in life, he had to try to understand and learn how to do work with great attention and without panic like Rohit.

He was very happy today. His face was shining with happiness and self-confidence. While returning, he bought favourite chocolate ice-cream for Rohit with his own pocket money. On reaching home, he ran to his brother's room and hugged him. Offering him chocolate ice cream, he said to Rohit, "Thank you brother!!"

### ❑ **Questions for Discussion:**

1. Why was Mohan upset? Who solved his problem? How?
2. Why do we find it difficult to do any work?
3. Has it ever happened to you that some work seemed difficult to you in the beginning, but you were able to do it easily by taking help from someone in the family? Give any two examples.
4. If you were in Mohan's place, how would you express your gratitude?
5. Have you done something to make a difficult task easier for someone else? Share in your class.

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

At home and ask the members of your family to find out what are the tasks which they can help you learn.

### ❑ **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.
- ◆ Students may employ 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 you faced any problem, which of the members of your family did you take help from to get rid of it and why?

2. How do you feel when you learn something new? Why?
3. What emotions do you feel about the person who teaches you something?
4. How do you express your gratitude to them?
5. We have seen younger ones learning from elders. Do elders also learn something from younger ones? If you have ever seen this in your family, share it in detail.
6. Do only younger ones express their gratitude to elders or can elders also express their gratitude to the younger ones? Why and how?

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

At home and ask the family members of your family to find out what are the tasks that they can help you learn.

#### **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: THANK THEM

#### **Objective**

To draw students' attention towards the members of their family who contributed in their learning and make them feel a sense of 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 opportunity to share their experiences of reflections and discussions at home.

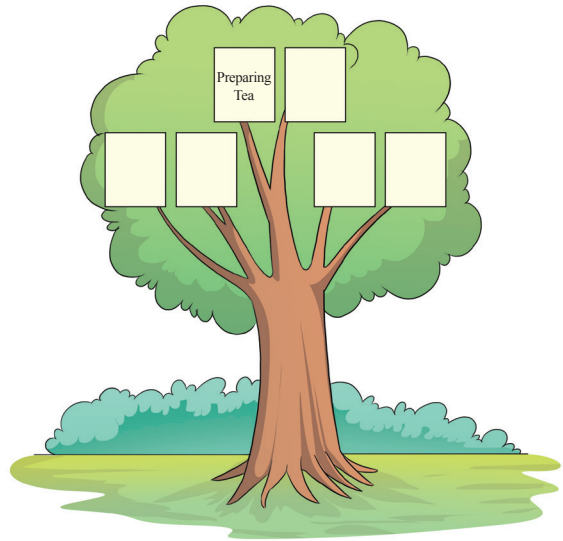
#### **Line of Discussion**

In the process of learning and understanding, we come to know the importance of the family in our lives by paying attention to their contribution. It gives us a feeling of gratitude. This brings gentleness in our behaviour and we always remain happy with ourselves. If the members of family do not cooperate with us, then our lives will not go on normally. Through this activity, the students' attention will be drawn towards it.

## ACTIVITY

### Steps of the Activity

- ◆ The teacher will draw the following family tree diagram on the board and ask students to take a paper and a pencil or colour sketch pen.
- ◆ Ask students to draw the picture on paper.
- ◆ After drawing the picture, ask students to write down the learning/comprehension tasks done together with at least five members of the family given in its different boxes.
- ◆ Now the teacher will ask students to discuss the learning/ comprehension tasks written on their respective pictures in small groups.
- ◆ Students will write a letter or make a thank you card for one of these family members/relatives expressing their gratitude.
- ◆ Teacher will call out the students for individual presentation/sharing.



### Questions for Discussion:

1. In how many boxes of the picture could you write?
2. While writing, how did you feel about the learning/comprehension tasks done together with your family?
3. How else would you like to express your gratitude for this contribution?
4. Would you also like to do any such work for your relatives /family? Give an example.

### Observe, Ask and Explore at Home

At home and ask the member of your family to find out what are the tasks which are difficult to do alone but are easily done together with family.

### End of the Class

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



## DAY- 4

### □ Beginning of the Class

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

### □ Recapitulation and Experiences at Home

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

### □ Questions for Discussion

1. When you face any difficulty, who in the family helps you? Give an example.
2. Who takes care of maintaining an atmosphere of study at home? How?
3. Whom do you support in your family and how?
4. Have you ever helped someone learn something new? If yes, how? Share.
5. Have you ever faced such a problem for which all the members of your family found the solution together? Share that incident.
6. If someone does something for you in your house, do you feel gratitude towards that person? If yes, how do you express it?

### □ Observe, Ask and Explore at Home:

At home, discuss such incidents with your family when you have taught something to them or helped to solve their problem. How did you feel doing this?

### □ End of the Class

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



## DAY- 5

### Assessment Session

### □ Beginning of the Class

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

### ❑ Experiences at Home

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

### ❑ Points for Assessment

1. Who helps you with your learning at home? How?
2. Tell me one such thing that you were very happy to know/learn? From which members of family did you learn that?
3. How do you feel when someone listens to you very attentively?
4. Who are the members of your family to whom do you listen carefully? Why?
5. How did you feel when you understood something this week? What did you feel for that person who made you understand? Share one thing?
6. How did you express your gratitude towards him/her?

### ❑ Observe, Ask and Explore at Home:

At home, and ask the members your family to find out how you can show gratitude to 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.





## My Role In My Family

### □ Note for the Teacher

In the previous lesson, we learnt that-

- ◆ my happiness is related to my trust.
- ◆ trust develops with learning and understanding.
- ◆ understood the contribution of their parents and older siblings in the process of learning and understanding.

In this lesson, we will try to understand what role we can play in a family. We can see our role ourselves or others need to tell us our role.

### □ Objectives of the Lesson

To draw students' attention towards their role in fulfilling the needs of their family.

### □ Proposed Duration

At least five days or till the teacher is satisfied.

## Day 1

### Story: Rosie's Decision

### □ Objective

Students will understand that real happiness lies in living in relationships.

### □ Beginning of the Class

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

### □ Experiences at Home

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

## ❑ Line of Discussion

We all think about our own needs and are unable to pay attention to relationships. We do not even know the problems of the members of our family that trouble them in everyday life. We also forget what they expect from us. There is a need to sensitise the students to all these things through discussion. Through the discussion, the attention of the students would be drawn to their usefulness at home and also to the point that we feel happy to know our usefulness.

## STORY

Rosie's school had a poster making competition, in which she bagged second position. The teacher asked all the children who won the competition, how they would use the money they received in the competition.

Salma said, "I will buy a new bag." Jasmeet said that she would buy new clothes for her birthday, and Aslam said, "I will get a new football." Rosie was listening to everyone intently and was lost in thought. The teacher called her and asked, "What will you do with the prize money?" Rosie replied, "Madam, my mother is a seamstress. She suffers a lot because of not having glasses. Sometimes even a needle gets pricked in her hand, because of her weak eyesight. Sometimes she takes a long time to thread the needle. I will give my prize money to her so that she can buy glasses, as she is not able to buy glasses to meet the needs of the household". Listening to her, a smile appeared on the face of the teacher.

## ❑ Questions for Discussion:

1. Name some things that you know members of your family need but now they don't have those things?
2. Has it ever happened that you insisted on buying something of your choice, but your parents did not get it for you? What do you think? Why did they do so?
3. Give an example from your life when your parents left their essential things to get you something.
4. How is it decided in everyone's home what to buy first and what to buy later? Discuss.

## ❑ Observe, Ask and Explore at Home

- ◆ Find out the needs of your family. Is there something which you can do for them?
- ◆ Also find out what they want from you. For example: Mother wants that you would not litter in 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-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.
- ◆ Students may employ various methods like role play, storytelling etc. for the same.
- ◆ Students would be asked to share similar experiences they have had at home.

### ❑ Steps of the Activity

- ◆ Divide the students into small groups and ask them to discuss the needs of the elderly and parents in their family.
- ◆ Also ask them to discuss what efforts they can make to fulfil these needs?

### ❑ Questions for Discussion

1. Knowing the needs of members of your family, how do you feel and why?
2. Mention any need of your family that you are trying to fulfil.
3. Do all members of your family need to know each other's needs? If Yes, why so?

### ❑ Observe, Ask and Explore at Home

Students will share the discussion of class at home and try to understand it by listening to the experiences of their family.

### ❑ End of the Class

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



## DAY-3

### ❑ Objectives

To draw students' attention towards the needs of the 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 opportunity to share their experiences of reflections and discussions at home.

### ❑ Line of Discussion

We all are busy fulfilling our hobbies and we don't notice that there are some needs of our family which are very important to be fulfilled. Through discussion, the attention of the students will be directed towards their role in fulfilling the needs of their family.

## ACTIVITY

### ❑ Steps of the Activity:

- ◆ Ask students to describe their needs.
- ◆ Out of these needs, now ask them which needs or things are essential to them and which are the needs or things they just want to satisfy their passion with?

### ❑ Questions for Discussion:

1. Do you differentiate between essential needs and basic needs?
2. To cover a distance of 200 to 500 metres is it necessary to take a cycle or a scooty or can it be done on foot?
3. What are those things that we can live without but still we buy them?

### ❑ Observe, Ask and Explore at Home:

Discuss about the essential needs of elders and parents in your 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.

### □ Questions for Discussion:

1. Your parents or family members are in need of something but due to some reason, they are not able to get it now. Share the reason.
2. Have you ever given something to your parents, brothers or sisters before yourself? How did you feel about doing this? (There is more happiness in giving than in receiving.)
3. What other needs do they have that you can fulfil now? (Inspire to think on an emotional level)
4. What needs of your parents or siblings do you fulfil now? (Example: getting things from the market, taking care of younger siblings)

### □ Observe, Ask and Explore at Home

Ask your parents how they used to help their parents in their childhood.

### □ End of the Class

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



## DAY-5

### Assessment Session

### □ Beginning of the Class

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

### □ Experiences at Home

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

### ❑ **Points for Assessment**

1. What needs of members of your family did you notice this week that you didn't understand before?
2. Did you help meet the needs of any family member? If yes how?
3. How did you feel after helping members of your family? Give examples.
4. Did you feel any change in yourself that you have lost your desire to buy something you were insisting on? Why so?

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

At home, students will observe which members of the family take care of each other's needs.

### ❑ **End of the Class**

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



### □ Note for the Teacher

In the previous lesson we learnt that-

- ◆ the members of our family also have some needs.
- ◆ the members of our family needs our cooperation.
- ◆ sometimes we need to consider their needs before our own.

In this lesson, we will try to find out that family acts as the center of our happiness. Coordination in the family reduces many of our problems. It is very important to have mutual cooperation, trust and complement each other in order to create harmony in the family. It is necessary to understand our role in the family and play it well.

### □ Objectives of the Lesson

To draw the attention of the students to the role they can play in creating harmony in the family.

### □ Proposed Duration

At least five days or till the teacher is satisfied.

## DAY- 1

### STORY: LESSON FOR RAJAN

### □ Objective

To draw the attention of the students towards harmony in relationships through mutual cooperation.

### □ Beginning of the Class

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

### □ Experiences at Home

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

## Line of Discussion

We all want love and equality in our relationships but sometimes we do not pay attention to the fact that we are not able to support each other in the family. It is important to take care of each other in order to maintain harmony in relationships.

## Story

Rajan's mother was very hardworking. She took care of the needs of the whole family and also helped them. When Rajan used to go to sleep while studying, his mother used to arrange his bag. One day, on falling from the stairs, his mother's leg got badly hurt due to which she could not get up from the bed. No food was cooked at home that evening. His younger sister Deepika said to Rajan, "We will cook maggi and also feed it to our mother."

On this, Rajan angrily said, "I have a lot of school work to do." At that time only, their father came from the office. He saw that everything was in sixes and sevens so he started scolding everyone in anger. Deepika gave Papa a glass of water, and started picking up all the things and putting them in the right places. Everyone ate the bread kept in the fridge and went to sleep. In the morning, after getting ready for school, Rajan noticed that all his books were spread on the table. He kept all his books in his bag out of irritation and went to school. In his haste, he forgot the copy of homework at home. He told all this to his friend, Gaurav. Gaurav told him that last month his mother also suffered from fever. At that time,



they had divided the household work among themselves, due to which mother got rest and got well soon. Rajan started thinking after hearing this. As soon as he reached home, he kept his bag, shoes and school uniform in the right place and washed his hands and gave water to his mother. Mother lovingly made him sit near her and said that today father had cooked food and he would eat it. On this Rajan said, "I will also do all my work on my own from now onwards. I and Deepika will together keep the house clean. Hearing this, a lovely smile appeared on his mother's face."





### ❑ Questions for Discussion

1. Why didn't Rajan arrange his bag and what was the result?
2. In the beginning of the story, whose behaviour did you like – Deepika or Rajan?
3. When and how did the change come in Rajan, after which he started helping with household chores?

### ❑ Observe, Ask and Explore at Home

All the students will notice how each member of the family takes care of others.

### ❑ 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. In which of your chores do you need help from the members of your family?
2. How do you feel when your family does not help you?
3. In what ways can you help the members of your family?
4. In what ways we are not able to help the members of our family even if we want to?

### ❑ Observe, Ask and Explore at Home

- ◆ At home, the students would note which members of the family helped them without asking.
- ◆ At home, students will discuss with their family how they feel when they get each other's support in their work without asking.

**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: My Support**

**Objective**

To draw attention to the essential needs of the 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 opportunity to share their experiences of reflections and discussions at home.

**Line of Discussion:**

To bring attention to the fact that for the smooth running of the family, the participation of all the members of the family is necessary, so that harmony can be maintained in the relationships.

**ACTIVITY**

**Steps of the Activity:**

- ◆ Students, together with their partner, make a list in which they will write the names of all the members of the family in one column and the work they do in the house in the other column.

NAMES OF FAMILY MEMBERS	DIFFERENT CHORES THEY DO IN THE HOUSE

(Columns can be increased according to the number of family members)

### ❑ Questions for Discussion

1. What are the things that only one person in the family does and does not get the support of anyone?
2. Is it possible to help others with every task? If yes, how? If not, why?
3. How do you feel when you are able to help other members of your family?

### ❑ Observe, Ask and Explore at Home

Students will discuss with their family what are the tasks they can help each other with.

### ❑ 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. Has it ever happened with you that even when needed, you could not help the members of your family? How did you feel then?
2. Which member of your family are you able to help the most?
3. What can your role be in maintaining harmony in the family?

### ❑ Observe, Ask and Explore at Home

Students will ask their parents whether everyone in their family used to help each other in their childhood. If yes, how?

### ❑ End of the Class

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



## DAY-5

### Assessment Session

### ❑ Beginning of the Class

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

### ❑ Experiences at Home

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

### ❑ Points for Assessment

1. In which activities did you get help from your family this week? How did you feel then?
2. Have you helped any member of your family in any way? Why did you consider it necessary to do so?
3. How did helping others make you feel? Explain by giving examples.
4. When you helped any member of your family who was in trouble, did you notice any change in their behaviour towards you? If yes, give an example.

### ❑ Observe, Ask and Explore at Home

Students will notice at home which relationships among the members of their family have improved by helping each other.

### ❑ End of the Class

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



### □ Note for the Teacher

In the previous lessons we learnt that-

- ◆ together with the members of the family, we are able to do everything easily.
- ◆ along with our materialistic needs, our emotional needs like: love, trust, respect etc. are also fulfilled with the members of the family.
- ◆ Realising our usefulness in the family, we can become complementary to the members of our family. In this way, we can understand each other's role in the family.

In this lesson, we will try to understand the relation of society with a person and family

### □ Objective OF THE LESSON

1. Students will be able to identify their relationships in the society.
2. Students will be able to live faithfully in mutual relationships.
3. Students will be able to develop a sense of cooperation.

### □ Proposed Duration

At least five days or till the teacher is satisfied.



## DAY 1

### Story: Rupam's Wheelchair

#### □ Objective

Students will understand that by working together, we can create a better society/environment at home, school, neighbourhood, country and the world

#### □ Beginning of the Class

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

## ❑ Experiences at Home

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

## ❑ Line of Discussion

By cooperating with each other, even difficult work can be done easily and we can be happy for a long time. Students would see how they are ready to contribute to the society. By contributing to society, we recognize our usefulness and we get happiness.

Through the discussion, draw the attention of the students to the feeling of “Letting others live” instead of “live and let live”, because when everyone is able to give priority to “Let others live”, the right environment will be available for everyone to live.

## STORY

There were two friends named Rupam and Kanchan. They were neighbours. Every morning, Rupam, sitting in her wheelchair, would see Kanchan and other students going to school and think to herself, “I wish! I could go to school with them too!” On the other hand, Kanchan kept thinking 'Why doesn't Rupam go to school?'

Once she mustered up the courage to talk to Rupam about it, Rupam told her that she had difficulty in walking due to polio in her childhood. Since then, her desire to go to school remained unfulfilled.



One day in class, the teacher told everyone had to try to bring every child around the house to school. Then Kanchan told the teacher about Rupam and asked, “Can Rupam also come to school to study?” Teacher said, “Why not? Every child has the same right to get education.” On hearing this, Kanchan got very happy. As soon as she reached home, she left her bag and went to Rupam's house with great enthusiasm and said to her, "I will take you to school with me tomorrow."

The next day Rupam went to school with Kanchan. She got admission. All the students of the class welcomed her and started helping her in everything. After sitting in the class, Rupam thought that I only considered the wheelchair as my friend and no one else would help me. But all the children were so nice. Everyone was helping each other. Within a few days, Rupam mingled with all the children in the class. Rupam's drawing was very good, she started helping her peers with teaching drawing. At the time of leaving school, Kanchan, Anjali and Monika brought Roopam's chair. They helped Rupam to sit on her wheelchair, picked up her belongings and took her along with them to the school gate. Rupam started thinking, now not only the wheel chair but everyone else was also with her.

### ❑ Questions for Discussion

1. If you were in Kanchan's place, how else would you have helped Rupam?
2. Do you know some children who are unable to come to school?
3. Have you ever thought of helping them in any way? If yes, what steps did you take to help? Share.

### ❑ Observe,Ask and Explore at Home

Students will note that in which works all the members of family help each other.

### ❑ End of the Class

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



## DAY- 2

### ❑ Beginning of the Class

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

### ❑ Recapitulation and Experiences at Home

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

### ❑ Questions for Discussion

1. Have you ever helped any of your friends? Why and how?
2. Has any of your friends ever helped you? When and how?

3. How do you feel after helping someone?

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

Students would ask their family in which works they would like to be helped.

❑ **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: - Let's draw a Picture

❑ **Objective**

To develop the spirit of cooperation among students

Through this activity, students will be able to understand how we can do all the work well with cooperation and coordination and if we do any work together, no work seems difficult.

❑ **Beginning of the Class**

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

❑ **Experiences at Home**

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

### Activity

❑ **Steps:**

- ◆ Ask students to sit in pairs.
- ◆ Now ask every pair to get one piece of paper and a pencil or colour sketch pen.
- ◆ Give any one of the following situations to each pair-

For example: a fair scene, a playground, a park nearby your house, a school scene, a village scene, a market scene

(Teacher can include some more topics as well)

- ◆ Each pair will be given a different topic to draw.



- ◆ While drawing the picture, neither of the students will cooperate with each other nor will they take any advice.
- ◆ Now all the pictures are to be displayed in the classroom. Let all students take a gallery walk to view the pictures in the classroom. After that the discussion will be done.
- ◆ Once again students will be seated in pairs. The pairs will consist of the same students who were sitting together earlier.
- ◆ Now ask students to draw the same scene again. This time they will draw the picture with the help and advice of their partner.
- ◆ Share with each other what both of you will do to make your picture perfect.
- ◆ In this way, after the completion of the picture, put all the pictures on the wall like last time. If possible, put them near the previous picture of the students.
- ◆ Now ask students to compare their two pictures and see whether both the pictures are different from each other or they both are the same. (Now discuss in class)

### ❑ Questions for Discussion

1. What was good and what was bad about all the pictures?
2. Ask each pair to think of ways to improve their pictures.
3. If you were given the same scenes to redo, what would you do to make them even better?
4. What is the difference between drawing a picture alone and drawing a picture together?
5. According to you, what would have been the main reason for the difference between the two pictures?
6. Can problems also be solved together like pictures?

### ❑ Observe, Ask and Explore at Home

- At home students will discuss the drawing they made in class with their families. Tell them what kind of picture they make without consulting each other.
- Ask members of your family if they have done any work without consulting each other. Could that work be done in a better way with someone's help?

### ❑ 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

### Case Study : Bullying

#### ❑ Objective

Students will understand that true happiness is found by cooperating in the happiness of others and not by bullying. It is sensible to deny bullying in every way.

#### ❑ Beginning of the Class

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

#### ❑ Experiences at Home

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

#### ❑ Line of Discussion

Hurting someone's feelings intentionally or making fun of someone in public is called bullying. Bullying is equally harmful to both, the one who is doing it and the one who is being bullied. Through the discussion, the attention of the students will be directed towards the fact that bullying is inhuman and harmful in every way.

### CASE STUDY

Abhay used to study in class 5. He also loved the games period in school like all other children. Football was his favourite sport and he loved playing football with other children in his class during every game period. One day he fell while playing football. His white uniform got dirty with mud and he got hurt. Due to excessive pain, Abhay started crying.

Seeing him crying, one of his classmates, Danish, started laughing out loud pointing his finger at him. Along with Danish all the other children in the class also started laughing loudly at Abhay. All the children started making fun of Abhay by saying, "He cries like a girl." When Abhay's friend Sarthak tried to stop them, everyone made fun of Sarthak too. From the next day onwards, the rest of the class stopped talking to Sarthak and stopped even playing with him.

Not only did Danish bully Abhay, but when Sarthak tried to help Abhay, Danish stopped talking to him along with the rest of the class.

Abhay felt very embarrassed and did not come to school the next day. For many days, Abhay was nervous about coming to school. He was now staying away from playing football because he was made fun of during the games period. (Abhay experienced bullying)



### ❑ Questions for Discussion

1. Have you ever been bullied in your school or class? What did you do in such a situation?
2. What do you do when you see bullying happening in your school?
3. Why did Sarthak support Abhay?
4. Have you ever made fun of a classmate knowingly or unknowingly? Share.
5. What advice would you give to someone who has been bullied in this way?

### ❑ Observe, Ask and Explore at Home

Try to notice in yourself that how much effort do you make to respect the interests and preferences of your siblings.

### ❑ 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.



### Assessment Session

#### ❑ Beginning of the Class

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

#### ❑ Experiences at Home

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

#### ❑ Points for Assessment

1. Have you done any work together with all your classmates? (Hint: A project, school prayer assembly, Diwali decoration of the classroom, etc.) share your experience.
2. Ask your class teacher what work is done together in school and why?
3. After the discussion of this lesson, did you pay attention to a friend living in your school or neighbourhood who is physically unable to do any work? How do you plan to help them?
4. Did you get a chance to help someone with your friends this week? Share your experience.

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

Ask the members of your family what tasks are done together in the locality and 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.



### ❑ Note for the Teacher

In the previous lessons we learnt that-

- ◆ recognize our relationships in society
- ◆ live faithfully in relationships.

In this lesson, we will learn how we can cooperate with others in society, how can peer pressure stop one's talent from unfolding, how bullying can affect one's development.

### ❑ Objectives of the Lesson

1. Students will to get motivated to cooperate with their peers.
2. Students will to understand peer pressure and handle it well.
3. Students will know the ill effects of bullying.

### ❑ Proposed Duration

At least five days or till the teacher is satisfied.



## DAY- 1

### Story : Bicycle and Test

#### ❑ Objectives

By cooperating with each other, we can be helpful in each other's progress.

#### ❑ Beginning of the Class

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

#### ❑ Experiences at Home

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

## Line of Discussion

By helping others, we recognize our worth and find happiness. This expands our sense of belongingness. Discussion of the cooperation done inspires others to cooperate.

## STORY

Today due to the first exam, Mehak was riding cycle fast to reach school. At some distance, he saw Gaurav, a student of her class, drenched in sweat. He was trying to fix the chain of his cycle. Mehak slowed down her cycle and came near him and asked, “What happened Gaurav? What is the problem?”

Gaurav looked at Mehak and said, “The chain of my cycle is loose and the cycle is also punctured. I can’t see any cycle repair shop here.”



Mehak said to him, “You can park the cycle at a shop. Get it fixed after school. Now you can go with me, otherwise you will be late for the exam.”

Gaurav found Mehak’s statement right. He parked the cycle at a nearby shop and sat behind Mehak on her cycle and went towards school. They both reached school on time. When Gaurav thanked Mehak, she said there is nothing to be thankful for. We do help each other.



## Questions for Discussion

1. Have you ever helped anyone in times of trouble? If yes, then share that incident.
2. Share an incident when you found it is very important to take help from others.
3. How appropriate is it to seek help from others in difficult times, why?

## Observe, Ask and Explore at Home

At home, see which members of your family help people other than the family. Try to find out from them that from whom they get help in times of need.

### ❑ 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. Share an incident when you helped someone by giving them something.
2. Share an incident when you helped someone by giving some advice.
3. Share an incident when you helped someone by encouraging him/her.
4. Share an incident when another person helped you with something, some advice or encouragement.

### ❑ Observe, Ask and Explore at Home

At home, find out what kind of environment they like to live in a place where people help each other or where people do not like to help each other.

### ❑ 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: INTERVIEW****Objectives**

To make children aware of social challenges

**Beginning of the Class**

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

**ACTIVITY****Steps of the Activity**

- ◆ Ask students to sit in groups of 5-6 members.
- ◆ One member of the group will interview the rest of the members in the context of social challenges.
- ◆ The following questions will be asked in interview-
  1. What are the main problems which you see in the society/ classroom/neighbourhood?
  2. What do you think is the root cause of these problems?
  3. What can be done to solve these problems?
  4. What can you do at your level to solve these problems?

**Questions for Discussion**

1. What were the problems discussed in your group?
2. What was the root cause of these problems?
3. What was the solution for these problems?
4. What problems related to school and class were discussed?

**Observe, Ask and Explore at Home**

Ask your family also the same questions which you were asked during the interview and know their views.

**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.





## CASE STUDY: PEER PRESSURE

### ❑ Objectives

Students will not get distracted by peer pressure and won't create such pressure on their peers also.

### ❑ Beginning of the Class

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

### ❑ Experiences at Home

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

### ❑ Line of Discussion

When someone gets influenced by a person or group and behaves like them despite not wanting to, it is called peer pressure. Due to peer pressure, people lose their unique qualities, which make them unhappy. Manisha wanted to act differently from the rest of the girls in the class by being a part of the football team, but she could not, because all the other girls in the class were taking part in the dance class. Stereotyping is making an impression about a person on the basis of gender, caste, class or anything else. There is no evidence for such assumptions. Manisha was stereotyped by her teacher on the basis of her gender. Due to which, her distinctive abilities of playing football was lost and overlooked. Manisha was forced to become a part of such a class which she did not like.

## Case Study

Manisha used to watch all the boys in her class playing football every day during the games period. She was also very interested in playing football. She also wanted to play but all the girls in her class used to go to sing and dance during the games period, so she thought about what her friends would say, so she also enrolled herself in the dance class.

At the beginning of the session, Manisha once requested her teacher to be a part of the football team, but her teacher dissuaded her, saying that the football team has only boys and Manisha would feel uncomfortable playing football with boys. So, it is better that she also learns to sing and dance like other girls in the class.

Manisha really wanted to be a part of the football team, but because she was the only girl who wanted to join the football team, she was turned down and forced to attend dance classes. Manisha was not at all interested in dance, so she felt extremely uncomfortable in the dance classes.



### ❑ Questions for Discussion

1. Do you ever do such things under the pressure of your peers? Share.
2. How do you feel when you do something under someone's pressure? Why?
3. How do you feel when you do something for your own happiness?

### ❑ Observe, Ask and Explore at Home

At home, ask your siblings if they have ever experienced peer pressure and how did they handle 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.



**Assessment Session****❑ Beginning of the Class**

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

**❑ Experiences at Home**

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

**❑ Points for Assessment**

1. What did you like about this week's lesson?
2. Share the incident if any of your friends has helped someone.
3. If you experienced peer pressure this week, describe how you handled that.
4. Share if you have stopped yourself or any of your friends from bullying.

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

Discuss in the family which household chores are done with planning and 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.



### ❑ Note for the Teacher

In the previous lesson, we have learnt that different people have their own roles to play in society. I too have a role of my own which I can play. I can also cooperate and contribute.

### ❑ Objectives of the Lesson

1. Students will be able to see the cooperation of the people in the society in everyday life.
2. Students will be able to recognize relationships and maintain them.

### ❑ Proposed Duration

At least five days or till the teacher is satisfied.



## DAY- 1

### STORY: A Small but a Big Thing

#### ❑ Objective

To understand your responsibility with the help of your friend and to carry it out.

#### ❑ Beginning of the Class

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

#### ❑ Experiences at Home

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

#### ❑ Line of Discussion

If we all can understand our participation in our family, school, society and on this earth, this earth can remain very beautiful and suitable for living life smoothly. We will create an environment where everyone's development is possible. Let us all become participants, not competitors. There is some importance of being where we are, this is also our usefulness. By fulfilling the responsibility considering its usefulness, we also get happiness.

## Story:

Azra did not come to school even on the third day. The class-teacher was worried about Azra. Immediately he talked to Azra's mother on the phone. He came to know that Azra was unwell and the doctor had advised her to rest for five more days. The teacher thought that in five days, there would be a lot of loss of study. She had to find a solution to this problem. She put the whole thing in front of the class and said, "We will come together and help Azra.....!"



The teacher had not even finished speaking when Geetu got up and said, "Teacher! I live near her house, I will help her! A few months back, I too had fallen ill and Bunty had helped me." The teacher asked how you will help her. Geetu replied, "I will share the lessons I study in school with her every day and help her with her homework."

Geetu's decision to come forward and help Azra was liked by the whole class and the teacher praised Geetu in front of everyone. In the end, the teacher said, "First of all, tell this story at home." Geetu did the same thing. After getting the consent of the mother, she helped Azra a lot. The teacher used to ask about Azra's well-being every day.

Azra came back to school after a week. She thanked Geetu for helping her in front of everyone. She praised Geetu a lot in front of the whole class. Geetu and the whole class's happiness knew no bounds when Azra announced "If anyone else has such a problem, I will be the first to help her." Hearing this, the class-teacher said, "Dear! Someone can be helped at any time, it is not necessary that we will 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? In such a situation, with whose help did you complete your work?
2. How did Geetu take time out of her daily routine to help Azra? If you come across such a situation, how will you take out time? Share in class.
3. What thoughts might have come to Azra's mind when Geetu helped Azra?
4. Have you helped someone in their difficult times? Why and how?

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

Today, discuss at home how all the members of your family support each other. Also, pay attention to your contribution in running the family smoothly.

### ❑ **End of the Class**

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



## DAY 2

### ❑ **Beginning of the Class**

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

### ❑ **Recapitulation and Experiences at Home**

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

### ❑ **Questions for Discussion**

1. Have you ever helped someone in trouble? When and how? Express your feelings towards that person in a few words.
2. In what ways do the members of your family help one another? Share.
3. Why does someone help us? Why do we help someone?

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

Discuss with the members of your family that have you helped the one who didn't help you when they were in need. What did you feel by doing this?

### ❑ **End of the Class**

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



## DAY-3

### ACTIVITY: - FROM FIELDS TO TABLES

#### ❑ Objective

Students would understand the cooperation and mutual respect of many people of the society and they would develop a sense of gratitude towards all 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.

#### ❑ Line of Discussion

Many people contribute in making our lives run smoothly. Students will be able to understand the importance of those people who play their role in the society. But we are not able to pay attention towards them while using those things and services that reach us. It is hoped that this activity will 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 utility in our lives is one of the major reasons for neglecting many people in society or being rude in their behaviour.

## ACTIVITY

#### ❑ Steps of the Activity

Ask students about their favourite dish. After listening to the answers of some students ask:

- ◆ How do we get this dish? Who gives it to us?
- ◆ Expected answer - From the market, mummy/daddy cooks them.
- ◆ In the market / at home, from where do people get the raw ingredients to make this dish?
- ◆ Expected answer: From a large dealer or wholesaler
- ◆ How and from where do they get these things? Is there a process to get this stuff in this form?
- ◆ Expected answer - From the factory, from the machines
- ◆ How and from where does this stuff come?
- ◆ Expected answer - From the fields, the farmer grows them there by working hard.
- ◆ Now can anyone tell me how many people are involved in the process of bringing that dish to your table or plate?

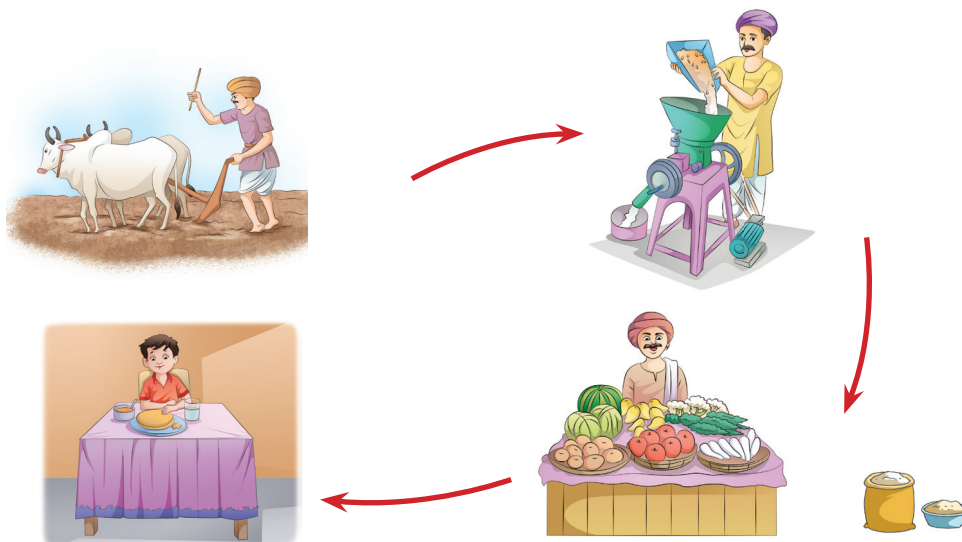
- ◆ Expected answer – Farmer, driver, shopkeeper etc.

The teacher now tells the students, “Let us see how many people are involved in the process of bringing chapati to your plate and how much effort is required in that. The farmer first ploughs the field, then sprinkles the soil, then sows the wheat seeds, takes care of the farm every day, protects crops from diseases and insects. Some people help him to carry the grain from the farm to the market. Somebody buys it from the market. Someone makes flour by grinding wheat, after that someone kneads the flour and makes chapatis, then serves you.” Now the teacher asks the students, “Can you make a list of the people involved in this activity?”

- ◆ Expected Answers – Farmer, Truck Driver, Shopkeeper, Mother/Father etc. Write the answers of the students on the board. Now divide all the students into groups of 5-6.

Give each group a role-

- ◆ Farmers' Group - The members of this group will create a farm scene in which the students will act out the work which farmers do. For example, ploughing
- ◆ Other Cultivators Group – Members of this group will create a farm scene. Students will act out the tasks what other cultivators do, such as irrigation.
- ◆ Transporter/Truck Driver Group - Members of this group will create a scene in which the students will act out the jobs that transporters do.
- ◆ Group of shopkeepers - The members of this group will create a scene of the shop/market, in which the students will act out the work done by the shopkeepers.
- ◆ A group of bread makers - The members of this group will create a scene of the house, in which the participants will enact the work that the members of the house do to make chapati in the house. The teacher will tell the students that they will come up with the prospect of the roles given to each group and we all will continue this activity the next day.





### ❑ Questions for Discussion

1. What would happen if a group in the society stopped working?
2. The people we featured today, are those people important in your life? If yes then why, if no then why not?
3. Do their work and efforts affect you in any way? How? (If the activity is not completed in enough time, then the teacher can discuss it the next day also.)

### ❑ Observe, Ask and Explore at Home

Discuss at home the kind of trouble you faced when some people in society stopped their work. Share any such incident.

### ❑ 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

- ◆ Students will carefully look at the list made earlier.
- ◆ Think that if the members written in the list are unable to do their work due to any reason, then in which tasks you can help them.

### ❑ Questions for Discussion

1. Which all people of the society cooperate with us in order to run our life smoothly?
2. On paying attention to the contributions of these people, what feelings are arising in your mind for them? Share

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

Discuss at home that how did you feel when you considered your companion's help as your responsibility.

### ❑ **End of the Class**

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



## DAY-5

### Assessment Session

#### ❑ **Beginning of the Class**

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

#### ❑ **Experiences at Home**

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

#### ❑ **Points for Assessment**

1. With which people in your family, neighbourhood, school and society do you behave politely? Why? (Ask to share about one person at a time during this discussion.)
2. What other things did you do this week that you expected to be recognised? What was the result of those actions?
3. Who all have you helped through their tough times this week? Why and how? Share.

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

Discuss examples of cooperation at home and in the neighbourhood.

#### ❑ **End of the Class**

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



❑ **Note for the Teacher:**

In the previous lessons, we learnt that –

We were able to see the cooperation of the people of society in everyday life and were able to recognise the relationships and maintain them.

In this lesson, we will learn that there are some laws of nature we will ensure our responsibility after knowing these laws.

❑ **Objective of the Lesson**

1. The attention of the students will be drawn to the fact that nature runs according to rules. Understanding the rules of the system and participating according to them is the basis of happiness.
2. Students will be able to engage with their environment in a meaningful way.

❑ **Proposed Duration**

At least five days or till the teacher is satisfied.



## DAY 1

### STORY: WHY DIDN'T BUTTERFLY FLY?

❑ **Objective**

The attention of the students will be drawn to the fact that nature runs according to rules. Understanding the rules of the system and participating according to them is the basis 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 opportunity to share their experiences of reflections and discussions at home.

## Line of Discussion

All entities in nature are self-organized with some rule; this is the system. If we work, behave and think in our lives by understanding the rules of the system, then only we can participate in the system.

It can be discussed with the students what are the things we do that are not according to the system. There is happiness only if we live according to the system.

## STORY

Manu was sitting in a park. Suddenly he saw something on a leaf of a plant. Something round was moving slowly on the leaf. Manu kept watching it carefully.

A butterfly was trying to get out through a small hole. For a long time, he kept looking at it carefully. He felt that the butterfly was not able to come out on its own.

Manu thought of helping it. Slowly, he opened the cocoon (the shell in which the butterfly develops) little by little with his fingers. Then he started waiting for it to fly. But that weak butterfly remained lying there only. It was not able to even move its wings, let alone fly.



Manu couldn't understand that instead of helping, he had harmed the butterfly. Getting out of the cocoon on its own was its preparation to fly. But now the butterfly will never be able to fly. Manu was very disappointed and he thought that in future if he had to help someone, he would do it only after giving a second thought.

### ❑ Questions for Discussion

1. Was Manu right in helping butterfly to come out of its cocoon?
2. Has it ever happened that you tried to help someone and it didn't work? Why would that have happened?
3. Has it ever happened that someone wanted to help you, but your problems increased? Why did it happen?

### ❑ Observe, Ask and Explore at Home

- Today you all will note whether someone got harmed while helping or supporting at home.
- Discuss this story at home and try to learn about the views and experiences of other 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- 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 we do so that helping someone doesn't turn into their trouble?
2. Would we help someone thoughtfully? Why?
3. What happens when we tamper with anything in nature?

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

Ask your family whether it has ever happened to them that they wanted to help someone but that person went into trouble.

### ❑ **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: WHAT IS MY JOURNEY?

#### ❑ **Objective**

Students will be able to see the journey of an object from being or being created to its destruction and will be able to consider how this journey can be kept in harmony with the system (in harmony with 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 opportunity to share their experiences of reflections and discussions at home.

#### ❑ **Line of Discussion**

There is a journey of all things from their origin or formation to their destruction. We do not discuss this with children. How and where did this item come from, was it bought or was it a gift? Was it borrowed? What is its utility? How and when will this item be disposed of? Where will this thing end? In this activity we will discuss the same.

### ACTIVITY

- ◆ Divide students into small groups.
- ◆ Give a list of objects in all the groups.
- ◆ The following items may be included in the list: water bottle, school bag, register, board games like: - chess, snakes and ladders, pencil-box, newspaper, old clothes, poly bags etc.

- ◆ You can also add other items to the list.
- ◆ Ask all the groups to make up a story (in the form of a sequence of events) and that story will be from the making of the object till it is destroyed. Give students 10 minutes for this.

### ❑ Questions for Discussion

1. Where do most of the things we use in our daily lives come from?
2. Are these items biodegradable, means they leach into the soil or not?
3. Which of these items can be reused?
4. Think of those items that you can use in some other way at home instead of throwing them away.
5. How do you feel when our neighbourhood is clean and we are sure that things from nature will be able to provide convenience to many generations for a very long time?

### ❑ Observe, Ask and Explore at Home

Ask your family what they do with their useless things.

### ❑ 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

### ACTIVITY: WHEN I FEEL GOOD

#### ❑ Objective

Through this activity, students will be able to engage with their surroundings in a meaningful way. This will also inculcate in them a sense of awareness and responsibility towards their environment.

#### ❑ Beginning of the Class

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

#### ❑ Experiences at Home

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

## ❑ Line of Discussion

In this activity, an attempt has been made to understand the importance of taking small steps to keep our surroundings clean. Cleanliness means protecting our environment and ourselves from harmful elements (dirt, germs etc.) Teachers and students together will think of some ways through which they can keep their surroundings clean.

## ACTIVITY

### ❑ Steps of the Activity

- ◆ Ask students to close their eyes and think of their favourite place.
- ◆ Ask students to think of each item of the place that makes the place special. Help them to imagine themselves in their favourite place. Ask the students which movements or actions make that place (place) polluted. (Such as litter, pollution, etc.)
- ◆ Ask students to discuss the following question with their partner.
  - How did they feel when they thought about their favourite place? Why is that place special for them?
  - How do you feel if that place is not clean?
  - If that place is not clean, would you like to go there?

### ❑ Questions for Discussion

1. Have you seen these polluting activities yourself or have you heard about them? Where have you seen or heard about them?
2. Can we individually or collectively stop these activities in our community? If yes, then how? If not, then why not?
3. Mention the ways through which we can keep our surroundings clean.
4. How will the environment be made better by this?
5. How will it benefit society? Is it necessary for us to be happy?

### ❑ Observe, Ask and Explore at Home

Discuss with the members of your family, what are the collective community activities that are harming the environment. How can these activities be stopped?



### ❑ End of the Class

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



## DAY-5

### Assessment Session

#### ❑ Beginning of the Class

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

#### ❑ Experiences at Home

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

#### ❑ Points for Assessment

1. After this week's discussion, did you try to get the complete information about someone before helping him?
2. What all things lying around in the house did you re-use? And how did you feel after doing so?
3. What polluting activities have you given up?

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

Ask the members your family which all things lying around in the house could they re-use and what were its benefits.

#### ❑ End of the Class

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



### ❑ Note for the Teacher

In the previous we learnt that-

- ◆ there is order in nature. Understanding the laws of the system and participating accordingly is the basis of happiness.
- ◆ students were able to engage with their environment in a meaningful way.

A big change can also be brought about by our small efforts, such thinking is needed by society today. Whenever we do any work, we either succeed or fail in it. For this, we keep trying continuously, but sometimes we stop trying in the middle, because we feel that we have lost our purpose and what we would do is not that work. This process continues throughout life and we don't reach our goal. This activity is only to draw attention to it so that we can know whether we are moving towards our goal or not.

### ❑ Objectives of the Lesson

1. Motivating students that even their smallest step matters, so don't leave any task wondering what difference it will make if they do it alone.
2. Motivating students to choose the right activities keeping in mind their goals.

### ❑ Proposed Duration

At least five days or till the teacher is satisfied.



## DAY-1

### STORY: It Does Matter

#### ❑ Beginning of the 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.

## Objectives

To inspire students that even their small steps make a difference, so don't leave any task wondering what they can do alone.

## STORY

Shastri ji was the head of a village which was located at a seashore. A small school, a hospital and a small post office at the roadside, those were the facilities in that village. Shastri ji was a responsible person, but people used to bring him a lot of complaints. Whenever people used to gather in the Panchayat house, it was usually heard, "Hey! What things will be improved?", "Where to start from?", "Who will be helped? "Everyone is sad here." Thinking of these words of people, he was walking on the sea beach. Suddenly, he saw the



garbage, plastic bottles and empty packets of biscuits and namkeen etc. lying there. Some boys from the village were playing nearby. Shastriji saw that one boy among them named Subhash was picking up the garbage and his friends were watching him. One of his friends Ramesh asked him, "You are picking up this garbage alone, what will happen if you do it alone? How much will you be able to clean?"



Subhash replied in a soulful voice, "Wherever I can pick up the garbage, at least it will be cleaned there." After listening to him, Ramesh remembered that while playing here yesterday, bits of glass pricked in his younger sister's foot and she cried a lot. Remembering this, Ramesh also started picking up garbage with Subhash. On seeing this, his other friends also stopped playing and started collecting garbage. When Shastri ji told this inspiring incident in the Panchayat, everyone said, "It

makes a difference, it does make a difference."

## Questions for Discussion

1. What would have happened if instead of complaining, all the people of the village had done cleaning work like Subhash?
2. Have you ever taken an initiative to do something that no one else was doing? Give an example.
3. Have you ever done such works which you thought were very difficult, but those were not so. Why?

Like- (Many plants have been planted outside on the road, which are drying up because no one is watering them, a sharp iron has come out from the gate of nearby park, which gets pricked into people while coming and going, people throw garbage outside the dustbin of the road)

4. Children who come to play in the park leave empty packets of namkeen and biscuits there. What efforts will you make to draw their attention to this so that they do not do this?

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

Discuss at home about some changes that is needed in your neighbourhood. Changes, according to you, your neighbourhood needs?

### **End of the Class**

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



## DAY- 2

### **Beginning of the Class**

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

### **Recapitulation and Experiences at Home**

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

### **Questions for Discussion**

1. Have you seen anyone around you taking initiative for any work?
2. What thoughts came to your mind for him/her? Share.
3. Have you also contributed to the cleanliness drive at your school or in your neighbourhood? If yes, how? If not, how can you make a fresh start in future?

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

Try to see in your family and neighbourhood what changes can be brought by your small efforts.

### ❑ 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: - SNAKES AND LADDERS

#### ❑ Objective

To motivate the students to choose the right activities while keeping their goals in mind.

#### ❑ Beginning of the Class

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

#### ❑ Experiences at Home

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

## ACTIVITY

#### ❑ Steps of the Activity

Teacher will give the following instructions to the students-

- ◆ “Today we will play a game of snakes and ladders.
- ◆ Before starting the game, the teacher can talk about the snakes and ladders game, which will create curiosity and enthusiasm among the children.
- ◆ I will speak a few sentences and you will point to a snake or a ladder (by making a figure with your hand) and tell whether this work will be a ladder to move towards your goal or will take you away from the goal like a snake.
- ◆ Our today's target is to protect the environment.

Present the following statements to students- (Write these statements on the chalk-board also.)

1. Caring for plants.
2. Use of polythene bags.
3. Cleaning the house and throwing the garbage out of the house.
4. Planting plants in used plastic cups/glass bottles.

5. Making paper bags and using them.
6. Making a curtain out of old shawl or scarf.
7. Buying new clothes on every occasion.
8. Cooking a variety of food at the same time.

### **Questions for Discussion**

1. Why the ones you thought were ladders are ladders and the ones you considered were snakes, take you away from your goal?
2. Everyone will make one goal for themselves and share it in the class.
3. What are the problems that can come in the way of achieving your goal?
4. Which of these obstacles have you created yourself? (Due to not being able to control your desires)
5. What is it about this game that no one will be hurt or disappointed in the end?

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

At home, discuss with the members of your family whether it ever happened to them that they did not feel like doing some work, but they didn't listen to their mind and completed the work? Get to know from the experiences of their lives.

### **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

### ACTIVITY: ONE THING, MANY USES

#### **Objective of the Activity**

To draw the attention of students towards their surroundings and to motivate them to make good use of available objects.

#### **Material Required**

Water bottle, piece of wood, leaves, etc.

### ❑ **Beginning of the Class**

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

### ❑ **Experiences at Home**

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

### ❑ **Line of Discussion**

Today it has become very important that everyone should work for the betterment of their environment. Everything available in the environment has utility, by understanding it and by increasing its utility, we can be helpful in creating a better environment. Through this activity, students can learn about the use of different objects, and their attention will be drawn towards the good use of things, and they will move in that direction. Also they will be motivated to increase their utility value.

### ❑ **Steps of the Activity:**

- ◆ Divide the class into four-five groups. In each group, provide some items available around you (such as water bottle, food item, leaves, piece of wood etc.)
- ◆ “How can the utility of the available items be increased?” (For ex. When a water bottle is not usable, then small plants can be planted in it) Ask them to discuss this topic.
- ◆ Instruct them to write down the main points of the discussion on paper.

### ❑ **Questions for Discussion**

1. What are the useful items available?
2. How can these things be made more useful?
3. To do this, what actions can take?
4. What kind of resources might we need to do this?
5. Are you able to increase the utility of these items?
6. Pay attention to other things around you and discuss how you can help in increasing the utility of these things to improve the environment? (Teacher may give some examples. Like: using discarded plastic cups and bottles to plant a tree may increase their utility.)

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

Go home and ask the members of your family, have they been able to use some of the unused things like old bottles, mugs, etc. once again for some other purpose?

### ❑ **End of the Class**

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



## DAY- 5

### Assessment Session

#### ❑ **Beginning of the Class**

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

#### ❑ **Experiences at Home**

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

#### ❑ **Points for Assessment**

1. After this week's discussion, are you able to make some use of the things available at home that were earlier lying idle or not being used?
2. What efforts have you made to improve our environment? (e.g- segregating dry and wet waste)
3. Are you able to see some changes in the environment with these efforts? (e.g – proper disposal of garbage)

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

At home, discuss with the members of your family what efforts did they make which benefitted their neighbourhood.

#### ❑ **End of the Class**

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





### ❑ Note for the Teacher

In the previous lessons, we learnt that-

- ◆ even a small step by the students makes a difference, so do not leave any work thinking about what will happen if they do it alone.
- ◆ choose the right activities while keeping in mind their goals.
- ◆ there is a very deep connection between nature and man. Both complement each other. Conservation of nature is in the interest of human beings.

In this lesson we will learn that it is very important to understand the laws of nature in order to live happily.

### ❑ Objectives of the Lesson

Students will be aware of the conservation of nature and adopt ways to save it for future.

### ❑ Proposed Duration

At least five days or till the teacher is satisfied.



## DAY- 1

### STORY: TRIP TO FIELDS

#### ❑ Objective

To draw the attention of the students to the fact that everything in nature is in order. It is good for us to understand these rules and work according to them.

#### ❑ Beginning of the Class

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

#### ❑ Experiences at Home

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

## STORY

It was a holiday in Virat's school. He thought, "Today I will also go to the farm with my father!" Papa picked up the bag of seeds and got ready to go to the farm. Virat said "Papa! Today I will also go with you." Papa said- "Come! Let's go!" Both reached the field on foot. As soon as they entered the field, Virat started running around to have a look at it. His father got involved in his work.

Papa would take out one seed from the seed bag and bury it in the soil. Virat was watching him very carefully. Virat asked Papa, "Why are you burying the seed in the soil?"



Papa said, "This is a tomato seed. If we bury it in the soil and water it, this small seed will become a plant and many

tomatoes will grow on it. Virat said - "Papa! Can many tomatoes come from one seed?" Father said - "Yes son! This is the law of nature." Then Virat saw, there was a tree in an orchard near the farm, where huge mangoes were hanging. But there was another tree along with it. There was no fruit on it. Virat thought, "These two trees are so big and are planted side by side in the same field, yet one tree bears fruit and the other does not?"

Papa asked "Will you eat mangoes?" Then Virat asked him, "Papa, the other tree doesn't have any mango." Papa said, "Son, "It is a neem tree, mangoes do not grow on it. Mangoes grow only on mango trees."



### ❑ Questions for Discussion

1. Can mango grow on a neem tree? Why or why not?
2. How do you think so many tomatoes come from one tomato seed?
3. Have you ever planted a seed in a pot or field?
4. Did the same plant grow in it from the seed?

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

Ask your parents how farming was done in their villages and how did the members of the family work together in farms.

### ❑ **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. Which cereal crops are grown in the fields in your village?
2. Do these crops have any specific growing season (months)? From where can one get seeds to grow plants in the fields?
3. What do the farmers do after harvesting the crops?
4. What do farmers do to save seeds for the next crop?

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

Students will discuss with their elders about the methods adopted to save the seeds for future.

### ❑ **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: EAT FRUIT AND GET SEED

#### ❑ Objective

To draw the attention of the students towards this that planting trees is useful for us and for balancing the 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

After the activity of last week, the children were instructed that during this week, if you eat any fruit at home, keep its seeds carefully. You have to bring that seed for today's activity.

All the children will come to the class with seeds. All the children will show the seed they have brought to their friends and will tell them about it. Which fruit does this seed belong to, and how did they like eating that fruit? Where was that fruit bought from? Where would this fruit have been grown etc.?

Now arrange some wet soil in the class or outside the class. Each child will bury the seed he has brought in a ball of wet soil. Put this clay ball at a suitable place in the school or near the house. If a plant grows out of it, take care of it. If the plant does not grow out of it, then next time try to grow the same fruit's seed in the same way.



### ❑ Questions for Discussion

1. Which fruit seed did you bring? How did you feel after eating that fruit?
2. Have you seen the tree of that fruit whose seeds you have brought? Give some characteristics of that tree or plant.
3. Which fruit seed did your companion bring? Do you like that fruit?

### ❑ Observe, Ask and Explore at Home

Get information about some fruit trees and plants. Where and in what season are they grown?

### ❑ 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 will do previous day's activity again and discuss on it.
- ◆ Students would be given the opportunity to share their observation and experiences at Home.

### ❑ Questions for Discussion

1. Name your favourite fruit. In which season does it grow on trees?
2. How is having fruit trees and plants in nature useful for us?
3. Which fruit trees and plants can we grow at our home or school?
4. Where did you sow the seed yesterday? How can you care for it as it grows?

### ❑ Observe, Ask and Explore at Home

Students will discuss at home that what will happen if there are no trees around us.

## □ End of the Class

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



## DAY-5

### Assessment Session

## □ Beginning of the Class

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

## □ Experiences at Home

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

## □ Points for Assessment

1. After this week's discussion, have you realised how important is it to save grains for future agriculture?
2. Will you now make it a practice not to throw away the seeds that can be grown again?
3. Which methods will you adopt to save the seeds for further cultivation? Is it important?
4. Why is it our responsibility to preserve different types of seeds for the future?

## □ Observe, Ask and Explore at Home

All the elements of nature like soil, water, trees and plants provide us a lot. Discuss at home how can we reduce their misuse and save it for the future.

## □ 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 6, the following four feelings/ values have been detailed out to explore, experience and express:

1. Trust
2. Respect
3. Gratitude
4. Affection.

The above values have been covered in 20 sessions.

## □ Fundamentals of Expressions

- ◆ All sessions will have the objective of expressing feelings (universal human values) only.
- ◆ The expression will be centred around the students' own experience of living in relationships. Behaviour, work and feelings are all a part of living.
- ◆ There will be no discussion or counselling in the expression class. Similarly, one is not expected to ask questions like what do you think about this? What do you want to do? What will be done in this condition? What will be done ahead etc. The stories of Happiness class are reflection oriented, the activities are thought oriented and expressions are feeling oriented.
- ◆ The questions in the expression section are based on the following four criteria. In their relationships
  1. What do the students see? (observation)
  2. How do they behave? (behaviour)
  3. What responsibilities do they perform? (responsibility)
  4. What do they feel? (feeling)
- ◆ The activity would usually be based on earlier week's experience, but in some situations, earlier experiences can also be shared.
- ◆ The questions given in all the sessions are only suggestions. The teachers can create and ask questions based on the above-mentioned criteria.

## □ How to express?

Proposed pedagogies: It is important to adopt different pedagogy for various questions in order to ensure participation of all students. For this, the following methods may be adopted-



- ◆ Individual expression.
- ◆ Sharing their experiences in pairs.
- ◆ Sharing their experiences in small groups.

### □ **Ways of expression**

- ◆ Usually, students are encouraged to make individual oral expressions in front of the class. Sometimes, depending on the requirement of the class or the question posed, students may be asked to express themselves in pairs or in small groups.
- ◆ Other means of expressions like writing (letter, card, diary, etc.), role-play, drawing a picture or symbol or sign language may also be adopted depending on the need of the question or a special requirement of a student.

### □ **Class strategies**

- ◆ There are some questions that can be put to each student. There are some that can be put to only those students who have an experience related to those questions.
- ◆ Don't follow the same sequence for asking questions. You can sometimes start from the back of the class or the centre as well.
- ◆ If you feel that a student is not sharing his/her experience and just repeating the responses heard, encourage him/her to share his/her own experience or change the question.
- ◆ If a question has more than one part, go to the second only after the student has answered the first part.
- ◆ If a student finds it difficult to understand a question, the teacher will make it clear.
- ◆ Another way of asking a question can be putting one question to 8 to 10 students and putting another one to the next 8 to 10 students. After this, the third question can be asked or the first can be repeated. Some questions may remain the same for everyone.
- ◆ One day/period will be devoted for each session. The teacher can continue with the session until he/she is satisfied.

### □ **Dos and Don'ts**

- ◆ Each session has learning objectives and a note for the teacher which are meant only for teacher's reference. Don't share them with the students.
- ◆ Let the students think of their responses and come up with the answers themselves. Don't try to explain the answer or advise them.

- ◆ The role of a teacher is to ask questions and to provide a comfortable environment for the honest expressions of students.
- ◆ The work given for the next expression session can be done in the happiness diary/ notebook, written on the chart and put up on the happiness wall or elsewhere in the class so that students can keep looking at it.
- ◆ Encourage all the students to share their experiences. The students who feel uncomfortable sharing their expression before the class may be given an opportunity to share their experiences with their classmates or in smaller groups.
- ◆ Don't comment negatively on any of the students' expressions else the students may hesitate to participate in future. It is also possible that the next time, the students may not share their experiences honestly.
- ◆ The teacher's encouraging and loving behaviour can be the most effective for creating a safe space for students to actively participate.



## ❑ Objective

To be able to see the role of elders, our parents, teachers, members of the family, elders in the neighbourhood 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 recognise 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 6 sessions that have been designed to explore, experience and express the emotion of gratitude.



# GRATITUDE: SESSION 1

## ❑ Objective

To motivate the attention of the students towards the contribution of family members to their care and nourishment.

## ❑ 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 other people at home take care of the nourishment of the body. When we pay attention to their contribution, we get to know the importance of that relationship. It gives a feeling of gratitude and brings gentleness in behaviour.

## ❑ Points for Expression by the Students

1. Who cooked food at your house this week?
2. How was the attitude of the person serving you food? (Served with a smile or anger or upset).
3. How did you feel while having food?
4. Have you ever had any food which you didn't like in taste but was good for your health? Then what did you do?
5. Who eats last in your home most of the days? Why would they have done so?

## ❑ Task for the next Expression Day

This week, we will notice that apart from the members of our family, who are the people in the school or neighbourhood who took care of our health and nutrition. What do they do to take care of your health and why?

## ❑ 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 2

### ❑ Objective

Directing student's attention towards the contribution of people other than the members of the family in the nourishment of the body.

### ❑ 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

Man is becoming self centered or family centered whereas many people of the society are responsible for the nourishment of his body. When the attention is paid 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 contributed in their nourishment.

### ❑ Points for Expression by the Students

1. Did anyone at school take care of your meals this week? Who were those people?
2. What things did they keep in mind while feeding you?
3. Did anyone in your neighbourhood take care of your food? Who were those people? Why would they have done this?
4. Did you go to any relative's place this week? Who took care of your food there? Why would they have done this?
5. Has anyone tried to stop you from eating or drinking anything? What were those things? Why did they forbid you?

### ❑ Task for the next Expression Day

This week we will observe the people who cared for us when we are sick. Also, who were the people who helped in preventing injuries or helped after getting hurt? Find out by talking to those people why did they help you.

### ❑ 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 3

## ❑ Objective

To draw the attention of the students to those who have contributed to the nourishment of one's body.

## ❑ 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

Many people at home, school and neighbourhood play an important role for the nourishment of our body. When we acknowledge this contribution by them, we feel grateful to them and it brings a change in our behaviour.

## ❑ Points for Expression by the Students

1. Who took care of you whenever you were unwell? How?
2. Who took care of your outings, going to park or other activities this week? How?
3. Who all at home took care of you this week so that you do not get injured like keeping sharp objects from out of reach, not letting the floor to become slippery etc?
4. Did anyone in your neighbourhood or school take care of you so that you do not get hurt? Who took care of you and how?
5. Did anyone of you get injured this week? Who helped you at that time and how?

## ❑ Task for the Next Expression Day

This week we will observe who are the people in our surroundings who have contributed and cooperated in our learning.

## ❑ 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.



# GRATITUDE: SESSION 4

## ❑ Objective

To draw student's attention 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 delighting experience. It also helps one live a happy life. Thus, drawing the attention of the students to this fact would prepare them for life.

## ❑ Points for Expression bt Students

1. Who are the people who have contributed to your learning at school and how?
2. Who helps you in your learning at home? How?
3. Share any one thing that you enjoyed learning? From whom did you learn that?
4. Who take care of creating an atmosphere to study at home? How?

## ❑ Task for the next Expression Day

This week we will notice what do we feel for the people who provided us with all our needs such as food, education etc.

## ❑ End of the Class

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



# GRATITUDE: SESSION 5

## ❑ Objective

To make students feel the sense of gratitude 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 Teachers

When someone's contribution is recognized, the sense of gratitude generated from it prepares to live harmoniously in relationships. This session will give an opportunity to the students to notice the feelings arising within themselves.

## ❑ Points for Expression by Students

1. How did you feel when you were hungry and you got food on time?
2. Has it ever happened when you were very hungry and there was delay in getting food?
3. How did you feel about the person who arranged the food for you?
4. What needs of yours were taken care of this week?
5. What kinds of thoughts did you have about them?
6. This week, when you understood something, how did you feel?
7. How did you feel about the person who made you understand? Share one incident.

## ❑ Task for the next Expression Day

This week we will notice that how did we express our gratitude to the people of our family, school or neighbourhood, who had contributed to our lives.

## ❑ 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

### ❑ Objective

To motivate students to express their 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

Recognizing and noticing someone's contribution in our lives is not enough unless the feeling of gratitude generated thereupon is well expressed. It prepares to live harmoniously in relationships. This session will give them an opportunity to share with each other how they express their gratitude to the people who contributed and took care of their learning and nourishment.

### ❑ Points for next Expression by Students

1. In the last few days, your attention was drawn towards the contribution of which member of the family? How did you feel about them?
2. How did you express your gratitude towards them? How did you feel after doing that?
3. To whom in your class, school or neighbourhood have you expressed gratitude this week and why?
4. How did you express gratitude to them?
5. Tell about one personality who contributed to the change in your behaviour in your life.

### ❑ Task for the Expression Day

This week, we will focus on the people who have contributed to our lives in many ways. To whom do we want to meet again and thank them?

### ❑ 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

## ❑ Objective

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

This session is an opportunity for the students to express the feeling of gratitude they have towards someone. Making a card or writing a letter will give them an opportunity to revive their experiences and thoughts.

## ❑ Points for Expression by the Students

1. Make a Thank you card for the person you want to express your gratitude, and deliver the card to them if possible.
2. Expressing your gratitude, write a letter to any member of your family, your teacher or a friend. Deliver this letter to them or read it out.

## ❑ 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

To mutually support and live happily together with siblings, friends and classmates, feel and express affection for each other.

### □ Notes for Teacher's Reference

Most of the happiness and sorrow of our life is related to ourselves and our loved ones. This number of loved ones also changes in life. Along with this, the mentality of relative and stranger is also a big reason for our happiness and sorrow. Distance in relationships creates a lack of sense of belongingness which is very painful. That's why it is very important to have a sense of belonging towards the loved ones for a happy life. Along with this, to increase the scope of your happiness, it is necessary to expand the affinity so that all the alienation ends, because today the biggest fear in the society is due to the wall of relative and stranger created by the human being.

All human beings are related to each other in one way or the other. As soon as we accept that connection or relationship, it brings a sense of belongingness and security within us, which we feel as happiness.

When we have accepted a relationship with a person, such as brother-sister, friend, etc., then on meeting him or remembering him, our restless mind also becomes happy.

People for whom we have a feeling of affection, even if there is no work with them, just for happiness, out of happiness and in happiness, we wish to meet them.

On being assured of a person's basic wish (happiness), a sense of trust develops in him. A feeling of affection develops when a relationship with him is accepted on the basis of trust and respect. Therefore, affection is possible only when there is trust and respect in the relationship.

Everything in nature is related to each other, so in order to live happily, nature has no work alone, but there is a provision to live together. Therefore, by taking cooperation from those who are ahead of us and cooperating with those who are behind us, we all can live a happy life without opposition, that is, with affection.

When we are with someone with a sense of affection, we remain committed to that person. We stay with him no matter what.

Eight sessions have been kept to explore, to experience and to express the feeling of affection



# Affection: Session 1

## ❑ Objective

To draw the attention of the students to the fact that the appearance of relationship becomes the basis of affection.

## ❑ Proposed Duration

At least one period or till the teacher is satisfied.

## ❑ Beginning of the Class

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

## ❑ Notes for the teacher

What we consider as ours, our behaviour is different towards that. The person is the same, but as soon as the relationship is identified, our behaviour towards him changes. Along with the sense of belonging, there is an expression of affection. It becomes the basis of expansion of a person's happiness.

## ❑ Points for Expression by the Students

1. Tell us about one of your friends, how did you become friends with him?
2. How was your behaviour towards him before friendship and what changed in your behaviour after friendship?
3. When was the last time you visited any of your relative's house?
4. Did you get to know anyone there as brother or sister? (eg. cousins)
5. How did you feel about meeting him?

## ❑ Task for the next Expression Day

This week we will focus on whether we got angry with someone or someone got angry with us. What was the reason for the anger? And who took the initiative to remove the resentment?

## ❑ End of the Class

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



## Affection: Session 2

### ❑ Objective

To draw the attention of the students to the fact that resentment happens with loved ones, but if there is affection, efforts are made to remove the resentment.

### ❑ Proposed Duration

At least one period or till the teacher is satisfied.

### ❑ Beginning of the Class

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

### ❑ Notes for the Teacher

When we live together, we get angry on many things. So, in order to live happily in relationships resentment needs to be removed wisely.

### ❑ Points for Expression by Students

1. Have you ever been angry with your brother or sister?
2. Have you ever had a grudge between you and your friend?
3. Who took the initiative to remove that resentment and how?
4. Did anyone get angry with you too? Who were those people?
5. What was the reason for his resentment?

### ❑ Task for the next Expression Day

This week we will reflect on who we shared our joys or troubles with. Why we shared with those people only?

### ❑ 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.



## Affection: Session 3

### ❑ Objective

To draw the attention of the students towards whom they like to share their happiness or troubles.

### ❑ 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

Parents and many other people at home take care of the nutrition of our body. By paying attention to their contribution, we get to know the importance of that relationship. It gives a feeling of gratitude and brings gentleness in behaviour. This session has been kept for this purpose.

### ❑ Points for Expression by the Students

1. With whom did you share your happiness or troubles at home this week?
2. Did you share your happiness or troubles with someone in school too?
3. Is there anyone in your neighbourhood with whom you shared your happiness or troubles?  
With whom?

### ❑ Task for the next Expression Day

This week we will pay attention to what activities we have done like eating, playing with brother, sister or friends. Why did you want to do those things together?

### ❑ 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.



## Affection: Session 4

### ❑ Objective

To draw the attention of the students to the fact that it makes them want to live with companions from whom they feel a sense of affection.

### ❑ 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

With whom we want to eat, drink or play, there is a feeling of affection. In such a situation, students shall also be able to see that there is happiness in living together with brothers and sisters or friends.

### ❑ Points for Expression by students

1. Did you sit and eat with your siblings or friends this week?
2. Why did you sit with those people only?
3. With whom did you play a game this week?
4. Why did you choose those people to play with?
5. What other works did you do with those people?
6. To whom were the works beneficial?
7. Why did you all do that work together?

### ❑ Task for the next Expression Day

This week we will see with whom we have shared anything or our thoughts. Along with this, we will also pay attention to the fact that which people we liked very much to visit us.

### ❑ 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.



## Affection: Session 5

### ❑ Objective

To let the students to note that feeling good about negotiating the exchange of goods and talking with each other is a sign of affection.

### ❑ 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

It is easy to share things with only those people with whom there is affinity. Along with this, it is also pleasant to share the thoughts of the mind with someone, but that spontaneity also happens only in an atmosphere of affection.

### ❑ Points for Expression by the Students

1. Has any brother, sister or friend shared anything with you in the last few days at home, school or in the neighbourhood? How did you feel then? (In such questions, home, school and neighbourhood should be taken one by one.)
2. Tell us an incident when you shared your favourite thing with someone or gave it to him? (like: sitting place, something to eat, etc) Why did you do that?
3. With whom did you talk a lot this week?
4. Why did you want to spend that time with those same people?
5. Have you ever had someone come to your house for whom you left your favourite work just to have a conversation? (e.g. switched off the TV or stopped playing and came home.) Who were those people?

### ❑ Task for the next Expression Day

This week we'll take a look at whose belongings we didn't hesitate to accept. We will also see how we felt and what did we do if someone took our belongings without asking.

### ❑ 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.





## Affection: Session 6

### ❑ Objective

To let the students note that with whom we are comfortable in dealing with things, we have affection for 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.

### ❑ Notes for the teacher

Whether someone used someone else's thing after asking or without asking, if there is affection between them, then the question of ownership does not trouble, then the matter can only be about its wise use and that too is kept in a simple way, not in passion or anger.

### ❑ Points for Expression by students

1. Has your brother or sister ever used your things without asking you?
2. What came to your mind after knowing this? What did you do then?
3. Has it ever happened to you, when a friend took your belongings without asking you?
4. How did you feel then? And so what did you do?
5. How did you feel when someone took your belongings without asking?
6. What did you do in that situation?
7. Have you ever taken someone's belongings without asking?
8. Did you return the item to the person? If yes, was it returned after informing or without informing?

### ❑ Task for the next Expression Day

This week we will see in whose company we feel good on our way to and from school. At the same time, we will also try to note why we liked their company.

### ❑ 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.



## Affection: Session 7

### ❑ Objective

To let the students be able to recognise that if there is a desire to be with someone, then it is a sign of affection towards that person.

### ❑ 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

Whether it is a matter of going to school or an opportunity to go somewhere else, there is a desire to be with whom we have affection.

### ❑ Points for Expression by the Students

1. With whom did you come to school this week?
2. Has it ever happened that one of them did not turn up and you missed him/her? Why did you feel that way?
3. Did you get a chance to go anywhere in the last few days? With whom did you spend most of your time during that time?
4. Did you miss being with someone? With whom and why?

### ❑ Task for the next Expression Day

This week we'll take note of who has helped us and who we've been helped by us and when. And what is the effect of giving or not giving thanks?

### ❑ 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.



## Affection: Session 8

### ❑ Objective

To draw the attention of the students towards the fact that if there is feeling of affection than the desire to get acknowledged for a favour made is not there.

### ❑ 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

We give co-operation to those whom we have affection for and along with this co-operation is also expected from them, but there is no question of convincing them. It is good to express gratitude verbally, but it is not necessary, there remains readiness for mutual cooperation between them.

### ❑ Points for Expression of Students

1. How do you feel when you help or support your sibling or a friend?
2. Share an incident when you helped your sibling or friend and he or she thanked you. How did you feel when you heard 'Thank you'?
3. Will you ever help her again? Why or why not?
4. Tell me an incident when you helped a brother, sister or friend but he didn't say 'thank you' or didn't express his gratitude?
5. Would you like to ever help him? Why or why not?
6. Has it ever happened when someone helped you and you didn't say 'thank you'?
7. Has the person's behaviour changed towards you?

### ❑ 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

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, and teach him to keep his body clean. We give him a lot of practice in exercising his body & 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 stages of life, his parents have a feeling of fulfilment of the care value and this feeling of fulfilment always stays with them.

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 giving 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 two sessions.



# Care : Session 1

## ❑ Objective

To enable the students to feel the emotion of Care and to express the same themselves.

## ❑ Proposed Duration

At least one period or till the teacher is satisfied.

## ❑ Beginning of the class

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

## ❑ Note for the teacher

Care is taking responsibility for the nourishment, safety & security of someone. We find that there are many people at home, in the neighbourhood or in our school who are bearing this responsibility with affinity. In this session, students will understand this value, and the discussion in the class will also develop their competence to live in a better way in their relationships.

## ❑ Points of Expressions by Students

1. During the last few days, did anyone in the family fall ill? If yes, then who took care of his food, medicines etc?
2. In addition to food and medicine, what more was done to take his care? Who performed all the tasks?
3. Why did the caregiver give all the care? (To understand this, students will be asked to talk to members of their family. In the next expression class, they will share their experiences.)
4. At home, who takes care of your needs? During this week which needs of yours were taken care of without you asking for it? Who were the people who took care of your needs?
5. Did you ever face a situation when there was a delay in fulfilling your needs? What was the reason? What efforts were made for that?
6. Is there anyone in your neighbourhood or in school who takes care of you like your parents? If yes, then narrate any such incident when you could feel it.

## ❑ Task for the Next Expression Day

This week, we will observe that at home or in school, who are the ones who are taking care of your food, clothing and all other needs. And why are they doing so?

## ❑ End of the Class

In the end, of the class, the students would be asked to sit quietly for 1-2 minutes and reflect on their understanding.



## Care : Session 2

### ❑ Objective

To enable the students to express their emotion of care.

### ❑ Proposed Duration

At least one period or till the teacher is satisfied.

### ❑ Beginning of the class.

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

### ❑ Note for the teacher

Students themselves perform many such tasks when they are showing care for someone. Students can recognise this caregiving value in themselves and are motivated to always have this caregiving attitude for the younger ones.

### ❑ Points of expression by students.

1. Did you take care of someone's food during the last few days. If yes, then, who all were they and how did you take their care?
2. Did you ever take care of someone when he or she got hurt or was ill? who all were they, and how did you attend to them?
3. Did you take care of someone's overall movements, like all his activities at home, and all activities outside like walking, strolling, playing etc.? Who were they and how did you look after them?
4. Why did you do all that?
5. Out of all the tasks, which tasks do you do regularly?

### ❑ Task for the next Expression Day

At home or at school, this week, we will observe all the people who are taking care of our food, clothing and all other needs. And why are they doing so?

### ❑ End of the Class

In the end, of the class, the students would be asked to sit quietly for 1-2 minutes and reflect on their understanding.



❑ **OBJECTIVE**

Students will notice, feel and express mutual respect for family, friends, school, society and self.

❑ **Note for the Teacher**

Respect can be viewed in two ways:

**A. Self respect**

If we notice the life of a human being, we find that besides having basic needs such as food, clothing, housing, he has the foremost need of getting respect and recognition. No one accepts food given with indignation. On this basis, we can say respect and recognition are more important than food, clothing and housing.

If we look closely at all the efforts done to achieve respect, we find that most of the people want to gain respect on the basis of their position, money, beauty, communication skill or power. All of us have at one stage or other seen in life that if a person is not useful for the society or he's not good in his behaviour towards other, he won't get any respect no matter how rich, beautiful, powerful, knowledgeable he is. We do not have any respect for such a person in our heart. Our respect for him is a mere show off.

All people have a feeling of self-respect when they understand their usefulness and importance for others. Here usefulness means – being happy and helping others to be happy. This competence can be developed with the right kind of thinking and practice.

If we check the meaning of the word self-respect in hindi we find it means the right evaluation of self. When we develop our unlimited potential to think and understand our competencies to teach and to help others to understand, we remain happy and help others to be happy. This way we find ourselves useful for others and this sense of being useful gives us a feeling of self-respect. As our usefulness grows, we feel respected. In such cases we are not dependent on others for respect.

In normal behaviour we find, the people who do not feel self-respect, they unsuccessfully try to gain respect from others by some fake show off work. Now we need to ponder on the point: can we gain self- respect by being useful to others or by being dependent on a person who himself is looking for self-respect?

## B. Respect for Each Other

If we look at the basic desires of all human beings on this earth, we find that all people on this earth always want to live happily and all want to live with clarity. Along with this, if we look at the basic capabilities of all human beings, we find that everyone has unlimited potential to think and understand. If we analyse the Hindi word SAMMAAN (respect) it is made up of two words: SAM+ MAAN, which means right evaluation and that is respect. So, it clearly means to accept every human being as a human being who is one like us and that is the right evaluation or respect. Respect is the very basis of the identity of a person. When we have this feeling of respect for someone, then our behaviour towards that person is friendly, cordial and empathetic.

So, we find that nature has made all human beings equal and every human being wants to be treated as equal. So, when we as human beings, without any discrimination accept others as equal to us, we have a feeling of respect for that person. This gives us happiness. In another situation, when we accept some person as superior or talented, we have the same feeling of happiness.

When we accept a person as equal (on the basis of his basic potential of thinking- understanding, and desire to be happy) we accept him as an individual. then that person feels respected. No individual accepts discrimination. Whenever an individual is discriminated against on the basis of caste, religion, sex, position, language, money etc., he feels insulted. Even the perpetrator of discrimination never feels good, since equality among individuals is the very basis of the law of Nature. If anyone behaves contrary to this law of Nature, he can never be happy. So, showing respect to other individuals is not a special privilege being given to that person but it is a compulsion for us for our own happiness.

So, we don't feel respect for a person until we find him as an equal. At times, we do not have any feelings for a person but we adopt various fake ways to express it. In that case it is only an outward show off. Like: We welcome someone by garlanding him, we touch someone's feet etc.

This feeling of giving respect to others is common to all human beings, but it finds different expressions in different cultures, at different times, and different places etc. People show respect by touching feet, by bowing low or in some other way.

To explore, experience and express the feeling of respect there are four sessions for students.





# RESPECT : Session 1

## ❑ Objective

To enable the students to understand that they would feel themselves useful for others if they help someone with their skill and wisdom. This is in a way respect for the self too.

## ❑ Proposed Duration

At least one period or till the teacher is satisfied.

## ❑ Beginning of the Class

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

## ❑ Note for the teacher

We feel good whenever we help someone in their hour of need. With our skill and wisdom, we can do any work in a proper way and it proves our usefulness. Whenever we could prove ourselves useful for our parents, siblings or any other person, we are doubly rewarded: first, it is a help for the person, secondly, we feel respect for ourselves.

## ❑ Points for Expression by the Students

1. In this week, whom could you help in their hour of need? How could you do that? Please share.
2. What were your feelings when you helped someone?
3. Have you ever shared such thoughts of yours with anyone? With whom did you share it? Why did you feel like sharing?
4. Did you enjoy sharing it with others? If yes, then, why and if no, then, why not?

## ❑ Task for the next Expression Day

This week we will try to notice, did we buy or get any particular thing or did you feel like showing it to others. We would also understand why we showed our things to others.

## ❑ 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.



## RESPECT : Session 2

### ❑ Objective

To enable the students to understand that out of all their efforts to gain respect for themselves, which method worked best for 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

All of us long for respect. To get respect from others we adopt different ways: someone is trying to look beautiful; some others are trying to look strong; some others are trying to gain respect with their material possessions; and others want to gain respect in their higher office. In this session students will weigh all the efforts to gain respect. They will understand that out of all their efforts to gain respect, with which effort they could gain it.

### ❑ Points for Discussion by Students

1. In the last few days did you buy any stuff with the motive to show off and gain respect? How did you feel after doing that?
2. Did you face any such situation when you were trying to show some special possession of yours to someone but that person did not pay any attention? If yes, then what were your feelings? How did you handle it?
3. What do you think, why did that person ignore the show off of your possessions?
4. During this week, what other tasks did you do with a motive to gain respect? What was the result of your efforts?

### ❑ Task for the next Expression Day

In this week we will try to notice all such people in your home, neighbourhood or school whom we try to emulate or from whom we derive inspiration. Along with this we will also notice our own behaviour towards these people.

### ❑ 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.



## RESPECT : Session 3

### ❑ Objective

To draw the attention of the students to the people from family, school or society whom they can be inspired from.

### ❑ Proposed Duration

At least one period or till the teacher is satisfied.

### ❑ Beginning of the Class

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

### ❑ Note for the Teacher

We feel respect for a person even often acknowledging his superior personality and talent. Our behaviour towards these whom we respect, becomes self-controlled and polite. In this session, students will be able to see which people they respect on the basis of superiority and how they behave towards such people.

### ❑ Points for Discussion by Students

1. Tell us about one person you are inspired from. (family neighbourhood society) what is the thing that inspires you?
2. Tell us about one person you want to become like) what do you like about them?
3. With whom from the family neighbourhood school and society you behave nicely? why (during this discussion talk about one person at home)

### ❑ Task for the next Expression Day

In this week we will notice that how do we feel when we are compared with someone..

### ❑ 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.



## RESPECT : Session 4

### ❑ Objective

To enable the students to understand that treating others equally is also showing respect to 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

All human beings have a common desire: that is not to be discriminated against on the basis of colour, complexion or their intelligence level. If we keep this thing in mind and do not show discrimination in our behaviour with others, we show respect to others.

### ❑ Points for Discussion by Students

1. During this week, did anyone compare you with others? If yes, then what was the basis of that comparison (habits, studies or your behaviour)? How did you feel about this comparison?
2. Did you indulge in comparisons of people? If yes, then what was the reason of that comparison? How did you feel when you compared people?
3. At home or in school, who are the people with whom you feel one with? What kind of matters do you feel that they are one like you? How do you feel in their company?

### ❑ Task for the next Expression Day

This week you will notice all such situations when you felt that you or anyone else was discriminated against or compared with others. Along with this you will also pay attention to all such people at home or in school who are one like you.

### ❑ End of the Class

In the end, of the class, the students would be asked to sit quietly for 1-2 minutes and reflect on their understanding.

