

Grade VI

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 - VI (English Version)

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Patron

Ms. Atishi

Minister of Education, Govt. of NCT of Delhi

Advisors

Mr. Ashok Kumar, Secretary (Education), Delhi

Mr. Himanshu Gupta, Director (Education), Delhi

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

Guidance

Dr. Rita Sharma, Director, SCERT, Delhi

Dr. Nahar Singh, Joint Director, SCERT, Delhi

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

Chief Editor

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

Editor

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

Publication Officer

Dr. Mukesh Yadav, SCERT, Delhi

Publication Team

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

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CONTRIBUTORS

State Council of Educational Research and Training, Delhi

Dr. Anil Kumar Teotia

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

Dr. Shyam Sundar

Asstt. Prof. DIET Daryaganj, Delhi

Mr. Sourabh Srivastava

Asstt. Prof. DIET Bhola Nath Nagar, Delhi

Dr. Madhvi Aggarwal

Asstt. Prof. DIET Bhola Nath Nagar, Delhi

Directorate of Education, Delhi

Dr. Karamvir Singh

Principal, SV FU Block, Pitampura

Shabnam Chaudhary

TGT, English, GGSSS, Panama Building

Mamta Pandey

Lecturer, English, RPVV, Shalimar Bagh

Ritika Rani

TGT, English, GSV, Shikarpur

Manju

Lecturer, English, GGSSS, No 3, Najafgarh

Richa Sakhuja Sethi

Mentor Teacher, District Happiness Coordinator

Asha Khurana

Lecturer, English, SKV Ghitorni

Savita

Mentor Teacher, District Happiness Coordinator

Namita Gupta

Lecturer, English, SV Sec- 8, Rohini

Priti Goel

Mentor Teacher, District Happiness Coordinator

Renu Kumari Dalal

TGT, English, Govt Co Ed SSS, Nehru Nagar

Samreen Naaz

Mentor Teacher, Dte of Education

Pankaj Kumar Tyagi

TGT, English, SOE, Khichripur

Meenakshi Jha

Mentor Teacher, Dte of Education

Isha Jain

TGT, English, GGSSS, Vasundhara Enclave

Savita

Mentor Teacher, Dte of Education

Bhawna Chawla

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



ATISHI
आतिशी



MINISTER
GOVT. OF NCT OF DELHI
मंत्री, दिल्ली सरकार
DELHI SECTT, I.P. ESTATE
दिल्ली सचिवालय, आई०पी०एस्टेट
NEW DELHI-110002
नई दिल्ली-110002

MESSAGE

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

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

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

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

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

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

Warmly,

Atishi ..

Atishi

अशोक कुमार,भा.प्र.से
सचिव (शिक्षा)
ASHOK KUMAR, IAS
Secretary (Education)



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



MESSAGE

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

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

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

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

Best Wishes

(ASHOK KUMAR)

HIMANSHU GUPTA, IAS
Director, Education & Sports



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

MESSAGE

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

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

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

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

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

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

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

My Best Wishes!


(HIMANSHU GUPTA)

NANDINI MAHARAJ, IAS
Additional Director



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

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MESSAGE

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

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

I wish all these take holders a brighter future.

Nandini
Nandini Maharaj

Dr. RITA SHARMA
Director SCERT



**STATE COUNCIL OF EDUCATIONAL
RESEARCH and TRAINING**

(An autonomous Organisation of GNCT of Delhi)
Varun Marg, Defence Colony, New Delhi-110024
Tel.: +91-11-24331356
E-mail : dir12scert@gmail.com

Date : 21/8/2023

D.O. No. : F.10(12)/Dir (G)/DPS/45

MESSAGE

Dear Readers,

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

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

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

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

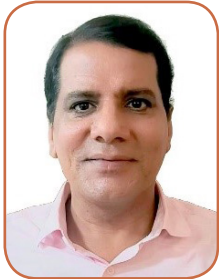
With warm regards

(Dr. Rita Sharma)

Dr. Anil Kumar Teotia
Chairman



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



ACKNOWLEDGEMENT

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

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

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

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

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

I am grateful to the members of the team Happiness and all DHCs namely Sh. Sudhir Rathi, Sh. Sumer Singh, Sh. Anil Kumar Singh, Sh. Karshan Kumar, Sh. Avinash Kumar Jha, Sh. Manjeet Rana, Sh. Pardeep Kumar

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

The entire content of this curriculum has been created at DIET Bhola Nath 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 Bhola Nath 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. 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 the future of 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 many studies 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 we aim towards working happily rather than its outcome.

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 such as 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 practise of paying attention to all our thoughts, emotions, and activities happening within and without”.

UNESCO’s four fundamental 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 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 of mind 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.

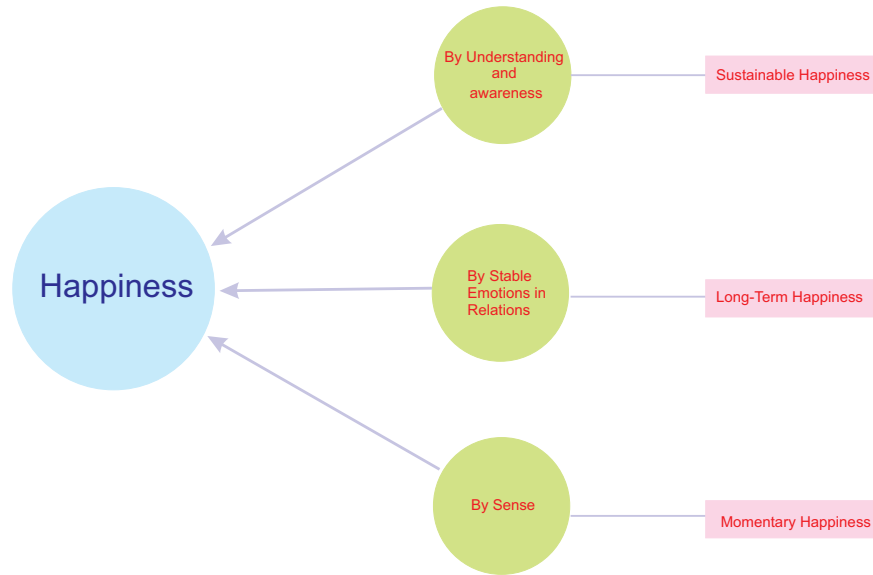
If we look at this in detail, as children grow up, their cognitive, psychosomatic and affective abilities continue to develop. According to Piaget’s theory of cognitive development (1983), theoretical and hypothetical thinking and abstract reasoning develop during this growing period. In this stage, 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 fulfilment if he is living in all these dimensions in a balanced way. This feeling of fulfilment is reflected in the form of peace and satisfaction in human life, and this is the 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 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 able to find happiness in his own self and learns to live with values, instead of finding them in the outside world. Our students will become fountains of happiness instead of being the seekers 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 practise 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 practise 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 practise, a student learns to stay calm even in unfavourable circumstances and makes a decision after thinking peacefully and wisely rather than reacting.

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

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

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

Weekly Implementation of Happiness Class

Nursery & K.G.

Monday	Thursday
Mindfulness	Mindfulness

Classes: 1- 2

Monday & Saturday	Tuesday - Friday
Mindfulness	Story & Activity

Classes: 3- 8

Monday	Tuesday - Friday	Saturday
Mindfulness	Story & Activity	Expression

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

Time Distribution of Happiness Class

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

Mindfulness Activities to be done daily in Happiness Class

Beginning of the Class

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

□ Objective

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

□ Note for the Teacher

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

□ Steps of the Activity

- Welcome to the class of mindfulness. For the next 5 minutes, we will focus upon mindful breathing that means being attentive to our own breaths. First of all, we will bring our attention to the sounds around us and then focus upon our own breaths.
- Sit in a comfortable position. Straighten your back and let loose your body, close your eyes softly. If someone is feeling any difficulty in closing their eyes, they can look downwards.
- One deep breath in... and out slowly... (wait for 2 seconds)
- Now bring your attention to the sounds around you. The sounds can be soft or loud... they might be intermittent or continuous... (wait for 10 seconds)
- Keep your focus on the sounds and try to observe from where they are coming... which sounds are coming from near and which are from far.... (wait for 10 seconds)
- Now keep your attention on your breaths. Be attentive when you are inhaling and exhaling. Feel the touch of air... (wait for 10 seconds)
- Do not change the rhythm of your breath. Just be aware and focus on them.
- Is there any difference between the breath you are taking in and out? Are the breaths cool or warm? (wait for 10 seconds)
- Are the breaths fast or slow.... light or deep..... (wait for 10 seconds)
- Without any change, just be aware of each breath. Not even a single breath will go unnoticed..... (wait

for 10 seconds)

- Now, slowly focus on how you are sitting and feel the touch of the body.
- Whenever you are comfortable, you may open your eyes.

Dos and Don'ts

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

End of the Class

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

Objective

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

Steps of the Activity

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

Do's and Don'ts

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

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



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 his/her experience, he/she 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 practise, mindfulness also requires constant practise. 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 pressurised over anything.
- The teachers are required to participate actively during the activity. Like - while getting the students to practise mindfulness, the teachers must practise 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 practise any of these activities in their daily life according to their interest and need.
4. **Sharing of Experiences:** After this weekly practise, 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 practise 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 0 : Introduction to Mindfulness

Distribution of Time

1. Beginning of the class: 2- 3 minutes
2. Discussion of Mindfulness: 5- 7 minutes
3. Introduction to Mindfulness: 5- 7 minutes
4. Sharing 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 5-7 minutes discussion on students' experiences, challenges and benefits of mindfulness that they are practising at home.

ACTIVITY: INTRODUCTION TO MINDFULNESS

Objective: The objective of this activity is to introduce mindfulness to students.

□ Steps of the activity

The teacher may begin the discussion in the following manner:

Welcome to the happiness class. As you all know that in the previous class we used to begin our week with Mindfulness Activities. In the same way, this year we will also be practising different activities of mindfulness on the first day of the week.

- Would anyone like to share what according to you is mindfulness?
- How did mindfulness help you in the previous year?
- Now ask the students to sit in a comfortable position and gently close their eyes. Ask them to pay attention to their thoughts for 1 minute. (wait for 1 minute)
- Now ask them to open their eyes.
- Ask them to raise their hand and share their feelings about the thoughts they noticed in the previous minute. Ask them whether the thoughts were about any past event/memory/future planning or they were stressful?

(It is observed that our thoughts mostly wander between the past or the future whereas we work in the present)

- Tell them that being Mindful means being in the present moment and being Mindfull means that our attention is divided into various things and we are not fully aware of the present.
- It is important for students to understand the difference between mindful and mind full.
- Mindful means giving undivided attention to the present moment whereas mindfull means our attention is scattered over different thoughts of the past/future.

MINDFULNESS is the base of happiness.

- Now show the given picture to the students and ask them, whether they are MINDFUL OR MINDFULL? Also ask out of these 2 girls, who is according to you is mindful and who is mindfull?



□ Points for Sharing Experiences

1. Did you notice the difference in these two images in picture?
2. Most of the times, are you mindful or mindfull?

☐ **Benefits of mindfulness**

- It helps students to pay attention in class.
- It helps them to focus on studies.
- It helps them to listen to the teacher attentively.
- By practising mindfulness, one can see a visible decrease in stress, anxiety, feeling of loneliness and unhappiness.
- If we are mindful(attentive/aware) about the task at hand, we are able to finish it early, in a better way and without stress.

☐ **Practise at Home**

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

☐ **End of the class**

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



Session 1 : Mindful Listening

Distribution of Time

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

□ Beginning of the class

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

□ Discussion on mindfulness

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

ACTIVITY: MINDFUL LISTENING

□ Objective

Students would become aware of the sounds coming from their surroundings.

□ Steps of the activity

- Ask students to sit comfortably keeping their back straight and gently close their eyes. If they feel uncomfortable in closing their eyes, they may look down with their eyes open.
- Now ask the students to make different sounds using their hands, fingers and feet (for e.g. clapping their hands, tapping ground with their feet, snapping their fingers etc.)
- Now, sit in a comfortable position and gently close your eyes. Take a long and deep breath and pay attention to the sounds coming from your surroundings.
- Notice all the sounds you are able to listen.
- Notice which sounds are heard continuously and which sounds are coming at an interval.
- Become aware of all the sounds.
- Slowly bring your attention to your sitting posture and whenever you feel comfortable, open your eyes.



Points for sharing experiences

- Were you able to pay complete attention to the sounds made by other students?
- Which sounds could you hear?
- Were your thoughts wandering here and there? Were you able to become aware of it?
- Were you able to bring your attention to the sound?

Dos and Don'ts

- Ensure the safety of each student while making the sound.
- All the answers given by the students are acceptable, do not make any negative or positive comment.
- This activity could be done with different students in the class 3-4 times.

Practise at Home

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

End of the class

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



Session 2 : Mindful Seeing

Distribution of Time

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

□ Beginning of the class

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

□ Discussion on mindfulness

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

ACTIVITY: MINDFUL LISTENING

□ Objective

The objective of this activity is to prepare students to see things around them mindfully.

□ Steps of the activity

- Dear students! Today we will practise mindful seeing of objects around us.
- Students! What all you can see around you (for e.g. – table, chair, board, books, duster, pen, window, fan, door etc.)
- Now gradually, pay attention to the desk you are sitting on–
 - Can you see the four legs of the desk?
 - Are all the desks the same?
 - Is your desk broken or is there any scratch?
 - Is the entire desk of the same colour?
 - Is the desk hard or soft?
 - Is it rough or smooth?
- Are you able to notice anything else?
- How are the walls of your class?

- Is the floor of your class rough/smooth/flat?
- How is your uniform looking today? Is there any stain on it? Is it crushed?
- Dear students! Practise this activity daily at home along with the members of your family.



Points for sharing Experiences

- Which object did you see mindfully and what did you notice in it?
- Did any of you observe things in this manner earlier?
- What benefit did you get by observing things mindfully?
- Where can we make use of mindful seeing? (when we see mindfully we understand our surroundings in a better way)

Practise at Home

Students would practise 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 sit quietly for 1-2 minutes and reflect on things that they noticed in today's class.



Session 3 : Mindful Walking

Distribution of Time

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

□ Beginning of the class

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

□ Discussion on mindfulness

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

ACTIVITY: MINDFUL WALKING

□ Objective

The objective of this activity is to motivate students to walk mindfully.

□ Steps of the activity

Dear students!

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

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



Points for sharing Experiences

- How are you feeling?
- Have you ever paid attention to your walking?
- Were your thoughts wandering while walking mindfully?
- Were you able to draw your attention to your walking?
- What are the benefits of walking mindfully?
- In which situations do you feel, mindful walking is useful?

Practise at home

Students would practise 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 sit quietly for 1-2 minutes and reflect on things that they noticed in today's class.



Session 4 : Mindful Drawing

Distribution of Time

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

□ Beginning of the class

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

□ Discussion on mindfulness

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

ACTIVITY: MINDFUL DRAWING

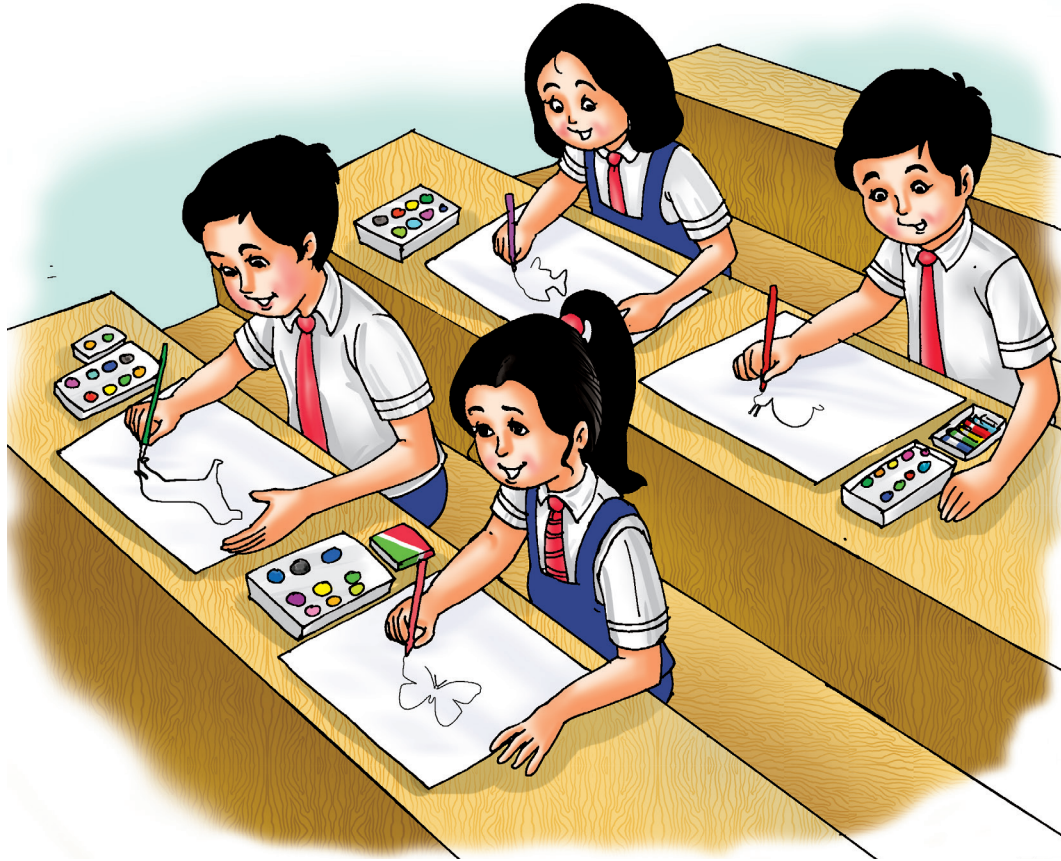
□ Objective

The objective of this activity is to prepare students to see the things around us mindfully.

□ Steps of the activity

Dear students, through this activity we will prepare ourselves to see things around us mindfully.

- Draw any picture on paper in 2 minutes. (pause for 2 minutes)
- Exchange your drawing with your partner.
- Look at the drawing made by your partner carefully for 1 minute. (pause for 1 minute)
- Now, without being judgemental, tell the class about your partner's drawing. What did you see in it?
- Dear students! Do not make fun of your partner's drawing while discussing about it with the classmates.



Points for sharing Experiences

- Were you able to see your partner's drawing non-judgementally?
- Did you feel any change in your thoughts while looking at your friend's drawing?
- Did your thoughts wander while looking at the drawing? Were you able to bring your attention back to the drawing?

Dos and Don'ts

- Ensure participation of all the students and motivate them to answer.
- Teachers need to accept all the answers non-judgementally.

Practise at Home

Students would practise 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 sit quietly for 1-2 minutes and reflect on things that they noticed in today's class.



Session 5 : Mindful Sitting

Distribution of Time

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

□ Beginning of the class

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

□ Discussion on mindfulness

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

ACTIVITY: MINDFUL SITTING

□ Objective

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

□ Steps of the activity

- Today, through the activity of mindful Sitting, we will pay our attention to our sitting position.
- The teacher will ask the students to sit in a comfortable position.
- Keeping your back straight, close your eyes gently.
- If you feel any discomfort in closing your eyes, you can look down. With the next breath, bring the attention of the students to their sitting position.
- If you feel any pain or tension in any of the part of your body then relax them.
- Check your neck, is it straight or bowed?
- Feel your lower back touching the surface of the desk.
- Feel yourself sitting on your seat, how the body is getting support?
- Check you feet, how are they touching the floor in the shoes?
- Feel whether the desk you are sitting on, is flat or uneven?
- The part of your body which is touching the desk How does it feel?

12. Now again, be aware of your sitting position and whenever you feel comfortable open your eyes gently.



Points for Sharing Experiences

1. How do you feel?
2. What effect did you feel in your neck while doing mindful sitting?
3. From where your body weight is getting support?
4. How are your legs getting support?
5. What benefit do we get from this activity?

Practise at Home

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

End of the class

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



Session 6 : Mindful Belly Breathing

Distribution of Time

1. Beginning of the class: 2-3 minutes
2. Discussion on Mindfulness: 5-7 minutes
3. Mindfulness Belly Breathing: 15 minutes
4. Sharing Experiences: 5 minutes
5. End of the class: 1-2 minutes

□ Beginning of the class

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

□ Discussion on mindfulness

The teacher will conduct 5-7 minutes discussion on students' experiences, challenges and benefits of mindfulness that they are practising 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 along with the changes in belly.

Dear students! Today we will practise Mindful Belly Breathing

- Students would be told that in mindful breathing, we bring our attention to our breath and focus on each inhalation and exhalation.
- Ask students to sit in a comfortable position and close their eyes. If someone is feeling uncomfortable closing his eyes, he can look down.
- Now ask the students to pay attention to each breath going in and going out of their body.
- Now ask students to place their one hand on their belly. Tell the students that they have to pay attention to the change in belly along with inhaling and exhaling as well as the breath.
- Ask students to note when their belly goes in and out 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 bring their attention back to the movement of their breath and belly.
- 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 the pattern of breathing and belly movement.



Points for sharing Experiences

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

Practise at Home

Students would practise 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 sit quietly for 1-2 minutes and reflect on things that they noticed in today's class.



Session 7 : Temperature of Breath

Distribution of Time

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

□ Beginning of the class

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

□ Discussion on mindfulness

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

ACTIVITY: MINDFUL TO THE MOVEMENT OF BELLY WITH THE BREATH

□ Objective

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

□ Steps of the activity

1. Tell the students that today we will pay our attention to the warmth and coolness of breath while inhaling and exhaling.
2. Sit in a comfortable position.
3. Keeping your back straight, close your eyes gently. If you feel any discomfort in closing your eyes, you can look down.
4. Now the teacher would ask the students to put their fingers under their nose and feel the incoming and outgoing breath, which one is cold and which one is warm.
5. Practise this process for the next 2 minutes.
6. If you feel distracted then again pay attention to your breath notice, how do you feel while inhaling and exhaling?
7. Which breath is cold (in-breath or out-breath) and which is warm? Can you feel it?
8. Now take a deep breath and whenever you feel comfortable, you can open your eyes.

☐ **Points for Sharing Experience**

- How did the air feel going in? (cold or hot)
- How did the air feel on the way out? (cold or hot)
- What did you learn about your breath?
- How does it feel to know about your breath?

☐ **Dos and Don'ts**

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

☐ **Practise at Home**

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

☐ **End of the class**

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



Session 8 : Mindful Smelling

Distribution of Time

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

□ Beginning of the class

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

□ Discussion on mindfulness

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

ACTIVITY: MINDFUL SMELLING

□ Objective

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

□ Steps of the activity

1. Teacher would tell the students that today we will practise the process of mindful smelling.
2. Sit in a comfortable position. Keep your back straight and close your eyes gently. If you feel any discomfort in closing your eyes. You can look
3. Now take 2-3 deep breaths and exhale through mouth.
 - Teacher would tell the students, “Now we all would practise the process of Mindful Smelling in which we will focus on smelling the different fragrances in our surroundings.”
 - Students will sit in a comfortable position and close their eyes. Now take 2 – 3 deep breaths in which you have to inhale through your nose and exhale through your mouth.
 - Now with the next breath draw your focus to any fragrance in the surrounding.
 - Keep your focus on this fragrance and try to observe what it makes you feel. How do you feel when you smell something like this?
 - Are there any emotions connected 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 to 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 Experience

1. Were you able to smell anything? What?
2. When you focused on this fragrance, how did you feel? Were you able to connect to any emotion?

Teacher will tell the students that the way we look, listen and eat mindfully, the same way we can smell mindfully too.

Practise at Home

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

End of the class

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



Session 9 : Mindful Eating

Distribution of Time

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

□ Beginning of the class

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

□ Discussion on mindfulness

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

ACTIVITY: MINDFUL EATING

□ Objective

The objective of this activity is to prepare students to eat mindfully.

□ Required material:

For this activity, the teacher can give some eatable to the students to eat in class. The teacher can also arrange for some biscuits/toffees/raisins for all the students.

□ Steps of the activity

Dear students, today we will practise Mindful eating.

- I hope all of you have brought something to eat, in order to do this activity. (It is requested that the teacher ensures that all the students have something to eat.)
- Now leave whatever you are doing and sit comfortably.
- Keeping your back straight, gently close your eyes. If you feel any discomfort, you can look down.
- Dear students, in this activity of mindful eating, we will pay attention to what we eat. We eat various things everyday but do we pay attention to them?
 - Have you ever paid attention on your eating?
 - Have you ever paid attention to the taste after eating?
 - Have you ever thought about the processing and making of the food, you are eating?

- This activity will help us to be more aware about our food and how we eat it.
- To do this activity, sit comfortably and pay complete attention to the eatable you have in front of you. Look at it as if you are seeing it for the first time. Look at it with curiosity.
- Think about all the people involved in bringing this food to you. Pay attention to their contribution and be grateful to all of them.
- Now take that eatable in your hand and notice how you are feeling.
- Is this eatable hot or cold? Is it soft/sticky/hard/soft?
- If you feel distracted then with the next breath bring it back to the eatable.
- Bring the eatable close to your nose and pay attention to its fragrance. Are there any memories associated with this eatable?
- Now try and notice if you feel any taste in your mouth while smelling this eatable?
- Now put this eatable in your mouth and become aware about how do you feel when you chew it slowly and how does its taste change while you chew it.
- Try to feel its movement from mouth to belly. How do you feel when you are eating this?
- Now bring your attention back to your breath.
- Whenever you feel comfortable you can open your eyes gently.



Points for sharing experiences

- How are you feeling?
- What are the benefits of eating mindfully?
- What new information/ about your food have you gained from mindful eating?
- Do you engage yourself in other tasks while eating? (for e.g. watching TV, studying, chatting etc.)
Have you ever been able to pay as much attention to your food while working as you did today?

Practise at Home

Students would practise 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 sit quietly for 1-2 minutes and reflect on things that they noticed in today's class.



Session 10 : Heartbeat Activity

Distribution of Time

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

□ Beginning of the class

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

□ Discussion on mindfulness

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

ACTIVITY: HEARTBEAT

□ Objective

Students will bring their attention towards their heartbeat.

□ Steps of the activity

1. The teacher would tell the students, "Today we will do an activity in which we will focus on our heartbeat.
2. The teacher would tell the students to stand in their places and look down.
3. Inhale through your nose and exhale through your mouth thrice.
4. Put your fingers or hands on the part of your body where you can feel your pulse or heartbeat (like on your wrist, on your heart.)
5. Without opening your eyes or speaking, jump 10 times
6. If you feel any discomfort in jumping, then don't jump (you can clap)
7. Notice, if your heart is beating fast or slow?
8. Notice, How do you feel now?
9. Notice, how does this feeling associate with the speed of heartbeat?
10. Try to feel, is your heartbeat fast or slow?

11. If your heartbeat is fast then are your thoughts different? And when the heartbeat is slow, what kind of thoughts do you have?
12. Now focus on your heartbeat.
13. Notice, do you feel any change? Did your heartbeat change? Was there any change in breath?
14. Close your eyes and focus on your heartbeat till it becomes slow.
15. You can open your eyes, whenever you feel right.



Points for Sharing Experience

- How many of you were able to feel your heartbeat?
- Did you find your heartbeat getting a little faster?
- When did you find your heartbeat getting a little faster?
- Did you hear your heartbeat?
- Did the speed of the heartbeat change after some time?

Dos and Don'ts

1. If any student feels any discomfort, do not put any pressure on them to do this practise.
2. Specially abled children can do the task as per their capacity. Like instead of jumping they can clap etc.

Practise at Home

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

End of the class

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



INTRODUCTION TO STORIES AND ACTIVITY PORTION

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 are 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 should 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

- '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.
- Before conducting the activity, do read the "Objectives' and 'Note for the teacher' and have clarity about them.
- The entire process of the activity will be read and understood by the teacher before it is conducted.
- In the class students will be allowed to present their views without any prejudice or decision about right or wrong.
- During the discussion the teacher will ensure that the students are participating in the discussion on the subject matter only.
- To encourage the students, the teacher can also actively participate in the discussion.
- The students will be given a chance to reach the conclusion, do not iterate the conclusion as the final decision.
- To achieve the objectives of the activity, better methods can be used as per the circumstances of the classroom.



□ Note for the Teacher

In the previous classes, we learnt that-

- Whatever a person does there is some motive behind it whether they know it or not. As well as every human being wants to do efforts mentally, physically and economically whatever they consider important. No human being intentionally does such a thing that makes them unhappy. Therefore, whatever every human being does; they do it only with the desire to be happy.
- If we get clarity about our goal and know the right way to achieve it, life is not a struggle, but becomes a festival daily.

□ Objective of the Lesson

Students will be able to understand-

1. The goal of our life is to be happy
2. Whatever we do, we do with the desire to be happy.
3. The goal of life for all human beings is the same.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Activity – Our Goal

□ Objective

To draw the attention of the students that the goal of life is only happiness for all of us.

□ Beginning of the 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

Most of the human beings believe that the goal of life of every human being is different. Generally business, job ,earning money, fame, serving society or country, becoming a doctor or engineer, doing something for the family etc. are considered as goals, whereas a goal is that after achieving which there is nothing else left to achieve. Business, job etc. are the mediums only to achieve happiness. The purpose of this activity is to draw the attention of the students to the fact that the goal of all of our lives is ‘Happiness’.

For example, a student says that he wants to become a doctor. Ask him – why do you want to become a doctor? Possible answer – want to serve sick people. Then ask – why do you want to serve sick people? After this if the student is not able to say anything, then the questions can be clarified in this way – what will be the benefit by serving the sick people or what will you get from it and how would you feel? Possible final answer-may be happiness/satisfaction.

ACTIVITY

□ Steps of the Activity

The teacher would ask the students what they want to achieve in their life or what they want to become? Give time to think for a while and ask them to write down their ‘Goals of life’ in notebooks. Tell them to share their own experiences with the class and proceed further as follows.

- Ask students if they think the goal of life of all human beings is the same or different?
- Ask the students to their hands who believe that all human beings have different goals in life. Let the students share their different goals of life.
- Ask the students to raise their hands who all agree upon that the goal is same for all. If there are such students, the teacher will ask them, “What is the common goal?” (The teacher would not comment on the answers given by the students.)
- Now ask any student why he wants to be or do what ever he wants to do in life. Keep asking ‘why’ on each of his answers until you get the last answer like ‘feels good, for satisfaction/for happiness etc.
- Similarly, Ask 2-3 more students and keep writing their final answers (which will be from the above step) on the board.
- Ask the students to ask such questions to their peers or in pairs and also get their final answers.
- In the end, write on the board, ‘It feels good, for satisfaction, for happiness, etc. and give one word for the final answer-‘Happiness’.



❑ **Questions for Discussion**

1. Have you done anything to make yourself upset? If yes, share that incident.
(Note: If there is such an answer that something was done to get upset, it will be pointed out that he did something to get upset or did something to get out of the situation that was already bothering him/ her already.)
2. Did you like doing that work? Would you like to do this again?
3. Do you think that someone else has done something to make himself / herself upset? If yes, do share.
4. Are we doing everything for happiness ? Do you agree/disagree?, why?

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

Students will go home and ask their family and friends the question as follows: According to you, is the goal of life of all human beings the same or different?

❑ **End of the Class:**

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



Day 2

❑ **Beginning of the Class:**

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

❑ **Recapitulation and Experiences at Home**

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

❑ **Questions for Discussion**

1. Based on the discussion so far, which of the following do you agree with? Give examples from your life-
 - Whatever you do, do you do it to be happy?
 - We do most of the work to be happy
 - Do you do something to get upset?
2. On the basis of this activity can we say that our goal in life is the same? How?

□ Observe, Ask and Explore at Home

- Students will ask the members of their family and friends, have they ever done anything to make themselves upset.
- If yes, did they do that work to get upset or to get out of the bad situation which was already there?

□ End of the Class:

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



Day 3

Story: Band-Aid

□ Objective

To draw the attention of students towards whatever they do; do it with the desire to be happy.

□ Beginning of the Class:

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

□ Experiences at Home

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

STORY

Rohtash, a ten-year-old boy, came to a restaurant and sat at a table. He was craving for chocolate flavoured ice-cream. A waitress placed a glass of water in front of him. Her finger was bruised and bleeding a little. “What is the cost of chocolate flavoured ice-cream?”, The boy asked, the waitress, “Rs 25”, she replied. The boy took out some coins from his pocket and counted them. Then he asked “What is the cost of plain ice-cream?” She stared at him. A few other people were also waiting at table. She was tired by serving so many people. Rohtash was exasperating her by asking for the price. “Rs.20”, she replied curtly. Keeping his attention on her finger, he was still counting his coins.

Once again he counted his coins and said- “I want a plain ice cream.” She brought the ice cream with



the bill, slammed it on the table and went away. The boy ate ice cream, gave money and left. The waitress came back and began to clean the table. In the meantime, Rohtash came running back. He had a packet in his hand. He handed over the packet to the waitress and left the restaurant. When she opened it, her eyes were full of tears on seeing the bandaid in it.



Questions for Discussion

1. Why would Rohtash have not taken the chocolate ice cream of his choice even though he had twenty five rupees?
2. How would Rohtash have felt after eating ice-cream without chocolate? Why?
3. Have you ever helped someone like Rohtash by not taking something of your choice? If yes, tell what did you do and why?

Observe, Ask and Explore at Home

Go home and narrate this story to your family and discuss whether any member of your family has also helped someone by not taking the thing of their choice, like Rohtash.

End of the Class

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



Day 4

Beginning of the Class:

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

❑ **Recapitulation and Experiences at Home**

- Students would be asked to recap the story where in teacher may also help.
- Teacher may adopt various methods like role play, story- telling etc. for the same.
- Students would be asked to share their experiences of reflections and discussion at home.

❑ **Questions for Discussion**

1. Has anyone ever done something for you by leaving something they liked? Share what they did and why?
2. Has anyone ever taken pain and done something? If so, why would they have done so?
3. Tell me any such incident in your life when you helped someone despite facing difficulty why did you do it?
4. Do you want to help others? If yes, why? What will you get from this? (Like Rohtash had missed his chocolate flavoured ice-cream in the story.)

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

Students will discuss with members of their family whether they have ever done anything for anyone despite facing hardships. If so, why did they do it?

❑ **End of the Class**

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



Day 5

ASSESSMENT SESSION

❑ **Beginning of the Class**

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

❑ **Experiences at Home**

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

Points for Assessment:

1. Did you help someone else to be happy this week? When and how?
2. Who in your family cares more about your needs than their own? Why ?
3. Have you ever taken care of the needs of any member of your family instead of your own ? Why ?

Observe, Ask and Explore at Home

Students will ask their family members if they care more about the needs of others than their own and why do they do so?

End of the Class

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



□ Note for the Teacher

In the previous lesson, we learnt that-

- the goal of our life is to be happy.
- everything we do is for the sake of happiness.
- the goal of life for all human beings is the same.

In this lesson, we will try to understand how long and with what type of things we feel happy. How much happiness do we need or how long do we want to be happy?

□ Objective of the Lesson

1. Students will be able to see what they do for their happiness.
2. Students will be able to identify what makes them happy and for how long

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Activity – Let's Understand Happiness

□ Objective

Students will be able to identify the basis of their happiness by paying attention towards their moments of happiness.

□ Beginning of the Class

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

□ Experiences at Home

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

Line of Discussion

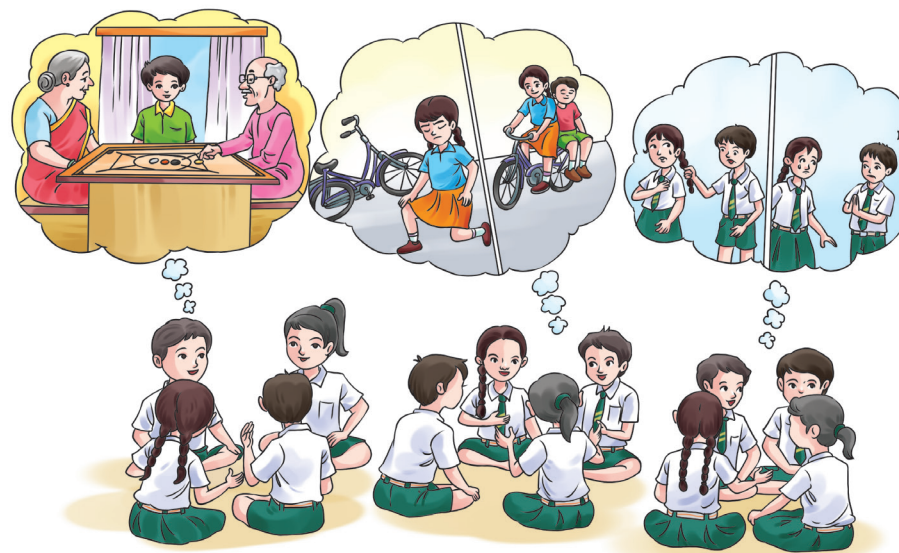
If we recall all the work done in our life, we can understand that all our efforts are for being happy only. When all our efforts are for happiness then why do we get sad often? We will try to understand this with this activity-

- All our big or small tasks are for living with happiness.
- The efforts that make us happy even today have some base or reason for them. Like any luxury, our relations or an understanding after doing a particular work.
- The works done without any understanding are the reasons for our sorrow and teach us a lesson for the future.

ACTIVITY

Steps of the Activity

- Divide the students into small groups and make them sit in such a way that they could discuss among themselves.
- Each student in the group will be given the responsibility to ensure the participation of every member.
- Now the teacher will share their personal experiences and encourage the students to discuss among themselves on the following points .
- Share an incident from your life that makes you very happy when you remember it.
- Share an incident that was painful at the time but whose consequences makes you happy now.
- Tell by remembering such a work, by doing which you were happy at that time, but now you do not feel good after remembering that incident. (like- sleeping for long, teasing someone etc.)



❑ **Questions for Discussion**

Give the students sufficient time to think and answer the following questions:

1. How do you know that you are happy?
2. Do you want to be happy forever? Is it possible to be happy forever? How? (After discussing in small groups, the representatives will share their group's findings in class.)
3. How/why do you try to be happy forever?

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

At home, observe who looked happy, when, how and why? Try to know the reason of their happiness. Also try to know what makes them feel happy?

❑ **End of the Class**

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



Day 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, story telling etc. for the same.
- Students would be asked to share similar experiences they have had at home.

After focusing on the main points from the previous day's discussion, answer the following two questions-

1. When are we sad? Give some examples (Students can tell sadness by different types of feeling: to be upset / to worry/to be sad/ to be disappointed .)
2. When are we happy ? Give some examples.

❑ Question for Discussion

1. Identify and share the examples from the activity that give short term happiness and long term happiness.
2. How does it feel to share a happy moment?
3. Some memories make us happy as we recall them. How can we increase such things and moments in our life?

❑ Observe, Ask and Explore at Home

At home, observe your and your family's work and discuss what you do for your happiness and for other's happiness?

❑ End of the Class

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



Day 3

Story : Ubuntu

❑ Objective

To be happy, cooperation is more important than competition.

❑ Beginning of the Class:

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

❑ Experiences at Home

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

❑ Line of discussion :

If we observe human beings, then competition, losing-winning, exploitation and opposition are visible at every level. At the core of this is the idea of being happy by thinking limited to himself/herself and accumulation of facilities. Because of this thought a human being is not able to remain happy always even after doing everything for happiness. In the 'short-term happiness' of one's victory, there remains the 'permanent pain' of the defeat of many.

Through this story and questions, an attempt has been made to draw the attention of the students towards living in complementarity. Instead of competing i.e. with the feeling of getting ahead of others, there is a possibility of developing a sense of co-operation in each other's progress which is essential for the progress and happiness of all.

STORY



A man asked some children of the African Zulu tribe to play a game. He kept some sweets and candies in a basket and put them under the tree and made the children stand 100 metres away from the tree. Then he said that the child who reaches first would get all the sweets kept in the basket.

As soon as he said – ‘Ready steady go’... then do you know what those small children did?

Everyone held each other’s hand and ran towards the tree altogether. They took all the sweets and candies distributed equally among themselves and started eating with pleasure.

When that person asked why did they do that? They replied– “Ubuntu”, which means- how can one person be happy when everyone else is unhappy?

Ubuntu means in their language- “I am because we are”. It means-Being together with everyone, I can exist.



Questions for Discussion

1. Have you ever been helpful in making others happy? When and how? Why did you do that? Discuss.
2. Have you ever intentionally lost while playing with your younger siblings? Why did you do this?
3. A game in which there is a win-loss and a game in which no one loses – which of the two is better and why? Discuss in class.

Observe, Ask and Explore at Home

At home, discuss with the elders in your family what sports they used to play in their childhood. Find out if they also played a game in which no one lost.

End of the Class

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



Day 4

Beginning of the Class:

Begin the class with 2-3 minutes of mindful breathing followed by sharing of reflections by 2-3 Students.

Recapitulation and Experiences at Home

- Recapitulation of the story will be done by the students. The teacher can also cooperate.
- Students may employ various methods like 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. Can you make a change in a lose-win game so that no one loses? What would be the benefit of such a game? (For example, while playing badminton, both the players together try to hit the shuttle so that one shuttle can be prevented from falling for as long as possible).
2. In small groups, come up with new games in which no one loses. (Each group will share their new game/s with the class).

Observe, Ask and Explore at Home

Today, discuss at home what kind of work you do which is beneficial for the happiness of yourself, of your family and of the people of the neighbourhood.

End of the Class

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



Day 5

ASSESSMENT SESSION

Beginning of the Class

Begin the class with 2-3 minutes of mindful breathing followed by sharing of reflections by 2-3 Students.

Experiences at Home

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

Questions for Assessment:

1. What were the moments this week when the family members seemed happy for various reasons? Was there ever a moment when the whole family was happy together about something?
2. What work were the family members doing for each other's happiness this week?
3. What was one thing you did this week that made you happy? Did anyone else also get happiness from that work?
4. While talking to the members of their family on the given points this week, did you pay attention to any special thing? How did you feel after talking to them?

Observe, Ask and Explore at Home

At home observe what tasks do the members of the family do for the happiness of other members?

End of the Class

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



□ Note for the Teacher

In the previous lessons we learnt that:

- the goal of our life is to be happy.
- all our efforts are for happiness only.
- we will be able to know with what we can be happy and for how long?

In this lesson through discussion, we will try to understand what are our needs? Our needs are of two types; First physical (body related) needs, such as- food, clothes, cycle, house, water, road, electricity etc. Second -feelings or relationships, such as- respect, trust, affection, kindness, etc. These needs of ours get fulfilled by living in harmony with our family, teachers, friends and society. Without meeting these two types of needs, we feel incomplete. By observing our needs minutely, we can bring the clarity that the lack of which needs causes our unhappiness. If this is understood, then efforts can be done in the direction of how to fulfil our needs.

□ Objectives of the Lesson

1. Students will be able to understand that the needs of the body and the mind are different.
2. Students will be able to understand that food, shelter, clothing etc. are the needs of the body.
3. Students will be able to understand that respect, affection and emotions are the needs of the mind.
4. Students will also understand that the needs of the mind are as important to us as those of the body.
5. Students will be able to understand that the needs of the body are limited, but the needs of the mind are unlimited. Any kind of deficiency in these cannot provide us happiness.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: New Pencil Box

□ Objective

To bring students' attention to whether something is really needed by them or do they wish to buy it under peer pressure.

□ **Beginning of the Class**

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

□ **Experiences at Home**

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

□ **Line of Discussion**

Often we want to buy new things by imitating others to make our identity or to show off. For this reason, we consider the things that we have as useless, and remain restless about the lack of those that we do not have. To entertain the mind, we keep thinking repeatedly to buy something new or something different and after a few days or months, we find ourselves standing there again in the matter of mind. Why does this happen? Where are we committing mistakes? To solve these problems, have an open discussion with the children so that before buying a new thing, they must think whether they really need it or not? Do they really need it or not?

STORY

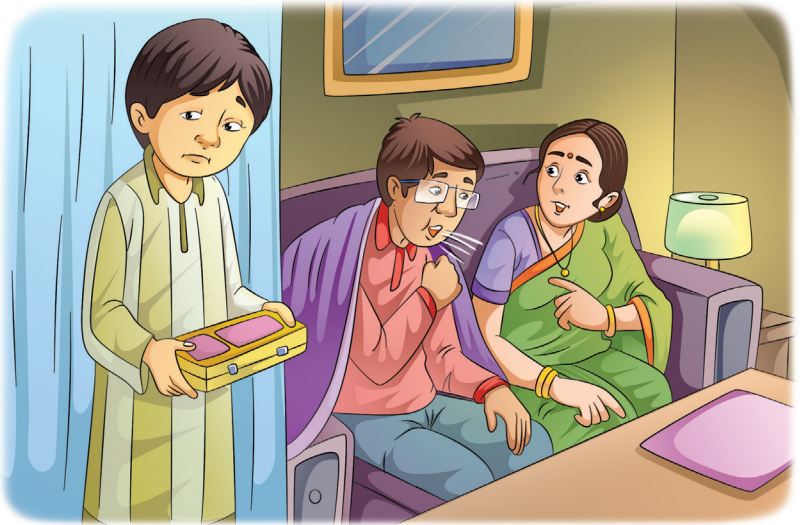
Jatin was a student of class 6. One day he saw a child having a new pencil box in his class. It was very beautiful and he had never seen such a box before. When he asked about that box, he came to know that it was very expensive. He had his own pencil box, but he liked this new fancy box so much that he kept thinking about it.



As soon as he reached home that day, talked about that pencil box so his father said to him, “You already have a pencil Box ” he said, “It is too old, I want a new pencil box” He stubbornly sat down and didn’t even eat the food.

Jatin's father was suffering from a cough for a few days, so he had to go to the doctor. In the evening his father took him to the market. First he went to the doctor and then got him the pencil box of his choice. Jatin looked very happy after getting the new pencil box. All the way he was thinking that he would show his new pencil box to everyone in the class tomorrow.

His father's cough was increasing while sleeping at night, his mother asked if he had gone to the doctor or not. His father replied that he had but could not buy the medicine because the pencil box that he had bought for Jatin was expensive and after buying it, there was no money left for the medicine.



Jatin overheard this conversation of his parents. And he was also noticing that his father was coughing loudly. Now he did not like his new pencil box. He started thinking, "Do I really need this pencil box?"

❑ Questions for Discussion

1. According to you, did Jatin need a new pencil box? If yes, why? If not, why?
2. Have you ever insisted on buying something like Jatin after seeing someone else having it? If yes, share that incident.
3. Sometimes, why do we consider the thing possessed by others, as our need ?
4. How will you decide if something is really what you need or not?

❑ Observe, Ask, and Explore at Home:

At home, discuss with your family how to decide about something whether it is really our need or not?

❑ End of the Class

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



Day 2

❑ Beginning of the Class:

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

❑ **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, story telling etc. for the same.
- Students would be asked to share similar experiences they have had at home.

❑ **Questions for Discussion**

1. Why do we think that buying new things will make us happy?
2. Can buying and collecting things become a habit? What kind of habit will it be – good or bad?
3. Tell about one thing that you have bought to show off or to your friends. For how many days were you happy through this showing off after buying it?
4. You want to buy new things to amuse or please your mind. Do you think that there is such a thing in the world that once you get it, you will never have to buy anything new again?

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

At home students will discuss with their family, what is the one thing in the world after getting which we don't need something new to please the mind or to be happy.

❑ **End of the Class**

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



Day 3

Activity: Needs of the Body and Mind

❑ **Objective**

Students will be able to identify the needs of the body and mind.

❑ **Beginning of the Class**

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

❑ **Experiences at Home**

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

❑ **Required Materials:**

Names of various needs written on slips/cards.(Food, clothes, house, mobile, television, car, pen, copy, faith, respect, love, affection etc.)

ACTIVITY

Steps of the Activity

- Two stations will be made in any of the two corners of the class. Name one as 'body' and the other as the 'mind'.
- The teacher will write the needs of the body and the mind on the cards and put them on the table.
- Ask some students to volunteer. The students will pick up cards one by one. All the students will stand in a line. Make one student a guard to show the green signal and the students holding the card will move like a train.



- Students by looking at the needs written on their cards (need of the body or mind) and choosing their station, will get down from the train accordingly.
- Now the teacher will write these needs separately on the board.
- If someone has not identified the need properly, give an opportunity to correct it by discussing again on the basis of identification from the senses.
- Now give both the stations a chance to think about these two types of needs for some time and then discuss the following questions.

Hints for the Teacher:

There are needs which are of the body and we identify them through our senses like by seeing, hearing, smelling, tasting or touching. Other needs are of mind, we can identify them by only understanding or feelings, like- respect, affection, trust etc.

Questions for Discussion

1. Are the needs of the body same for all people? Discuss (like- spectacles, medicine, perfume etc.)
2. Are the needs of the mind same for all people? Discuss (like- respect, affection.)
3. Can the needs of the body be fulfilled by the needs of the mind? Discuss. (like: If the body needs food, can the body's hunger for food be satisfied by giving respect?)
4. Can the needs of the mind be fulfilled by the needs of the body? Discuss. (Like: Can merely feeding them cannot ensure that they have been honoured?)

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

Discuss with the members of your family if they are able to observe their needs of body and mind? Could there be a third type of need as well? Think about it with your family.

☐ **End of the Class**

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



Day 4

☐ **Beginning of the Class**

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

☐ **Recapitulation and Experiences at Home**

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

☐ **Questions for Discussion**

1. Do you feel that sometimes even when the needs of the body are fulfilled, the needs of the mind still remain why so? Share your thoughts in class.
2. Let us identify whether it is the need of the mind or the body? Discuss how?
 - A blue shirt.
 - Idli-sambar for lunch.
 - Selection of pink saree for mother.
 - Selection of sweet butter milk as cold drinks in summer.
 - Need for an umbrella in the rain.
 - Need for branded Mobile phone.
 - Need for eyeglasses for weak eyesight.
3. In our daily life, do we spend more time to fulfil the materialistic needs or to the mental needs?

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

Discuss with each member of the family whether they devote more time to material needs or to the mind in their day to day life.

□ End of the Class

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



Day 5

ASSESSMENT SESSION

□ Beginning of the Class

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

□ Experiences at Home

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

□ Questions for Assessment:

1. Pay your attention towards those things, which you had once bought under someone's influence. How do you feel today, are you still happy with those things?
2. Has it ever happened to you that you did not feel good in the absence of something? Share in class.
3. When do you get upset- when the needs of the body are not fulfilled or when the needs of the mind are not fulfilled? Think and share.

□ Observe, Ask and Explore at Home

Students will ask their family when did they notice that they had bought a new thing for showing others or to please themselves and after a few days or months they got bored with that thing.

□ End of the Class

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



□ Note for the Teacher

In the previous lesson, we learnt that-

- The needs of our body and mind are different. Food, house, clothes etc. are the needs of the body and respect, affection, are the needs of the mind.
- The needs of the mind are unlimited, we need to fulfil them every moment and we have to fulfil the needs of the body time to time, like after eating once, we do not need to eat for 2-3 hours.

In this lesson, we will learn that the capabilities of the body and the mind are also different. Therefore, despite physical challenges, we can move ahead in life on the basis of strength of mind.

□ Objectives of the Lesson

1. Students will be able to understand the difference between the capability of the body and the mind.
2. Students will be able to recognise the capability of the mind and see its role in their lives.
3. Students will learn that despite physical challenges great achievements can be achieved with the strength of mind.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Arunima Sinha

□ Objective

To draw the attention of the students towards the importance of strength of mind (Manobal).

□ Beginning of the Class

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

□ Experiences at Home

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

Line of Discussion

It is often seen that some people have a strong morale despite physical challenges. They fulfil all their daily needs and when the time comes, they also achieve great achievements like Helen Keller, Stephen Hawking and Sudha Chandran etc. At the same time, some people become very worried in the slightest problem even if they do not have any physical challenges. Such people are not aware of their capacities. Through this story and the questions, an attempt has been made to draw the attention of the students towards the strength of the mind, so that it becomes clear to them that physical strength and morale are two different realities and there is a difference between the two. Through the discussion, the teacher tries to instil the confidence in every student that the strength of the body and the ability to work can be increased by the strength of the mind. With this, any success can be achieved even in the tasks which seem impossible to us.

STORY

Arunima Sinha is a resident of Ambedkar Nagar, Uttar Pradesh and has been serving in the Central Industrial Security Force (CISF) since 2012. She has been a national level Volleyball player. While going from Lucknow to Delhi in the train near Bareilly in April 2011, some people tried to snatch her bag and gold chain. This woman resisted and fought hard, but they pushed her out of the train due to which she lost one of her legs.

After this incident, she did not accept to live in helplessness. Shortly after, she prepared herself mentally to climb Mount Everest. The TV show “To Do Something” had given her energy for this.



She got great inspiration from cricketer Yuvraj Singh, who had shown the spirit to play for his country again after defeating the disease like cancer. Bachendri Pal, who was the first Indian woman to climb Mount Everest, said to her, “Arunima, you have made up your mind to touch the height of the Everest range in this condition. All that is left is to show it to the people now.” Despite the physical challenge and adverse conditions, she showed amazing courage. On 21 May 2013, she created new history by conquering Mount Everest, the world’s highest mountain peak. Arunima’s strong will did not let her stop here. She made the world aware of the power of the mind by conquering the highest mountain peaks of the seven continents. This record of first Indian specially abled female has become an inspiration for all.

❑ **Questions for Discussion**

1. How would Arunima Sinha have been able to climb Everest even after losing one of her legs? Think about it
2. To complete any work, only the strength of the body is sufficient or is the strength of the mind also required? Discuss.
3. Whenever you get disappointed or nervous about something, how did you make up your mind to do that thing?
4. Do you think that the strength of the mind also increases the working capability of our body? How?

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

At home the students will tell the story to the members of their family and discuss about the people who have achieved such achievements despite physical challenges. Share in the class.

❑ **End of the Class**

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



Day 2

❑ **Beginning of the Class**

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

❑ **Recapitulation and Experiences at Home**

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

❑ **Questions for Discussion**

1. Despite having the ability to think and understand, why would some people not be able to achieve great achievements? Give any two reasons.
2. Has it ever happened that your body was not healthy but still you have done your work very well? How did you do that, think and tell.

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

At home, discuss with the members of your family how many times this happened with them when they thought they would not be able to do a task, but they did. Do ask them how were they able to do this?

□ End of the Class

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



Day 3

Activity: Strength Of Body And Mind

□ Objective

To make the students aware of the difference between the power of body and 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 the opportunity to share their experiences of reflections and discussions at home.

□ Line of Discussion

Through this activity and questions, an attempt has been made to draw the attention of the students towards the power of the mind. This will instil the confidence in every student that they can achieve great achievements in life with the power of their mind. By great achievement we mean not only climbing Mount Everest, attaining a high position, getting 100% or very good marks in the examination or getting a lot of money only, but also respecting elders, cooperating with everyone, being honest, fulfilling responsibility according to one's ability, speaking the truth, being humble etc.

□ Steps of the Activity

1. Divide the students into small groups.
2. Discuss for 5-7 minutes in each group and list some things that can be done with the following three types of strengths.
 - The supremacy of body strength (like lifting weights, running etc.)
 - The supremacy of mind power (such as solving puzzles, learning new things, etc.)
 - By the strength of both body and mind (like covering a long distance on a bicycle or writing in a school exam, etc.)
3. Now each group will present their list to the class.



❑ Questions for Discussion

1. What is the difference between strength of body and strength of mind?

Note: If the answer does not come from the students, the teacher can question them on the basis of hints and get them to answer but do not tell them the answer directly.

(Hint: physical strength decreases with use but mental strength does not. For example; we are physically tired after running but our desire to run continues. We cannot walk when we have high fever. We are incapacitated in walking but our thoughts go on, because of lack of food we may be physically weak but our thinking goes on.)

2. What are the activities that you could not do when you were physically fit? Think about the reason behind it and give examples.
3. What are the things that you were able to do because of determination of your mind? Giving an example of one such thing, tell how you were able to do it?
4. Do you know someone around you who is able to do something special despite physical challenges? What would be the reason behind this?
5. If any of your school-mate is depressed because of their physical challenges and avoids participating in any activity, how can you help boost their morale?

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

Discuss with the members of your family about the people in your neighbourhood who are unable to do something special because of their physical challenges? Try to know this also how and from where they get the inspiration of doing this?

☐ **End of the Class**

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



Day 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 recognise that you have the power of mind?
2. How can the strength of the body be increased? Why does it need to be increased?
3. How can the power of mind be increased? Why does it need to be increased?
(Hint: Confidence increases by learning and understanding, it increases the strength of the mind)
4. What capacity needs to be developed in order to achieve continuous happiness of body, mind or both?
(Hint: The teacher will try to lead the students to the conclusion that both types of capacities are needed to be happy.)

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

At home observe that members of your family are spending more time so that it will increase? Of body or of mind?

☐ **End of the Class**

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



Day 5

ASSESSMENT SESSION

Beginning of the Class

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

Experiences at Home

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

Questions for Assessment:

1. On which strength did you spend more time this week – the body or the mind? Why?
2. Did you meet someone this week who had done something special despite their physical challenges?
3. Were there times this week when you did something despite physical fatigue or injury or any other problem? What reason do you find behind being able to do that work?
4. Tell me anything or any work that you used to be very scared to do, but now you are not scared at all. How did this happen?

Observe, Ask and Explore at Home

Discuss with the members of your family that whenever you are afraid or troubled about any work, observe what thoughts are going on in your mind at that time?

End of the Class

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



□ Note for the Teacher

In the previous lesson, we learnt that-

- The strength of the body and the mind are different.
- Despite physical challenges, great achievements can be achieved with the power of the mind.
- We need the strength of both the body and mind

Now in this lesson we will try to see what beliefs we have and how they affect our life. Also, we will observe when and what reasons affect our decisions. Do we take decisions due to the pressure or influence of others or by thinking on our own?

Do we try to see whether our beliefs are correct or not?

□ Objectives of the Lesson

1. Students will be able to become aware of the basis of the beliefs.
2. Students will become aware of their reactions.
3. Students will be able to see when and how their decisions are being influenced by others.
4. Students will be able to take informed decisions without being influenced by others.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Elephant's Rope

□ Objective

To understand that without knowing and understanding the beliefs, it is difficult to get success only by believing in them and working accordingly.

□ Beginning of the 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

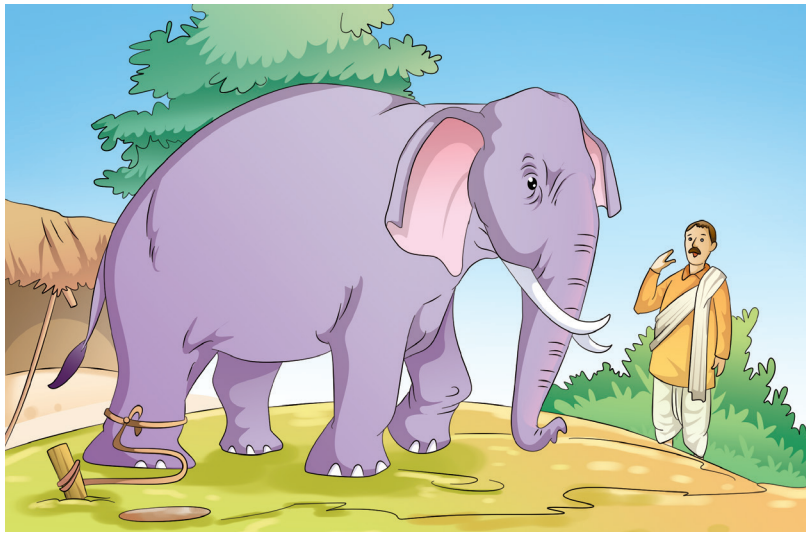
Students would be given the opportunity to share their experiences of reflections and discussions at home.

Line of Discussion

We want to do many things in our life, but due to some beliefs, our pace of progress decreases. We get disheartened by facing some failures and accept that incident as the law. Accepting this, we stop trying by thinking that we will not get success. Those who work hard to achieve their goals continuously, they definitely get success.

STORY

A man was passing by the road when he saw an elephant tied to a small wooden peg. The person was very surprised to see how such an adult elephant was tied to that wooden peg with the help of a thin rope!



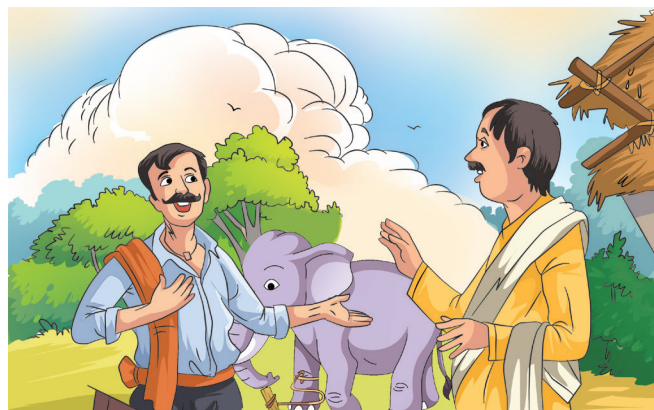
He asked the owner of the elephant, “Hey! This elephant is so big, then how is it tied with such a thin rope? If he wants, he can break this rope in one stroke.”

The owner of the elephant replied, “Sir! When this elephant was young, I have tied it with the same rope. At that time, he tried his best to uproot the peg and break the rope. But he was too young and failed. He tried many times but when he could not break the rope, he started seeing that this rope is very

strong and he will never be able to break it. In this way, the elephant stopped trying to break the rope.”

Today the same elephant has become giant and has so much strength that he can easily break that rope but he has assumed that he will not be able to break the rope. So now he doesn’t even try to break it. That’s why despite being giant, this elephant is tied with such a thin rope.

After hearing this, the person got into thinking.



❑ Questions for Discussion

1. Why was the elephant not breaking its rope?
2. Which tasks have you accepted that you cannot do? (like- Maths is very difficult, I would not be able to do it.)
3. Has it ever happened when you assumed that you would not be able to do that specific work, but when someone motivated you, you tried and you got success? If yes, share that?
4. Has it ever happened to you that any of your beliefs have changed due to your own attention or subsequent experiences? (For example, you previously believed that I could not ride a bicycle, but you have learned by trying later.)

❑ Observe, Ask and Explore at Home

At home students would narrate this story to the members of their family and discuss that have they two not tried to do any work because of their beliefs, but now they feel that they could do that work.

❑ End of the Class

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



Day 2

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. State some beliefs for which you are unsure whether they are right or not. For example, a cat crossing one's path or sneezing behind while going for some work, etc. (Teacher will write the answers on the board).
2. Which of these assumptions would you like to test and why?
3. How would you test your beliefs whether they are correct or not? (Hints: talking to others, on the basis of logic, looking within yourself to see if it is instinctively accepted or not, seeing that action in your life etc.)

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

Students will discuss with the members of their family which of their beliefs would they like to test?

□ **End of the Class.**

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

Day 3

Activity: My Remote in My Hand

□ **Objective**

To motivate students to be answerable and responsible by being aware of their reactions.

□ **Beginning of the 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**

When in a situation, without thinking. We immediately react in such a way that usually worsens the situation, then it is called reactive mode. In this mode, the remote control of our behaviour is in the hands of others. In such a situation, another person makes us do the work according to them and we act according to the person.

But When in a situation we behave wisely in such a way that the situation does not get worsen further, then it is called responsive mode. In such a mode, we have the remote control of our behaviour in our hands. In such a situation we act according to our choices and mould the situation according to our own choice.

In this activity, the students are motivated to move from being reactive to being responsive.

ACTIVITY

□ **Steps of the Activity**

- Divide the students of the class into small groups of 5-6 students.
- Each group may be given one situation, from the following list. After having a discussion for 5-7 minutes. The group will share how people usually behave in a particular situation, which makes the situation worse. The group will also tell what else can be done in its place so that the situation does not get worse.

- For this, one student of the group will make two columns in their notebook, they can write the normal reaction on one side and on the other they can write the better response.

☐ Suggestive situations:

1. Spilling curry on other's clothes.
2. Hitting a bike with a car.
3. Goods purchased are not of original brands.
4. Breaking the cup.
5. Blaming others for your own mistake
6. Losing a borrowed book.
7. Breaking window glass with a ball.
8. Too much salt in curry etc.

- One student in the group will write down the points discussed in their notebook. After the completion of the stipulated time, each group will present it to the class for 1-2 minutes.
- After the presentation of a group, a student of another group can also be given an opportunity to give a better suggestion for that situation.

Normal Reaction in any Situation	Better Response

☐ Observe, Ask and Explore at Home

Discuss in your family whether they have ever taken a decision in anger, but later changed their decision when they were calm or regretted their decision?

☐ 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.

Now the teacher will write some possible steps of the following reaction on the board in a random manner and ask all the groups to put them in the correct order of their occurrence in 2-3 minutes.

❑ **Possible steps of reaction in random order:**

- Quarrelling and fighting.
- Doubting others' intentions.
- Getting angry.
- Getting agitated or upset.

❑ **In the right order:**

- Doubting others' intentions.
- To be agitated or upset.
- To be angry.
- Quarrelling and fighting.

❑ **Questions for Discussion**

1. Give an example when you have given such a reaction immediately without thinking, by which, you were harmed?
2. What are the disadvantages of reacting immediately without thinking (Reactive mode)?
3. According to you, in any situation what are the ways to take a decision thoughtfully without reacting immediately? (Note: How will you get out of that situation by self-control?)
4. What are the benefits of taking a decision with patience after thinking carefully? (Responsive mode).
5. What is the difference between decisions taken in anger and decisions taken with a calm mind? Give an example.

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

Discuss in the family what difference did you feel between the decisions taken in anger and the decisions taken with a calm mind? Give any example.

❑ **End of the Class**

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



Day 5

ASSESSMENT SESSION

Beginning of the Class

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

Experiences at Home

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

Points for Assessment:

- What beliefs could you assess this week and were they right or not?
- Did any of your beliefs change this week? If yes, share.
- Tell us about one incident from this week when you acted thoughtfully rather than reacting.

Observe, Ask and Explore at Home

Discuss with the members of your family when did they behave thoughtfully instead of reacting this week?

End of the Class

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



Note for the Teacher

In the previous lesson, we learnt that-

- The beliefs can be checked.
- The decisions can be taken without getting affected by others.
- We can be careful about our responses.

In this lesson we will try to understand that Body and Mind are two different realities.

When we understand their activities, then these two realities become clear. In this sequence, it will also be understood that the activities like seeing, listening etc., which are considered to be happening through the body, are also controlled by the mind. With the clarity of body and mind, students will become aware of the challenges they face regarding structure, colour and appearance of the body.

Objectives of the Lesson

1. Students will be able to recognise mind and body as separate realities on the basis of their functions.
2. Students will be able to understand that the sensations like seeing; speaking, hearing, tasting, touching etc. are felt by the mind and not by the body.
3. Students will become aware of their thoughts, ideas and emotions.

Proposed Duration

At least five days or till the teacher is satisfied.

**Day 1****Activity: Body and Mind****Objectives:**

Recognising body and mind as two different realities on the basis of their actions.

Beginning of the Class

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

☐ Experiences at Home

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

☐ Line of Discussion

If we look at our body and mind on the basis of their functions, needs and strength, then both of them appear as two different realities. Through this activity the students are given an opportunity to know about themselves and enhance their analytical ability. Here only the activities of body and mind will be discussed. Their needs and strengths will be discussed in other activities.

All the activities of the mind are continuous. All body functions are repeated or continuous. On this basis both can be seen as two different realities. Like:

1. **Activities related to Mind only:** Pay attention, think, believe, know, understand, imagine, infer, analyse, conclude, decide, resolve etc. These actions are voluntary and take place within ourselves. These are deliberate actions.
2. **Activities related to both mind and body:** Seeing, speaking, hearing, smelling, eating, touching, walking, talking, cutting nails etc. These actions are voluntary, that is, they are under the control of the mind. These actions are decided in the mind and then carried out through the body. These are also deliberate actions.
3. **Activities related to the body only:** Heartbeat, digestion of food, flow of blood, breathing, sweating, nail growth, hair growth etc. These actions are involuntary, that is, they are not under the control of the mind. These are automatic actions. They can be influenced to some extent by influencing the body, but cannot be controlled completely, such as; Running increases breathing and heart rate, slows or cools breathing but after some time the heart beat becomes normal again.

ACTIVITY

☐ Steps of the Activity

- Divide the students into small groups of 5-6 students each.
- Write the following ten activities proposed by the teacher on the board – walking, thinking, beating of heart, understanding, talking, imagining, digesting food, seeing, bleeding and remembering.
- Tell the students to discuss in their respective groups for 5-7 minutes and divide all these activities into the following three parts. One example can also be given to help the students.

Activities related to Mind only	Activities related to body only	Activities related to both mind and body



- One student in the group can write down the classification of actions in their Happiness Diary.
- Present the classification done by each group in the class.
- Along with the presentation of the group, the classification of the three types of activities will be written on the board. If any activity has not been classified correctly by the students, then they will be given an opportunity to correct it by discussing.

Observe, Ask and Explore at Home

Discuss with your family & notice which activities of the body, where mind seems to be involved in. That is, the body seems to be doing the work but the decision is taken by the mind.

End of the Class

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



Day 2

Beginning of the Class

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

Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. Which actions do we do consciously?
2. Which of our actions happen automatically?
3. What are the characteristics of the activities related only to the mind? (Signs- being voluntary, being continuous, being equal in all persons, being able to be recognised by the senses, only being able to understand and feel etc.)
4. What is the difference between the activities only pertaining to mind and only pertaining to body? (Hints- Continuous vs Intermittent, Voluntary v/s Involuntary, Deliberate vs Spontaneous etc.)

❑ Observe, Ask and Explore at Home

Discuss with your family which of their actions are done consciously and which are automatic. (Example- 'biting nails' is a deliberate action and 'growth of nails' is an involuntary/natural action).

❑ End of the Class

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



Day 3

Story: Vipul's Decision

❑ Objective

Students will be aware of their thinking, thoughts and emotions. They will be able to see the process of decision making.

❑ Beginning of the 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 ambiguity of something causes inner conflict. After observing, we find that the core of that inner conflict is the desire to do the right thing. Sometimes we don't know what's right or even if we know we are not able to perform the right actions due to some obstacles. How a person compares and analyses the facts before taking any decision, this story will inspire you to see that process yourself. It is also to be noted that being good is more important than appearing just.

STORY



Vipul was a student of class sixth. One day while going to school, he saw something lying on the way. When he went closer, he saw that there was a note of five hundred rupees. When he looked here and there, he could not find anyone. He at once picked up the note and put it in his pocket. As soon as he kept the note in his pocket, various thoughts started pouring into his mind. The first thought that came into his mind was that no one had seen him while picking up the note so he could keep this money. With this he could buy lots of toys. He could also buy food items. On the other hand, he also started thinking that it was wrong to do so. This note could have belonged to someone in need.

So, he should find that person and return this money at once.

Vipul, who was lost in this dilemma, did not even know that he reached the school. He was lost in the thoughts even after reaching the class. Even when his name was called for attendance, he was lost in these thoughts. He wanted to reach upto a decision.

Teacher saw that Vipul was not speaking even after calling his name, so again his name was called in a loud voice. Suddenly, Vipul lost his concentration. The teacher asked, “Where is your attention? You look very worried.” In response, Vipul stood up from his bench and approached him and took out a five hundred rupee note from his pocket and gave it to the teacher. When the teacher asked him whose money it was, Vipul said that he had found it lying on the way. The teacher asked the next question: who was there at that time when you took this money. Vipul said that there was no one far and wide. As if the teacher wanted to probe Vipul’s mind further, he said, “It means that no one saw you taking the money, then why are you returning it?” Vipul replied, “But sir... I was watching myself.”



❑ **Question for Discussion:**

1. Why do you think Vipul gave the note to the teacher?
2. Share an incident in the class when you had also returned someone's lost thing? Also tell what were your thoughts at that time?
3. Why did you decide to return someone's lost item?
4. Some people do not return someone's lost thing even when they know to whom it belongs. Why do you think they do this?
5. What is the benefit of returning someone's lost thing? Discuss. (Hints- self-satisfaction, pleasant feeling of honesty, recognition as a trustworthy person, freedom from guilt caused by keeping the object, etc.)

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

At home narrate this story to your family and ask them whether they have ever returned someone's lost thing? How do they still feel remembering that incident?

❑ **End of the Class**

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



Day 4

❑ **Beginning of the Class**

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

❑ **Recapitulation and Experiences at Home**

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

❑ **Questions for Discussion**

1. Have you ever felt inner conflict in a situation other than finding someone's lost thing? For example, should I tell a lie or speak the truth, should I tell something to someone or not etc.
2. On what basis do you take decisions in such conflicting situations?
3. Are our decisions always the same or different in the same situation? Why? Discuss.
4. It is often heard that taking decisions according to our inner voice makes us happy. Give one example when you have taken a decision based on your inner voice.

Observe, Ask and Explore at Home

Talk to the members of your family and try to know if they ever faced a dilemma (what to do, what not to do) and finally they made a decision according to their inner voice.

End of the Class

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



Day 5

ASSESSMENT SESSION

Beginning of the Class

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

Experiences at Home

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

Points for Assessment:

1. Have you paid attention to your thoughts this week? Share with examples.
2. Tell in your group the sequence of thoughts that came to your mind to reach any decision you took this week. (Students can also write this in their Happiness Diary.)

Observe, Ask and Explore at Home

At home when you are not able to decide whether to do some work or not, make a list of those thoughts. You can write your thoughts in your Happiness Diary too.

End of the Class

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



Happiness = Alignment in Speech and Action

□ Note for the Teacher

In the previous lesson, we learnt that-

- To recognise mind and body as separate realities on the basis of their functions.
- That sensations like seeing, speaking, hearing, tasting, touching etc. are felt by the mind, not by the body.
- That we can become aware of our thoughts, ideas and emotions.

In this lesson, we will try to understand that- real happiness can be experienced only by being in harmony with one's self. For harmony in self, the harmony in our thoughts, emotions and work behaviour is necessary. In the context of harmony in the self, a person is required to be aware of and responsible for his thoughts, emotions and work behaviour.

□ Objectives of the Lesson

1. Students will be aware of their thoughts and emotions.
2. Students will be able to understand the harmony among thoughts, emotions and work behaviour.
3. Students will be aware about the difference between their words and actions.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Two Days

□ Objectives:

To motivate the students for self-evaluation

□ Beginning of the 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.

□ Lines of Discussion:

In anger we lose control over ourselves. In this negative state, we are not able to evaluate ourselves or anyone else properly. It is through self-evaluation that a person develops mentally and emotionally.

Through this story and questions, an attempt has been made to motivate the students to evaluate themselves for their progress.

STORY

Pramod and Sameer both were close friends. Both used to share every single thing. One day Pramod came to Sameer in anger. One of his classmates had written very strange things to him in the letter. Sameer said, “Sit down Pramod and don’t get angry. You can also reply to him and reply everything open heartedly in writing. Write down everything you want to write.”

Pramod was a little surprised. He didn’t even think that Sameer would say so. He had thought that as usual Sameer would try to make him understand, but today he himself is saying so.

Well, Pramod wrote a letter with an



open heart. After writing the entire letter, he heaved a sigh of relief and started looking at Sameer. Sameer said, “Now give this letter to me. I will send this letter myself after two days.” Pramod asked, “Why after two days?” “I will tell you that later.” Sameer said with a smile. Pramod used to trust Sameer a lot and also respected him for his wisdom. So, he didn’t ask anything else.

After two days Sameer said, “Friend! I am sending your letter today.” In two days all the anger had cooled down. Once he spoke his heart out, Pramod did not find his letter to be of any use, so he said, “Now leave it friend! I have thought if I will do this what will be the difference between me and him. I am also very sad to realise that even after being your friend, I have accumulated resentment inside me.” Hearing this, Sameer hugged Pramod and said, “Today I am proud of my friend.”

❑ **Question for Discussion:**

1. Why did Sameer say that he would send Pramod's letter after two days?
2. Has it ever happened to you that in anger you said something to someone and later regretted it? Share.
3. How did you rectify your fault after you had regretted it?

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

Has this ever happened to the members of your family that they had said something to someone in anger and later regretted it?

❑ **End of the Class**

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



Day 2

❑ **Beginning of the Class**

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

❑ **Recapitulation and Experiences at Home**

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

❑ **Questions for Discussion**

1. What are the things you do not like about any of the members of your family or friends?
2. Have you ever thought about your own behaviour, which of your things are disliked by others?
3. How do you feel when you do not like something about any of your friends or members of your family? Explain with examples.

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

How do you feel when you don't like something about someone in your family? What do you do in that situation?

☐ **End of the Class**

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



Day 3

Activity: My Emotions, My Thoughts

☐ **Objective**

Students will be able to see how their thoughts, feelings and actions are connected.

☐ **Beginning of the 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.

☐ **Lines of Discussion:**

Our thoughts affect our feelings. What we think and feel, we start behaving in the same way with others. Through discussion, this is our effort that students will become aware of their emotions and thoughts.

ACTIVITY

☐ **Steps of the Activity**

- Divide the class into small groups of 5-6 students each.
- Each group will be given one of the following situations. The group will discuss for 5-7 minutes what were their thoughts, how they felt and what they did in such a situation.
- Some situations are given in the table below, what could be the reasons for them, put them in front of the situations, and also tell how you would feel in that situation.
- (A table can be drawn in which the circumstances will be written in one column, in the second column

the children will write what could be the reason for those circumstances and in the third column they will write about how do they feel).

- All the students will first fill their own table and then share it in their group.
- After discussing it in their group, two students from each group will present on behalf of their respective group (they can give only one or two examples).
- After the presentation of each group, other students of the class can also add something to their example if they want to add.

☐ **Suggestive Situations:**

- The teacher scolded you in front of everyone.
- Your friend said something rude to you.
- Your brother lost your pen.
- Your parents didn't wash your uniform/ didn't prepare your lunch.

Situation	Reason	How did you feel?

☐ **Questions for Discussion**

1. Could you identify the reasons for these works/situations?
2. After doing this activity, could you relate your actions with your thoughts and feelings?

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

At home, ask the members of your family with examples does our thinking affect our mind and our behaviour?

☐ **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

Case Study :Anxiety

❑ Objective

To let the students be aware about anxiety.

❑ Beginning of the 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.

CASE STUDY

Vandana, a student of class 6, is a very hard working and loyal girl. She is of very friendly and cheerful nature who gets mixed up easily with everyone. Vandana takes very good care of her studies, she completes her homework on time, studies hard for exams and secures good marks.

One day Vandana got up in the morning, she was not feeling good. Her heart was pounding with a strange restlessness. She was having difficulty in breathing, her heartbeat had increased and a fear was troubling her. That day it was important to go to school for Vandana. Because that day there was an important test in class, for which she worked very hard too. But Vandana was scared of thinking that after this much hard work, what if she could not get good marks!

Vandana wished to share her restlessness with her parents but due to some unknown fear she could not do it. After seeing her restlessness, her father checked her temperature. He found neither she had fever, nor stomach ache or headache. Considering her as healthy, her parents sent her to school.

Even after reaching school, there was no improvement in her condition. She sat in the classroom with that restlessness and panic.

She could not concentrate in any period. As the time of the test started, Vandana became more anxious and restless. She was scared of thinking whether she would get good marks or not even after preparing so well. Her eyes were filled with tears with this thought. After reaching home. Vandana cried uncontrollably. Her parents wished to help her but they could not understand what to do after seeing her physically fit.

Vandana's anxiety and restlessness was related to mental health. Being worried or getting restless due to any reason is called Anxiety. This happens usually because of the things that are not specific and it is not necessary that all mental health issues can be seen physically. Vandana was also feeling something like this though she was perfectly fit physically but her anxiety and restlessness made her mentally sick.



Some simple ways to manage Anxiety:

- Concentrate on your breaths. Take deep breaths and release them by nose.
- The way you are feeling, share it with someone. It can be your parents, teacher or school counsellor.
- If you have had any anxiety like this for a long time, consult a doctor.
- Having a healthy diet and exercising daily can decrease the possibility of this type of Anxiety in future.
- It is important to have a sound sleep of at least 8-9 hours daily to avoid this situation.

□ **Note for the Teacher**

Vocabulary

Symptoms: The symptoms of being unhealthy might be physical or mental as fever is the symptom of getting Flu, the pain in the chest is a symptom of anxiety.

Mental Health: This is related to how the person is feeling. When people feel good then they can themselves face the normal tensions of their life without any problem. If they unable to do so then they must share it with their parents, teacher or school counsellor.

Anxiety: Anxiety can be the feeling of panic or restlessness which can be due to any reason, which is uncertain and not specific. It can happen with anyone.

Concentration: The ability to focus. When a person is not fit physically or mentally then this ability decreases. This is important for studies. That is why it is important for all the students.

Restlessness: Getting anxious about something. Getting a bit nervous is natural but if you get this much nervous that you lose your concentration or you feel like weeping then you must share it with your parents, teacher or school counsellor. This can happen with anyone.

Paranoid: Many of us go through this feeling in our school time when every time we feel like that everyone is watching us or making fun of us.

Self Confidence: The confidence in self which arises by appreciating yourself or praising any quality of yours. Like- Vandana prepared well for the test but she was lacking in self-confidence. How many of you feel the same? Discuss.

Panic Attack: Sudden onset of severe anxiety. Breathing problems and weeping are included in its symptoms.

Stress: The situation of mental stress.

Trigger: A trigger can be anything which restarts any of your anxiety. In the context of Vandana her test had triggered her anxiety.

□ **Questions for Discussion**

1. Why was Vandana getting scared after preparing so well for the exam?
2. With whom Vandana could have shared her restlessness?
3. What are the problems faced when you do not share your restlessness with anyone?
4. In such a situation, is it right to share your problem with anyone? Why?
5. If you were in such a situation, what would you do to face it?

Observe, Ask and Explore at Home

At home, discuss with your family, when they get anxious about anything, what do they do?

End of the Class

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



Day 5

ASSESSMENT SESSION

Beginning of the Class

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

Experiences at Home

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

Questions for Assessment:

1. Did it happen this week that you yourself did what you taught others? (Like telling your friends and younger siblings to wash their hands before taking meals and doing the same yourself).
2. This week what were some of the things you did carefully, so that you did not regret them later?
3. How often have you been able to do the things you ask others to do?

Observe, Ask and Explore at Home

At home, discuss with your family when they ask someone to do something that they would not do themselves? In such a situation, how do they feel?

End of the Class

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



□ Note for the Teacher

In the previous lesson, we learnt that-

- be aware of our own thoughts and emotions.
- be aware about the difference in speech and actions.

In this lesson, we will understand that-

The practise of observing or being aware of our emotions and thoughts creates harmony in ourselves. When people are organised themselves, they can be helpful in organising their families. Fulfilling one's roles in the family lovingly is of much importance.

□ Objectives of the Lesson

1. Students will be able to understand the structure of family.
2. Students will be able to see the role of the family in meeting their physical and emotional needs.
3. Students will be able to understand that fulfilling relationships in the family is the real happiness.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Everyone's support

□ Objectives:

To draw the students' attention to the structure of family and the joy derived from 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 the opportunity to share their experiences of reflections and discussions at home.

STORY

Anand used to love going to the village every year during the summer vacation. He wait eagerly waited for this. After all, why not! He got to meet all of his cousins there. This time it was going to be more fun. All of his uncles and aunts were going to be together with their children. As soon as the vacations started, he along with his parents reached the village by train. Everyone else had already reached there. His face lit up seeing them. After meeting everyone, all the children started playing. The courtyard became a ground for kabaddi. They had a lot of fun. Then everyone went for a walk in the nearby fields. This has become a daily routine. Sometimes they used to ask riddles, sometimes they shared their school stories and sometimes they used to run and play games.



And yes, in the evening, his uncle used to tell stories. The discussion after that was also interesting. Everyone used to speak their mind openly. Nobody realised how the holidays had passed.

Gradually relatives started returning to their respective cities and villages. He did not like it. He asked his father, “Can’t we all live together?” His father replied, “It would be nice but everyone has their own work and business at different places. What can we do?” Anand picked up his bag listlessly and sat next to his mummy

in the tempo ready to go to the station.

❑ Questions for Discussion

1. What do you think, what could be the reason for relatives living separately?
2. Which relatives you feel are important to live together in a family? why?
3. Who else would you like to have lived with you in your house? why?
4. Which members of your family help you to progress in life?

❑ Observe, Ask and Explore at Home

Discuss with your family:

1. Which things help in keeping the members of the family together?
2. Why can’t many relatives live together in general?

□ End of the Class

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



Day 2

□ Beginning of the Class

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

□ Recapitulation and Experiences at Home

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

□ Questions for Discussion

1. What are the expectations of all the members your family to lead a happy life in a family?
2. Which member of your family would you like to be? Why?
3. What is needed to be done by all the members of your family to stay together? Discuss.

□ Observe, Ask and Explore at Home

At home, observe who is fulfilling their responsibility for the family's work/tasks through out the day?

□ End of the Class

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



Day 3

Activity: Criss-cross

Objective

Students will be able to observe the contribution of all the members in family's tasks.

Beginning of the 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.

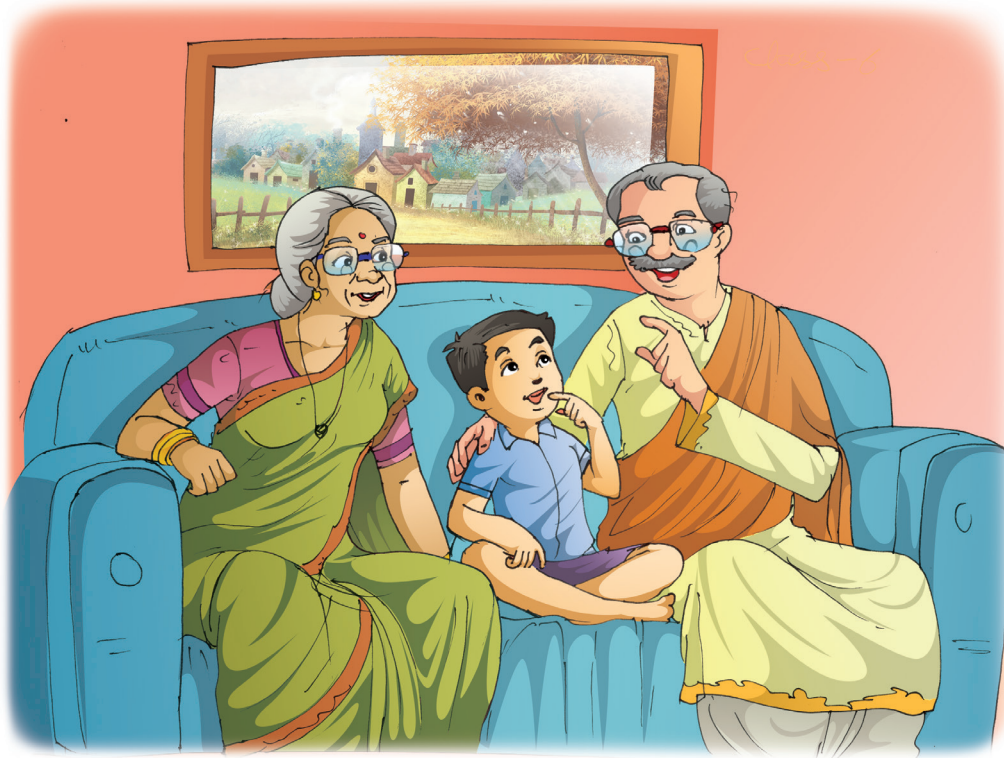
Line of discussion:

Different members of the family have different responsibilities. Their sincere handling of their responsibilities ensures the happiness of the family. Everyone will observe the contribution of each and everyone and live affectionately.

Steps of the Activity

1. Divide the class into small groups of four to six students.
2. Give each group a quarter of A4 sheet or chart paper.
3. While discussing, each group will do the following on that sheet:
 - a. Match the members of the family who contribute to the fulfilment of materialistic needs by drawing a line. More than one relationship can be matched to a given role or more than one role.
 - b. Similarly match the emotional and other needs with the name of the relationship. For example: affection, cooperation, respect etc.

Materialistic Needs of the Family	Members of the Family/ Relation	Emotional or Other needs
Ingredients of Food	Mother	Affection
Cooking Food	Father
....
....	Grandmother	Cooperation



❑ Questions for Discussion

Discuss the following points from the activity sheet-

1. Is there any member in your family available to meet all the needs?
2. What are the needs for which only one or two members are responsible for their fulfilment?
3. What are the needs that are fulfilled by all the members for each other? (Hint for the teacher- their attention can be drawn towards emotional needs.)
4. Is there any member in your list who doesn't have a role? If yes, then try to find out their role after discussing.
5. Is the role of every family member important? If yes then how?

❑ Observe, Ask and Explore at Home

At home, discuss which expectations the members of your family have from each other.

❑ End of the Class

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



Day 4

□ **Beginning of the Class**

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

□ **Recapitulation and Experiences at Home**

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

□ **Questions for Discussion**

1. How is it decided who will do what work in a family? (Students will discuss in their respective groups for 5 minutes. After that one student from each group will present his group's sharing in front of the whole class.)
2. What is the contribution of elders in the family?
3. In which of the tasks do you help the members of your family?

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

Discuss at your home, how is it decided who will do what work in the house?

□ **End of the Class**

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



Day 5

ASSESSMENT SESSION

□ **Beginning of the Class**

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

□ **Experiences at Home**

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

Questions for Assessment:

1. When did this week whole family sit together to this week or do any work together? What do you like the most that time?
2. How was it decided who will do what, in the family this week?
3. What are the things that make your family live harmoniously?
4. How did the members of your family take care of each other's happiness?

Observe, Ask and Explore at Home

Students will discuss this in their family that with whom do they confide their feelings?

End of the Class

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



□ **Note for the Teacher**

In the previous lesson, we learnt that-

- Every member of the family has some role in the family.
- Our materialistic and emotional needs get fulfilled in the family.
- There is happiness by living harmoniously in the family.

Now in this chapter, there will be an attempt to draw the attention of the students towards the contribution of their parents in their lives so that they can see their roles deeply and identify the mutually defined expectations that exist in the parent-child relationship.

□ **Objectives of the Lesson**

Every student will be able to understand that

1. There is a role of their guardians (mother, father, grandfather, grandmother etc.) in their progress.
2. They will be able to understand the expectations from each other in the parent-child relationship.

□ **Proposed Duration**

At least five days or till the teacher is satisfied.



Day 1

Story: Great Man

□ **Objectives:**

Students will be able to identify the expectations that parents have from 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

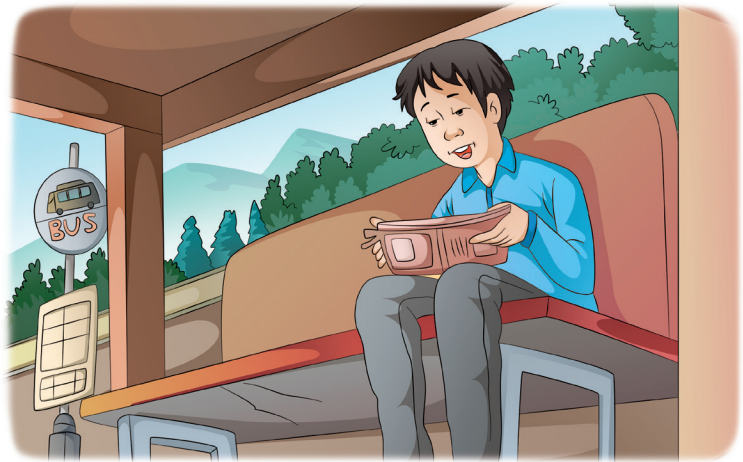
Since the birth of a child, parents and other guardians play a key role in nurturing, guidance and fulfilment of the emotional needs of the child. Along with this, the parents also expect their children to be obedient and grateful and expresses gratitude and when they grow up they become self-reliant and take care of the family's responsibilities.

In relationships, either the expectations from each other are not cleared or there is no ability to fulfil them. That's why generally the members complain to each other. Therefore, the attention of the students will be brought to the point, what are the specific expectations in the parent-child relationship and how can they be fulfilled so that the family can live happily in a complaint-free manner.

STORY

Suraj's parents were toiling day and night to meet the expenses of his education. But he always used to get annoyed at his parents after seeing the expensive mobiles, watches etc. of his rich friends. Once he was tempted to buy a motorcycle but the parents did not have that much money. One day he got very angry at his father's refusal and left the house in anger. He was so angry that by mistake he went out wearing his father's shoes. He was thinking that he would not come back. He would return only after becoming a rich great man. If they couldn't afford to buy a bike for him so, why do they keep dreaming of making him an engineer.

While leaving, Suraj had also picked his father's wallet, which his father did not allow anyone to touch. He thought that there would be money in the wallet and a diary for accounting the money. It would be known how much his father had saved at different places.



As soon as he came from the lane to the road ahead, he felt something was biting in his shoes. He removed the shoes and saw that the nail was coming out of the shoes. He felt pain, but in anger he went ahead. As soon as he walked some distance, he felt wetness in his feet. Water was scattered all over the road. When he raised his feet, he saw that the bottom of the shoe was broken. The nail was hurting too. Somehow he limped to the bus stop. When no bus came for a long time, he thought of searching the wallet. He opened the wallet, a slip appeared in it, in which it was written - "10 thousand loan for mobile". He remembered that the mobile that father had brought him last month was also bought on loan from someone.



He saw another folded page in his wallet. It was a hobby-day slip of some program from his office. His father had written about his hobby- wearing good shoes. When he saw his father's shoes on his feet, he felt very bad. He remembered that his mother used to tell his father to get new shoes for himself. Papa used to say with a smile that these shoes would continue to work for six more months. "Now I realised how long they would work out."

He unfolded the third slip. It was an advertisement for an exchange offer "Exchange the old scooter and get a new motorcycle" His mind wandered as soon as he read this. "This means papa is going to exchange his scooter wit..."

He ran to the house. When he reached home he neither found the scooter nor his father. He realised at once and reached the nearest motorcycle agency. Papa was there. He hugged his father and started crying. He soaked his shoulder with his tears. He said, "I don't want a motorcycle. Please buy new shoes for yourself. I want to be a great man but like you."

Questions for Discussion

1. Why do you think Suraj would have refused to buy a motorcycle?
2. Have you ever insisted on something from your parents or other guardians like Suraj? What did you insist about?
3. Have you ever felt that some of your demands were right but they were not accepted? What could have been the reasons behind this?
4. Have you ever felt that what you insisted on was not right? Share that incident.
5. Who do you consider a big man and why?

Observe, Ask and Explore at Home

Tell students to narrate this story to the member of their family and discuss whether they too had ever insisted on something to their parents and whether their demands were fulfilled? What did they do when their demands were not fulfilled?

End of the Class

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



Day 2

Beginning of the Class

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

❑ **Recapitulation and Experiences at Home**

- Students would be asked to recap the story wherein teacher may also help.
- Teacher may adopt various methods like role play, story telling 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 any of your requirement was fulfilled by your parent/guardian without your insistence?
2. Whenever any of your demands was not fulfilled what could be the reason behind it?
3. Did your parents/guardians not want to fulfil it or were there some other reasons behind it?
4. How will you decide which of the expectations you have from your parents are correct and which are not?
5. What is the difference between a need and a desire? Share an incident from your life when you insisted on for something. Was it your need or was it your desire to fulfil your demands?

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

Students will discuss in their family when their parents couldn't fulfil their and their siblings' demands and what could have been the reasons behind it.

❑ **End of the Class**

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



Day 3

Activity: My Wish

❑ **Objective**

To draw students' attention towards the expectations and values in the parent-child relationship.

❑ **Beginning of the Class**

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

❑ **Experiences at Home**

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

□ Line of Discussion:

Students must have clarity of their expectations from their parents or guardians. They must understand the difference between their needs and their desires. Along with the expectation of basic amenities, there is a need to draw their attention towards emotional needs.

ACTIVITY

□ Steps of the Activity

1. Divide the class into small groups of five to six students.
2. Each student in his/her group will be given the responsibility of sharing their views in the Happiness Diary.
3. Write the following question on the board and ask the students to discuss it for 10 minutes.

What are your expectations from your parents and other guardians?

Discuss on the following points:

- In the form of things (For example - food, cycle etc.)
 - In the form of feelings (For example - affection, respect etc.)
 - In the form of service and cooperation (For example - taking care when sick, teaching to ride a cycle)
4. Now one student from each group will read the list of their group in front of the whole class and the teacher will write the points on board by making three columns. If any requirement is coming repeatedly, write it once only.



Expectation in the form of need	Expectation in the form of Emotion	Expectation in the form of Service and cooperation

❑ **Questions for Discussion**

1. Some day your attention was more in playing and you didn't even eat your food on time. Your parents or guardian scolded you a lot for this and feed you in this situation, which of your needs were fulfilled and which were not?
2. You have lost one of your books and you have asked your parents or any other guardian to bring you a new book. He explained to you calmly the reason for not being able to buy the new book this week and asked to get it next week. In this situation, which of your needs were fulfilled and which were not?
4. Sometimes in the family, any of your demands are not fulfilled by the parents or other guardians. What could be the reasons behind that?

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

Ask students to observe what their parents/guardians have done for them during the entire day?

❑ **End of the Class**

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



Day 4

❑ **Beginning of the Class**

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

❑ **Recapitulation and Experiences at Home**

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

❑ **Questions for Discussion**

1. What do your parents do to ensure that you stay healthy?
2. What do your parents do to make you sensible and responsible?
3. Which relations are similar to parent-child relations?
4. What do you think, are the expectations of your parents and other guardians from you?
5. What are the expectations of your parents and other guardians from you which you are not able to fulfil? Why?

Observe, Ask and Explore at Home

Discuss with your friends about your responsibilities towards your parents /other guardians?

End of the Class

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



Day 5

ASSESSMENT SESSION

Beginning of the Class

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

Experiences at Home

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

Questions for Assessment:

1. Which expectation of your parents/guardian you were able to fulfil this week on which you had not paid attention to before?
2. Did you ask for something in the family this week which later you realised that it was not right and then you gave up on it? Share it.
3. Your parents and other guardians do a lot for your progress. What things caught your attention after the discussions in this lesson that you had never noticed before?

Observe, Ask and Explore at Home

At home, students will ask the members of their family about themselves, which of their demands are not right and why?

End of the Class

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



□ **Note for the Teacher**

In the previous lesson, we learnt that-

- There is a contribution of our guardians (parents, grandparents etc.) in our progress.
- Our emotional needs get satisfied in the family.
- There are specific expectations in parent- child relationships.

In this chapter, we will try to understand that values are necessary to live a happy family life. The members of a family cooperate with me for my nourishment and my wisdom. In this way, students will be able to understand the cooperation received and they can live with a sense of gratitude. The purpose of this lesson is to understand the values of love, affection and gratitude in the family and to express gratitude in our living.

□ **Objectives of the Lesson**

1. Students will be able to identify the values of care, affection, gratitude etc. in their relationships.
2. Students will be able to feel a sense of gratitude for their guardians.
3. Students will be able to see and express the value of gratitude in their lives.

□ **Proposed Duration**

At least five days or till the teacher is satisfied.



Day 1

Story: Favourite Dish

□ **Objective**

To draw the attention of the students to the values of affection, love and gratitude in 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 the opportunity to share their experiences of reflections and discussions at home.

Line of Discussion

Everyone in the family takes care of the likes and dislikes of each other. It is often seen that members of the family take care of the choice of others more than their own choice. By doing this the relations get stronger. As a result, a sense of gratitude and affection grows towards each other.

STORY

Today, Manpreet is going home from hostel. He is going home after six months, that is why he is very excited. He has packed his bag in the morning, even before going to the class so that he can leave just after the classes get over. All the members of the family are happy after getting the news of his arrival. Mother is preparing Manpreet's favourite dish. Manpreet likes cheese-spinach a lot. Therefore, the mother asked Jasveer to buy spinach from the market. As she heard the name of spinach, Jasveer said with a frown, "Mother you know, I do not like spinach at all. Why are you cooking it?" Mother replied with a smile, "Spinach is very good for health, isn't it?"

Jasveer spoke nonchalantly, "But mother! Taste is also important, right!" Mother told Jasveer that today her brother Manpreet was coming home from the hostel. After hearing this Jasveer jumped with joy and said, "Oh mother! Give me the bag, I will get the spinach in no time."



Brother likes Cheese-Spinach a lot. I can do this much for my brother. Yesterday only you fed me my favourite okra." Taking the bag from mother's hand, Jasveer ran to Fauzia aunt's shop to buy spinach.

At night while having dinner with his brother, Jasveer finds a different taste in cheese-spinach.

❑ **Questions for Discussion**

1. Jasveer did not like to eat spinach but after hearing the news of brother's arrival she was ready to eat spinach. Why do you think Jasveer would have done this?
2. What is important? Nutritious food or taste only or both? Why?
3. Why do parents or other members in the family take care of you?

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

Discuss it at your home with your family have they ever taken care of the likes of any member? Why did they do so?

❑ **End of the Class**

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



Day 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, story telling etc. for the same.
- Students would be asked to share similar experiences they have had at home.

❑ **Questions for Discussion**

1. How do you feel when your parents or other members of your family take care of you? Share your experience.
2. When other members of your family take care of you, how do you feel about them?
3. What things are necessary to be kept in our mind in the matter of food for elderly people?
4. How do you take care of the elderly people in your family in terms of food is concerned?

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

At home, ask your family that when someone had tried to make them understand, how did they feel?

□ **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: Gratitude Wall

□ **Objective**

Students will be able to understand the feeling of gratitude towards their helpers.

□ **Beginning of the Class**

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

□ **Experiences at Home**

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

□ **Line of Discussion**

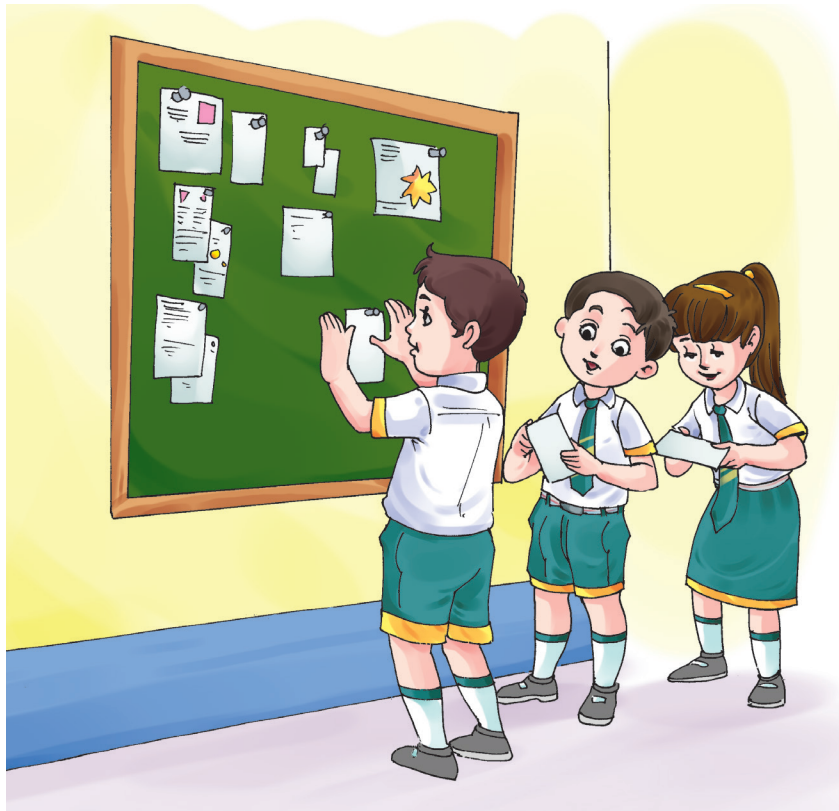
We all are so busy with our work that many times we do not remember to thank our loved ones and sometimes it is not even a priority. Through this activity, the attention of the students will be drawn to the fact that even a small gesture of thanksgiving is of great importance.

ACTIVITY

□ **Steps of the Activity**

- First of all the teacher will create a comfortable environment in the class by interacting with the students.
- Teacher will tell the students that they will make a Gratitude wall that day.
- Ask the students to express gratitude on one slip to those members of their family who have helped them in some way or the other. (like mother cooked tasty and nutritious food that day, father helped in packing the school bag etc.)
- Teacher herself too will write one sentence to express gratitude towards any one member of the family on one slip.

- Now students will be given 5 minutes time to write sentences expressing their gratitude on a slip of paper in a clear and creative way (To whom they also want to express gratitude) (Children can use colours as well.)
- After this, all the students will be asked to read the slip. (If necessary the teacher can help the students in reading out the slip.)
- After that, paste the students' slips on the gratitude wall of the class.
- All the students will be allowed to read the slips pasted on the gratitude wall.



❑ Questions for Discussion

1. You expressed your gratitude to someone even though they were not in front of you? How do you feel after doing so?
2. When do you want to thank anyone? Why?
3. How will you thank them? What are the ways to thank somebody?
4. What thoughts come to your mind when someone thanks you?

❑ Observe, Ask and Explore at Home

Students will discuss at home how the members of the family cooperate with each other.

□ End of the Class

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



Day 4

□ Beginning of the Class

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

□ Recapitulation and Experiences at Home

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

□ Questions for Discussion

1. How do you feel when someone thanks you?
2. In what ways do you express your gratitude to the family for their cooperation?
3. Share your reasons to express gratitude.
4. Can we understand the emotions of other members in the family even without speaking? How?
5. Can the members in the family understand our emotions even without speaking? How?

□ Observe, Ask and Explore at Home

Discuss with your family and try to find out to whom they have expressed gratitude and why?

□ End of the Class

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



Day 5

ASSESSMENT SESSION

Beginning of the Class

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

Experiences at Home

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

Questions for Assessment:

1. Whom were you able to express your gratitude to this week and why?
2. While expressing gratitude, what thoughts came to your mind?
3. To whom were you unable to express gratitude even if you wished to? Why?
4. This week, during the discussion in the Happiness class, have you noticed any change in your emotions? Share it.

Observe, Ask and Explore at Home

Discuss at home how caring for each other affects the family.

End of the Class

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



My Contribution to the Family

□ Note for the Teacher

In the previous lesson, we learnt that-

- Values are needed to live happily in a family.
- It is important to express gratitude in living with an understanding of the values like love, affection and gratitude in the family.
- In this lesson, we will try to understand that-

Human beings have some responsibilities for their family, which they have to fulfil. If each member of the family continues to fulfil their responsibilities, then the situation of harmony sustains in the family. Family members continue to cooperate with us, and we take it for granted that it is their job. Just by thinking, neither are we able to be grateful to those members nor are we able to recognise our role. Teachers are expected to make the students aware of the contribution of other members of the family through discussion in the class. They also have to make them aware of what role they can play in the family and how much they are able to contribute at present.

□ Objectives of the Lesson

1. Students will be able to cooperate by understanding their responsibilities in the family.
2. Students will be able to feel happy by recognising their usefulness in the family.
3. Students will start taking responsibility for their own work.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Care Of Mother

□ Objective

To draw the attention of the students towards their contribution and responsibilities in 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 the opportunity to share their experiences of reflections and discussions at home.

Line of Discussion

Through discussion, the teacher would direct the attention of the students towards the contribution of other members of the family. Along with what can be their own role in the family, they can understand it and can see how much they are currently able to contribute will be able to cooperate in household chores according to their capabilities, after understanding their role and they will be able to identify the usefulness of their own self and others.

STORY

Both Aslam and Harsh were very good friends. They always stayed together, played together, and had lunch together. On reaching school, Aslam found that Harsh had not come to school that day. Aslam could not understand why Harsh did not come to school that day. He was worried about Harsh the whole day. He was getting bored at school.

After coming back from the school, he told his mother about it. He took off his uniform and threw it away and went towards Harsh's house, which was near his house. After reaching his house, he saw that Harsh was putting cold Bandages on his mother's head. Harsh told that she has had a fever and headache since last night. In the morning the doctor uncle gave her medicines and advised her to take rest for the next three days. Papa is also not at home, so he will have to stay with mother for the next few days and would not be able to come to school.



Aslam saw that Harsh fed his mother and gave her medicine too. They together cleaned the house completely.



While cleaning, Aslam noticed that Harsh's books were kept neatly and his uniform was kept folded. Aslam asked Harsh that when mother was not well, who did all this work? Harsh said, "Hey, I have done this. I do this every day because she gets tired of doing household and outside work. Why bother any other member of the house for that?" After seeing all this, Aslam started thinking in his mind how much Harsh took care of his family. Now, there was a lot of turmoil going on in his own mind.

❑ **Questions for Discussion**

1. Do you think it was right for Harsh to take care of his mother? Yes/no why? Think about it
2. What thoughts must be coming in Aslam's mind after seeing all the belongings of Harsh kept properly?
3. What are your own chores that other members of your family do?
4. What are the household chores that you can do? Make a list of them.

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

The students would ask the family members at their homes to find out the tasks in which their family expected cooperation from them.

❑ **End of the Class**

In the end, students would sit quietly for 1-2 minutes and reflect on things that they noticed in 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, story telling etc. for the same.
- Students would be asked to share similar experiences they have had at home.

❑ **Questions for Discussion**

1. What are some household chores you would like to help with?
2. What are some household chores that you are able to help with?
3. What are some chores in the family that you would like to do in future?
4. How do you feel when you are able to help the members of your family? Discuss.

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

Students will note when and which member of the family they are able to cooperate with throughout the day and how do they feel while doing so?

☐ **End of the Class**

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



Day 3

Activity :My Participation

☐ **Objective**

To draw the attention of the students to the feeling of happiness on seeing their utility in 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 the opportunity to share their experiences of reflections and discussions at home.

☐ **Line of Discussion**

If one is clear about one's role in the family and can participate accordingly in the family activities then it leads to happiness. When every member of the family understands this, then an environment originates where members live in harmony with each other and achieve a sense of complementarity. This activity and the corresponding discussion will help the students to joyfully participate in family activities.

ACTIVITY

☐ **Steps of Activity :**

1. Ask students to make a list of things with their friends in which they will write- Things they do themselves, Things they do for others, Things done by others for them. Students will make this list in their happiness diaries.
2. Now the teacher will draw the table according to the given columns.

Things done by others for you	Things you do for others	Things you do yourself

(The table can be increased downwards as per the requirements.)

- One by one students from each group will share their tasks and the teacher will also write them in the appropriate column.

Questions for Discussion

- Out of the three types of work, by doing which work do you remain happy for a long time and why?
- Has it ever happened that the members of the family left their important tasks and did some work for you? How did you feel at that time? Give any one example.
- Which of these are the things that you do not want to do but you have to do?
- What are those tasks that you are always ready to do? Why?

Observe, Ask and Explore at Home

At home, students will discuss with their family how they feel about helping in work for each other and why?

End of the Class

In the end, students would sit quietly for 1-2 minutes and reflect on things that they noticed in 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 that you left some important work that you were doing and did something for the family? What was that work and why did you do that?
2. Who is responsible for keeping the house clean and things in their proper places? Why?
3. What are the household chores in which each member of the family can contribute?
4. Is studying also your contribution to the family? If yes, how and if no, why not?

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

At home, discuss with members of your family how they feel when you help them in some work and why?

❑ **End of the Class**

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



Day 5

ASSESSMENT SESSION

❑ **Beginning of the Class**

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

❑ **Experiences at Home**

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

❑ **Points for Assessment:**

1. Which household chores did you do yourself this week? (like arranging school bags, putting your shoes in the right place etc.)
2. In which household chores did you help this week?
3. Share something that you wanted to do, but are unable to do now?

Observe, Ask and Explore at Home

Talk to your family to find out such people around you who are willing to help everyone. Also try to find out why they would do this?

End of the Class

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



Our Expectations from Each Other

□ Note for the Teacher :

In the previous lesson, we learnt that-

- Every member of the family has one or the other specific role.
- We can help in our family according to our abilities.
- We feel happy by recognising our usefulness.

In this lesson, we will try to understand how to have the right expectations from each other in the family. Often complaints in relationships result from having expectations without properly recognising the worth of others. So, it is necessary that we keep the right expectations considering each other's abilities so that they can be fulfilled and everyone can live together.

□ Objectives of the Lesson :

1. Students will be able to identify their expectations from their family.
2. Students will be able to understand the expectations that other members of the family have from them.
3. Students will be able to fulfil their responsibilities in the family according to the expectations of each other.
4. Students will be able to understand that harmony remains in the family only when the expectations in the relationship are identified and fulfilled correctly.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Together

□ Objectives:

To draw the attention of the students towards the importance of living together in 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 the opportunity to share their experiences of reflections and discussions at home.

Line of Discussion

It is expected that the teachers will take this discussion forward in a way that students become aware of the importance of living with harmony in the family and how they can achieve this.

STORY

A father had four sons. They always fought with each other. The father used to calm them down, but yet they didn't understand anything. When the father could not stop the quarrels of his sons simply by talking, he decided to do an experiment to deal with the problem.

One day he asked his sons to bring a bundle of wood. He gave that bundle one by one to them and asked them to break it. All the sons tried their best but failed. Next time father untied the knot of that bundle and separated the sticks.



Now, he handed over the sticks to his sons one by one and asked them to break them. All of them were able to break sticks very easily as compared to the bundle. Now the father said to his

sons "If you will stay together to help each other, then you all will be able to stay strong like this bundle and survive every trouble."



❑ **Questions for Discussion**

1. Why were the four sons unable to break the bundle?
2. What breaks a family- lack of money or lack of unity, ?
3. There are many good players in your school cricket team but they do not stay together. How will their performance in the game be in such a situation? Think and share.
4. Has it ever happened to you when you could not work together and you had to bear the loss? Give such an example.
5. What are the tasks done by the members of your family together? Mention any two tasks.

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

Try to know from the members of your family that they share any such work which they could not do alone but could do together with other members of the family.

❑ **End of the Class**

In the end, students would sit quietly for 1-2 minutes and reflect on things that they noticed in 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, story telling etc. for the same.
- Students would be asked to share similar experiences they have had at home.

❑ **Questions for Discussion**

1. What activities do you do together in school?
2. Share the work which is done with mutual cooperation in your neighbourhood.
3. According to you, what are the reasons why people are not able to live together when they know that living together is good for all?

□ Observe, Ask and Explore at Home

At home, ask the members of the family that how is working together beneficial.

□ 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: Harmony in Family

□ Objective

Students will be able to understand that it is important to understand and meet expectations in order to maintain harmony.

□ Beginning of the Class

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

□ Experiences at Home

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

□ Line of Discussion

To work in a team or family, it is important that each member understands each other's abilities and expectations. Take responsibility for those expectations and cooperate with each other while being complementary to each other. With this clarity and mutual trust, a family can do any task harmoniously (Encourage students to involve their peers in each activity.)

ACTIVITY

□ Steps of Activity

- Divide the class into small groups of 5-6 students each.
- Each group will be given the task of selecting a team for the successful celebration of the Happiness festival in the school. Ask them to note in their happiness diaries, the basis on which they will select the teams.
- Now ask one student from each group to share the discussion points with the class.



❑ **Questions for Discussion**

1. Which things did you keep in mind while selecting the team? Why?
2. Did you disagree with each other during the discussion? How did you solve it?
3. How do you think a team can be a successful team?

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

At home, discuss with the members of your family whether they feel it is necessary to work together in any festival or marriage? Why?

❑ **End of the Class**

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



Day 4

❑ **Beginning of the Class**

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

❑ **Recapitulation and Experiences at Home**

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

❑ **Questions for Discussion**

1. What are your expectations from your family? Which expectations are getting fulfilled and which are not?
2. What could be the reasons for your expectations which are not getting fulfilled from your family? Discuss with each other.
3. What does your family expect from you?
4. Are you trying to meet the expectations of your family? If yes, how? If no, why not?

Observe, Ask and Explore at Home

At home, discuss with the members of your family about your expectations which the family is not able to fulfil and what are the reasons for the same?

End of the Class

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



Day 5

ASSESSMENT SESSION

Beginning of the Class

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

Experiences at Home

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

Points for Assessment:

1. Which expectations of your family members did you try to fulfil this whole week? How did your family feel after seeing the effort?
2. This week, did you do any task harmoniously in your class or school? Share.
3. What do you do when someone disagrees with you in the family or at school?

Observe, Ask and Explore at Home

At home, discuss how we can do some tasks or work together as a team in a 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.



□ Note for the Teacher

In the previous lesson, we learnt that-

- Our goal is to be happy and only a sensible person can be a happy person.
- Amenities are our body's needs and emotions are the need of the mind.
- Our emotional needs are getting fulfilled only in good relationships.
- Contribution of family is important in meeting our needs.

In this lesson we will try to understand whether a family can meet all its needs by itself. There are so many things in our everyday life that we get from the hard work of other people outside the family. Therefore, it is necessary for more than one family to live together and cooperate in meeting each other's needs. We recognise only a group of families living harmoniously as a society. The purpose of this lesson is to understand this form of society and its role in our well-being.

□ Objectives of the Lesson

1. Students will be able to understand society as a set of families.
2. Students will be able to recognise the role of society in fulfilling their physical and emotional needs.
3. Students will be able to see the mutual complementarity of families in the society.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: An Arrogant Head

□ Objective

To draw the attention of the students to the fact that great difficulties can be faced with mutual cooperation.

□ Beginning of the Class

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

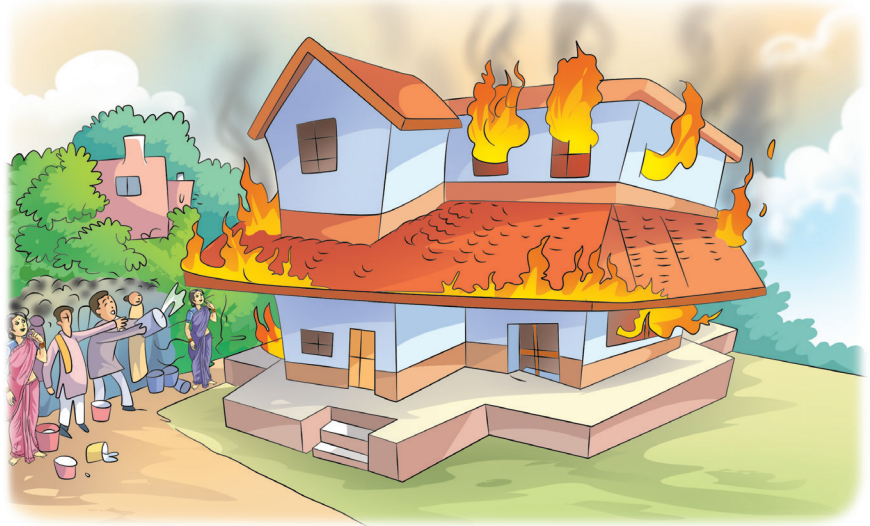
Experiences at Home

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

STORY

Pankaj often used to sit in the evening with an elderly man who lived in the neighbourhood. Many children from the neighbourhood also used to come there. Grandfather used to tell stories of his life to all these children.

One day grandfather told about a person from his village who use to live in harmony with everyone. He used to respect everyone, but when he was elected as the head of the village, he became arrogant about his position. Now, he started considering himself a very prominent person. He started maintaining distance from his relatives too. The entire village started talking about his changed behaviour.



One day his house caught fire when he had gone out somewhere with his family. The people of the village tried hard to extinguish the fire, but the fire had spread a lot. Everything in the house was burnt to ashes.

When his family came, they were very sad to see that burnt house. They could not understand what to do. Food grains, clothes, and bedding had turned to ashes.



Then some people from the village came forward and took them to their homes. At night, the people of the village together made a plan to help him. They did not let the head know about this plan.

Next day, when the head came to see his house, he saw that there was a pile of grains, clothes, bedding and other things near the house. Many people were helping to build a new house. The village carpenter was making new doors. Some people were making new cots. Seeing all this, the head's eyes were filled with tears. He was also feeling remorse for his arrogance. He was thinking in his mind if all the families in the village live together, then they can face even big difficulties.

❑ **Questions for Discussion**

1. Why did the people of the village help the arrogant head? Think and answer.
2. If you were there at the time of the burning of the head's house, what would you do? Why?
3. If the people of the village would not have helped the head and his family, what problems would they have to face?
4. Do you think it is important to help someone in the time of need? Why do you think so?

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

At home, ask elders in the family about a similar incident from their childhood when other families helped a family in times of trouble.

❑ **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 mindfulness 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, story telling etc. for the same.
- Students would be asked to share similar experiences they have had at home.

❑ **Questions for Discussion**

1. Has any family around you ever needed any kind of help? When and how?
2. Who helped them in that situation? Share some examples.
3. When someone gets help in the time of need, how does that person feel? Think and answer.
4. Just as the people of a family stand by each other in trouble, similarly if everyone in the society starts standing by each other than how will our society be? To create such a society what can you do at your level in future?

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

At home, discuss with your families the reasons why all the families of society are not able to live in harmony?

☐ **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: Our Helpers

☐ **Objective**

To draw the attention of the students to the fact that our society is a system.

☐ **Beginning of the Class**

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

☐ **Experiences at Home**

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

☐ **Line of discussion**

There is a need to draw the attention of the students towards the people who play different roles in society. How many things do we use throughout the day that we do not produce ourselves? Through this discussion, students will understand that we are dependent on each other to fulfil our needs.

ACTIVITY

☐ **Steps of Activity**

- Divide the class into small groups.
- Ask each group to play the role of any professional like: - Farmer, Shopkeeper, Bus driver, Teacher, Doctor, Car mechanic etc.
- Now ask each group to discuss for 5-7 minutes the problems that would be there in the society if these professionals would not be there? Like- Farmer groups would discuss that if there are no farmers in

the society then what will be the problems in the society? Rest all groups would also discuss their roles like this.

- One student from each group would present the findings of their group discussion to the class.



Questions for Discussion

1. What role have you played in this activity? (Note- This question would be asked to 7-8 students so that we can get the sharing of different role players.)
2. What did you feel during playing that role?
3. Whatever role you played during the activity (like- Teacher, Car Mechanic, Farmer, Driver etc.) If these people would not be there in society, then what will be the effect of this on society?

Observe, Ask and Explore at Home

At home, discuss in the family the tasks for which your family is dependent on the society?

End of the Class

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



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. For what tasks does your family depend on society?
2. Make a list of those items of everyday use which you buy from the market.
3. What are those things which you do not buy from the market rather produce them at your home only?
4. According to you, what are the challenges in our society which need to be worked upon? (Hint- quarrels/fights, discrimination in rich-poor, inequality etc.)

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

At home, discuss with the family what are the challenges in our society that need to be rectified? Who would do this task?

❑ **End of the Class**

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



Day 5

ASSESSMENT SESSION

❑ **Beginning of the Class**

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

❑ **Experiences at Home**

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

❑ **Points for Assessment:**

1. Did your family help a needy family in any way this week? If yes, then share.
2. Has anyone helped your family in times of need? If so, what ideas did you get for helpers?
3. What kind of society do you wish to live in? Draw or write a paragraph/ poem on it.

Observe, Ask and Explore at Home

At home, with the help of their family, students will make a list of people whom they see as their helpers.

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.



Teacher-Learner Relationship

□ Note for the Teacher

In the previous lesson, we learnt that-

- Societies are in the form of groups of families.
- Society plays an important role in the fulfilment of our physical and emotional needs.
- Families do complement each other in society.

In this lesson, we will try to understand the relationships in the society and understand the expectations and responsibilities inherent in the teacher- learner relationship.

□ Objectives of the Lesson

1. Students will be able to see the contribution of their teachers to the fulfilment of their curiosity and for the right guidance.
2. Students will be able to identify the expectations from each other in ‘Teacher–learner’ relationship.
3. Seeing the contribution of their teachers, students will be able to express gratitude and respect towards them.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Activity :Let’s Thank them

□ Objective

Students will be able to express gratitude and respect for the contribution of their teachers.

□ Beginning of the Class

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

□ Experiences at Home

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

ACTIVITY

□ Steps of the Activity

- Divide the class into small groups.
- Students in each group will be asked to think about any change or achievement in their life in which their teachers have contributed and they have started feeling more connected with the teacher. For example, I was disturbed about some things going on in the family, after discussing this with the teacher, some solution has been found in that matter or the mind has started feeling lighter, and the tendency towards studies has increased or teacher have cooperated in developing any good habit etc.
- After thinking for 5-7 minutes, write that incident or topic in your notebook.
- Now each representative of the group will present their findings among themselves in the class.



□ Questions for Discussion

1. According to you, what was the contribution of your teacher in your life? Share with an example.
2. How did you feel while writing about that event or achievement?
3. What were the feelings coming in your mind towards your teacher that time?
4. If everyone starts understanding each other in this way and starts helping each other, then how will the world around us be? Discuss.

□ Observe, Ask and Explore at Home

Students discuss with their family and try to know whose contribution they can see in their life.

□ End of the Class

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



Day 2

□ Beginning of the Class

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

□ Recapitulation and Experiences at Home

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

□ Steps of the Activity

- Students can choose any method from the methods given below to express the gratitude-
 - By writing a letter
 - By giving surprise notes made by them to the teacher.
 - By making a card.
 - By writing some lines or poems.
- Let each group share their expressions in the class.

□ Questions for Discussion

1. What do your teachers do for you to 'read and understand' well?
2. Which emotions do you feel for your teacher? (Hints- Affection, respect, gratitude) Discuss.
3. What are the expectations of your teachers from you? Discuss!
4. What are the expectations of your teachers that you are not able to fulfil? Why?

□ Observe, Ask and Explore at Home

Students will discuss with their family members what they expect from each other? Note them down in your Happiness Diary.

□ End of the Class

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



Day 3

Story: My Favourite Teacher

□ Objective

To let the students, live with the feeling of gratitude, by seeing the contribution of their teachers in their 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 the opportunity to share their experiences of reflections and discussions at home.

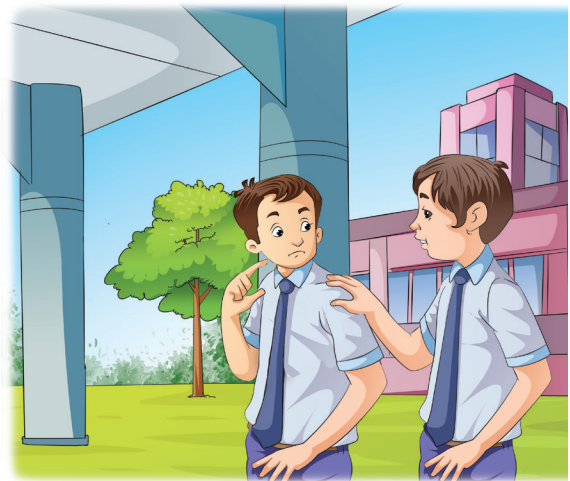
□ Line of Discussion

We all know that the place of a teacher is most important. Through the discussion of this lesson, students will note that in our progress, there is a major contribution of our teachers. Our teacher have put their best efforts in building our understanding. The students will be able to express their gratitude towards the contribution of their teachers.

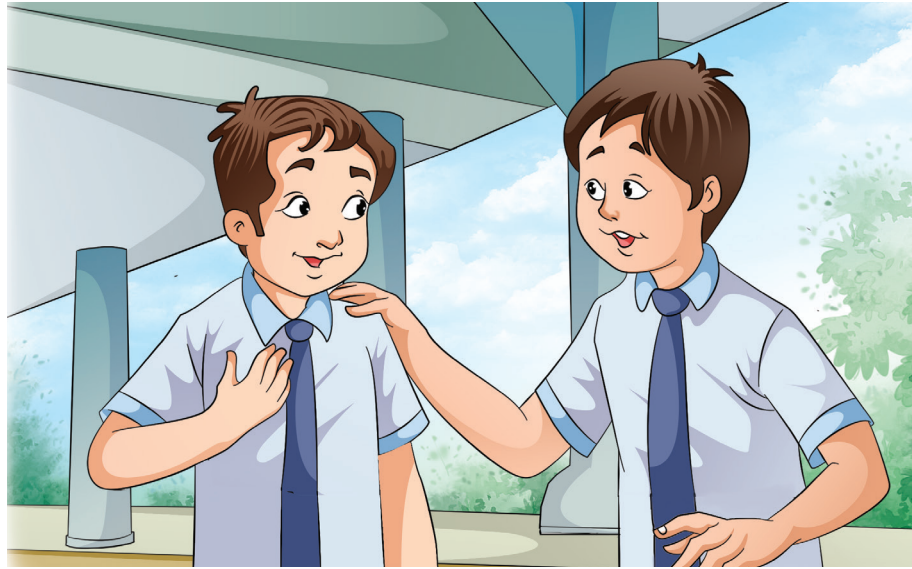
STORY

Yash is a student of class VI. He got admission in this school this year only. Today when he came to school, he was a bit disturbed. His friend Sameer put his hand on his shoulder and asked him, “What happened, friend! Why are you so worried?” Yash told him that he could not understand the maths questions which Avinash sir had discussed in maths class the previous day. Sameer asked, “What is the matter then? I too had faced some problems in solving the questions at home. When sir will come today in class then we will ask him to explain it again.”

Yash said, “Sir had explained the questions to us with a lot of effort and if we ask him again then sir may feel bad and may get angry too.” After hearing this Sameer smiled and said, “Oh! You do not know sir, you are new in school that is why you think like this.”



Our Avinash sir explains every question or formula humbly, no matter how many times you ask him. Sir only wishes that whatever he explains to us we would listen to that carefully and understand it. Not only maths problems, he teaches us very good things about life too. I have decided that I will be a teacher like Avinash sir in future.



Yesh felt relieved after hearing this from Sameer. He was thinking in his mind that he would try his best to understand the questions and would practise at home too.

Both the friends went to class with smiles on their faces.

Questions for Discussion

1. How do you feel when you are not able to understand any lesson or question?
2. Is it better to ask again if you could not understand anything? Why?
3. What do you do when you cannot understand anything?

Observe, Ask and Explore at Home

At home, ask your family if it has happened with them ever when they could not understand anything. How did they feel at that time?

End of the Class

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



Day 4

□ Beginning of the Class

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

□ Recapitulation and Experiences at Home

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



□ Questions for Discussion

1. Have you ever helped anyone in learning or understanding anything? Share any incident like this.
2. Who else helps you in your learning and understanding other than your teacher?
3. According to you, is it easy to understand any lesson by listening to it one time or again and again? Why do you think so?
4. If it is the duty of the teacher to teach the students then what is the duty of the students?

□ Observe, Ask and Explore at Home

At home, ask your family who all have contributed towards each other 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.



Day 5

ASSESSMENT SESSION

Beginning of the Class

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

Experiences at Home

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

Questions for Assessment

1. After discussions done in Happiness class, could you help someone at your home or class in learning or understanding anything?
2. How did you feel when a companion /friend helped you to complete a task?
3. How do you feel when your teachers help you in class or school by understanding your needs even when you have not asked for one?

Observe, Ask and Explore at Home

At home, students will talk to their family to find out whether they (the members of the family) have ever helped anyone in their office or at their workplace by understanding their need and how they felt after helping?

End of the Class

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



My Contribution to the Society

□ Note for the Teacher

In the previous lesson, we learnt that-

- There is a major contribution of the teachers towards the fulfilment of curiosity and for the right guidance.
- There are some expectations from each other in the ‘teacher-learner’ relationship.
- Seeing the contribution of their teachers, students would be able to express gratitude and respect towards them. In this lesson, we will try to understand the relationships in the society and understand the expectations and responsibilities inherent in the teacher- learner relationship.

□ Objectives of the Lesson

1. Students will be able to identify themselves as an integral part of the society.
2. Students will be able to recognise their role in society.
3. Students will recognise their role and will be ready to contribute and take responsibility.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: This is living

□ Objective

Students would be able to recognise the importance of their role and contribution and they would be motivated to contribute to society.

□ Beginning of the 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

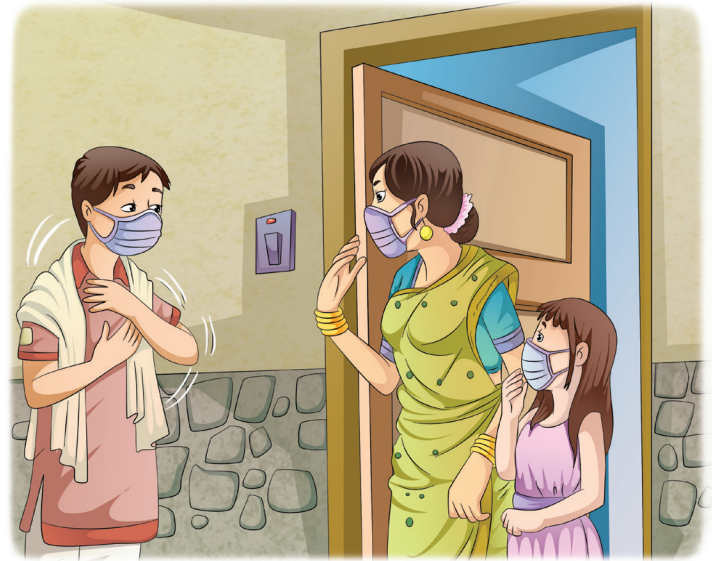
Students would be given the opportunity to share their experiences of reflections and discussions at home.

Line of Discussion

Everyone has some responsibilities towards the environment around them and for society, which they have to fulfil. If every person of the society fulfils his/her own responsibilities then there will be harmony in that society. The objective of this lesson is to draw the attention of students towards contributing towards society through discussion.

STORY

It is about the time when the corona virus had created havoc all around. There was a situation of lockdown in the entire country. One day suddenly the bell rang and Jeevika ran towards the door. “Oh wait! I will open the door, who knows who it will be?” said the mother. She had put on the mask and opened the door. There was the washer man Naresh bhaiya. He asked my mother for clothes for ironing. Mother refused to give clothes at that time, but she asked him about the condition of his and his family members. He told her that his daughter had fever and she just got better last week. He said that he had no work during this pandemic due to which daily wage earners like him had to suffer a lot. It had become a norm to face difficulties.



His face, which was always smiling, was withered today. Mother was also feeling bad seeing his condition. Mother gave him some money to keep. His eyes welled up. He thanked mother a lot and said that he would return the money as soon as the situation improves. The mother said, “Brother, a sister is giving this money to her brother. Don’t worry.” When father came home, seeing the sadness on mother’s face, he talked to mother. After knowing the situation, food items for a month were delivered to his house and some money was also handed over to him by my father. Jeevika also got her two toys sent by her father for Naresh bhaiya’s daughter. Mother spoke about this to her friends on the phone as well, so her friends helped one or the other needy person as much as they could.



❑ **Questions for Discussion**

1. Was it necessary to do what Jeevika and her parents did for Naresh bhaiya? Why or why not?
2. Have you ever tried to fulfil someone's needs? Why?
3. Has anyone ever helped your family? How did you feel then?

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

What efforts has your family made to help another family in the neighbourhood? Discuss in your family.

❑ **End of the Class**

In the end, students would sit quietly for 1-2 minutes and reflect on things that they noticed in 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, story telling etc. for the same.
- Students would be asked to share similar experiences they have had at home.

❑ **Questions for Discussion**

1. Is it right to help someone with money without any hard work or labour? Why or why not?

2. Apart from money and goods, in what other ways can someone be helped?

3. Apart from money, in what other ways can you help someone?

4. Is it necessary for your family to contribute your family for the improvement of the society? Why or why not?

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

At home, observe what your family does for the improvement of their neighbourhood and what else they can do.

□ **End of the Class**

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



Day 3

Activity: Our Contribution

□ **Objective**

To motivate the students to become useful and responsible citizens towards the society and to make them feel the joy of knowing their usefulness.

□ **Beginning of the Class**

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

□ **Experiences at Home**

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

ACTIVITY

□ **Steps of the Activity**

1. Let the students sit in small groups.
2. What can students do to improve their school environment? Each group will be asked to make a plan for it.
3. In this, talk about the efforts that can be done continuously. The main points of the plan – what will be done, from when, who will participate, how the work will be done, etc.
4. Give them some 7- 8 minutes to plan.

For example, in school:

- Planning for a clean-up
- Plan for saving water
- Plan to increase the number of trees and plants (motivating people for this responsibility for the surrounding of the school as well)

- Cooperation in the education and other activities of junior students by senior students.
- Each group would present its plan to the class to include a partner who uses a wheelchair or has some mobility problems in various school activities.

Each group will present its plan in class. The duration for the presentation can be 2- 3 minutes. The plans presented by the students will be appreciated. First day as per the time schedule, some teams can present in the class.



❑ Questions for Discussion

1. How did you feel while planning with your team? Share your experience.
2. What were the things that drew your attention while planning?
3. Why is it necessary to contribute to the improvement of the school environment? Why do you feel like this?

❑ Do's and Don'ts

- Teachers can also create a plan for themselves and share it with the class.
- The group plan can be made on chart paper and displayed in the classroom or at any other suitable place.
- The teacher will help in implementing the scheme of contribution of the students in the school.

❑ Observe, Ask and Explore at Home

At home, discuss with your family the tasks around them they can help in?

❑ 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. In what other ways can we contribute to the school?
2. If all the students give their contribution, then what changes can be seen in our school?
3. Have you observed any students already contributing in any way to the school? If yes, what do you think about them?

□ Observe, Ask and Explore at Home

Discuss in your family what tasks around your home are being done which are beneficial for everyone in the neighbourhood.

□ End of the Class

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



Day 5

ASSESSMENT SESSION

Beginning of the Class

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

Experiences at Home

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

Questions for Assessment

1. In which tasks of your school, were you able to contribute in this week.
2. What tasks were done by your family that helped someone in your neighbourhood?
3. Has some one's work in your school or neighbourhood inspired or impressed you? What was that thing? Have you done or plan to do something similar?

Observe, Ask and Explore at Home

Discuss in your family why it is important to cooperate with each other in society.

End of the Class

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



□ Note for the Teacher

In the previous lesson we learnt that the students

- could understand themselves as an integral part of the society.
- could see their contribution to society.
- could identify their role in the society.
- had understood the responsibility and emotion of their contribution to the society after identifying their role.

In this lesson, an attempt has been made to draw the attention of the students towards living with Complementarity. Students will be able to identify the basis of equality in the society. They will be able to see the diversity of people's interests, abilities and skills to complementarity. For example, one person knows how to design a house well, another person has good knowledge of the material used in the process of building that house and the third one has the skill to make a house. In such a situation, a good house can be built with the cooperation of these three.

□ Objectives of the Lesson

1. Students will be able to identify the basis of equality among humans.
2. Students will be able to understand that in spite of diversity, basically we all are same and our basic desire is the same.
3. Students will be able to identify the reasons for harmony in the society.
4. Students will be able to be able to be present with each other with a feeling of cooperation.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Activity: We All are Equal

□ Objective

To enable the students to identify the similarities found in all of us.

□ **Beginning of the Class**

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

□ **Experiences at Home**

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

□ **Line of Discussion**

We all want happiness. Everyone wants fame and respect. Everyone has an infinite ability to think and understand. All these are the natural basis of equality. On this basis we can say that we all are equal. As soon as the similarity is visible, the difference between each other starts to disappear.

ACTIVITY

□ **Steps of the Activity**

- Divide the class into small groups.
- Let each group discuss what things that make everyone happy and what things make everyone sad.
- Now each group will present their inference to the class.
- Write all the points of equality on the board. Similar points will be written only once.

Things that make everyone sad	Things that make everyone happy
1	
2	
3	
4	

(For example, what do you think – fame and respect are needed by all or only a few people? Everyone wants to be happy or there are some people who don't want to be happy?)

□ **Questions for Discussion**

1. Have you ever thought before doing this activity that we all are equal? On what basis did you think like this?
2. "We are all equal", what difference do you feel in your mindset after knowing this?
3. If every student of the class started treating each other as their own, what would the environment of the class be like? Discuss.

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

Discuss in your family, what things are common in all human beings.

□ **End of the Class**

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



Day 2

□ **Beginning of the Class**

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

□ **Recapitulation and Experiences at Home**

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

□ **Steps of the Activity**

- Divide the class into small groups.
- Each group will discuss one situation given below. Make a list of those people with whose help this work is accomplished.
 - Building a house
 - Celebrating annual day in a school
 - Farming
 - Running Dhaba or Hotel
 - Each group will share the list made by them with the class.

□ **Questions for Discussion**

1. How does everyone being good at different things help to celebrate a group event such as a wedding celebration, a festival, or any other celebration in the street?
2. If everyone does their own work in a festival or function, but there is no coordination among all, then what will happen?
3. What things do we keep in mind while working together?
4. If there are many good players in your school football team but there is no coordination between them, how will their performance be and why?
5. To bring harmony and equality in the society, what efforts can we make?

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

Discuss with your family what the members of your family do the whole day. You can note it in your Happiness Diary.

□ **End of the Class**

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



Day 3

Story: Sugar in Milk

□ **Objective**

To develop an understanding of mutual living in society.

□ **Beginning of the Class**

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

□ **Experiences at Home**

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

□ **Line of Discussion**

Through this story and questions, an attempt has been made to draw the attention of students towards living with complementarity. Through discussion, students will pay attention to the fact that living together in society leads to progress and we can live a happy life. Everyone will be motivated to remain humble by understanding the principle of nature of 'let others live and live', instead of 'live and let others live'.

STORY

It is centuries old story. A small country was attacked. Due to this the local people had to leave the country and go far away. They went out in large numbers in their boats to find new places far away and reached the shores of a large country. After reaching there, they requested for shelter. The king of the big country was very kind, but he believed that the land of his country was already full of people and he would not be able to accommodate more people.



They did not understand each other's language. Therefore, to make them understand, the king sent a glass of milk which was completely full. They immediately understood the message and asked the king for a spoonful of sugar. They dissolved sugar in the milk and sent the glass back to the king. Through this they conveyed the message to the king that they were peace-loving and religious people who would enrich the land and community with their knowledge and hard work.

The king was greatly impressed by their mindset and welcomed them to his country. He also helped them settle in their new house. In this way they all mixed like sugar in milk in their new country and started working towards making that country better.



❑ Questions for Discussion

1. Has it ever happened to you that your attitude towards someone changed after being with them?
2. Are all the people around us the same or different? How are we similar to each other?
3. On what basis do we build relations- by looking at similarities or something else?

❑ Observe, Ask and Explore at Home

At home, narrate this story and discuss how we can live in harmony in our neighbourhood.

❑ End of the Class

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



Day 4

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ **Questions for Discussion**

1. Can we be useful for everyone? How?
2. What would be the difference between living with people and living all alone?
3. We will be happy if society is happy. Do you agree/disagree with this statement? How?
4. On what basis do we consider ourselves different from others?

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

Discuss with your family if we are dependent for all our amenities on society. If yes/no, then Why?

❑ **End of the Class**

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



Day 5

ASSESSMENT SESSION

❑ **Beginning of the Class**

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

❑ **Experiences at Home**

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

❑ **Questions for Discussion**

1. This week, whose contribution were you able to see in your progress?
2. We use many facilities in our society, such as roads, buses, mobile phones, school, hospital etc. Did you notice after the discussion of this lesson that without them our life would have been full of difficulties? Share.
3. After the discussion of this lesson, seeing any convenience or thing that we are getting from our society, did you pay attention to the fact that people have worked hard to make it? If yes, then share your details.
4. After discussing this lesson, have you been able to realise about a stranger that he too is a human being like you? If yes, then share your experience.

Observe, Ask and Explore at Home

Whose responsibility is this to maintain harmony in the society and what is the contribution of our family for this? Discuss in your family.

End of the Class

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

- society is made up of groups of many families.
- in society all human beings play their role according to their abilities.
- families in the society are complementary to each other.

In this chapter we will see that we live in nature with family and society. Humans are an integral part of nature. Here we will also try to understand what nature is called. Nature can be seen in certain states and what is the relationship between these states.

□ **Objectives of the Lesson**

1. Students will be able to understand nature as the 'group of all units' of existence.
2. Students will be able to see nature in the form of four states (matter, vegetation, life and human).
3. Students will be able to see nature as a system.

□ **Proposed Duration**

At least five days or till the teacher is satisfied.



Day 1

Story: My needs

□ **Objective**

To draw the attention of the student towards the orderliness of nature.

□ **Beginning of the Class**

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

□ **Experiences at Home**

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

STORY

As soon as the summer vacation started, Sanjana went to her maternal uncle's house in the village. She made some friends in the village with whom she used to have a lot of fun. She used to play with her friends daily and while returning she noticed other works being done in the village as well. How the farmer laboriously produces all those things in the fields, which she buys easily from the market for her needs in the city. Even today, Sanjana was very curious to see bees, butterflies, trees and plants and flowers of different colours flying in the fields falling on the way. She went ahead thinking about their activities, but Sanjana's curiosity started increasing in farm-harvesting, crops, butterflies etc.



Today, Sanjana was tired while coming back after playing. She sat on the paddock made in the fields and again started watching the butterflies and bees with curiosity. She saw how the butterflies and bees were sitting on the flowers and sucking their juice. She also noticed that some plants had withered due to the heat. Just then, listening to the thunder of the clouds, Sanjana remembered her science class in which the process of formation of new plants and new organisms was explained. Now Sanjana was able to understand how water falling from the clouds, trees, plants, flowers, butterflies and bees etc. depended on one another. This dependence is part of an order which means everyone's need is complementary to others' needs.



❑ **Questions for Discussion**

1. What is the contribution of trees in nature?
2. Where do you get the goods of your daily use?
3. How are the units of nature complementary to each other? Discuss.
4. How do you see orderliness in nature? Share your answer.(Discuss it with the example of water cycle or some other examples of any law)

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

Students will discuss in the family how all the objects (units) of nature are dependent on each other.

❑ **End of the Class**

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



Day 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, story telling etc. for the same.
- Students would be asked to share similar experiences they have had at home.

❑ **Questions for Discussion**

1. How do soil-water, trees-plants, animals-birds and humans fulfil each other's needs?
2. How are plants, animals, birds and human beings related to each other in the form of a system?
3. Can we contribute to maintaining orderliness in nature? How? Share a few examples.

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

Students will discuss with their family and write in their Happiness Diary how “All the entities of nature (soil-water, trees-plants, animals-birds and humans) live in the form of an orderliness”?

□ End of the Class

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



Day 3

Activity: What is around us?

□ Objective

To draw the attention of the students towards the orderliness of nature.

□ Beginning of the Class

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

□ Experiences at Home

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

□ Line of Discussion

Students will be able to know that everything around us is in the form of four types of realities. Identifying these realities in the form of four categories/states –Material order (Non-living materials like soil, stone, metal etc.), Plant order (trees and plants), Animal order (animals and birds) and Knowledge order (humans).

ACTIVITY

□ Steps of the Activity

- Let the students sit in small groups of four or five and give each group a sheet of paper. One child in the group will write the names of two of the things they see around them and pass it onto the next student. Other children will write names of two other things. In this way all the students of the group will write names of two things each.
- (Teacher meanwhile can look in the class and ensure that the sheet is passed on to every child turn by turn and every student write two things on it.)
- Now students will name two things which they see on the way while coming from home to school. Ask the students not to repeat the names that have already been taken. Now one child from each group should present this list to the class.
- For the presentation of each group 1-2 minutes will be given.
- At the time of presentation, the teacher draws 4 columns (1, 2, 3, 4) on the board and lists them on the following basis

Write the names of things that do not breathe.	Write the names of those things which breathe, but cannot move and are not affected by what we say.	Write the names of those things that breathe, our sayings have an effect on them, but they do not have to be understood and explained.	Write down the names of things they breathe, what we say has an effect on them and they can understand and explain.

❑ Questions for Discussion

1. What names we can give to the first kind of things? (Answer-Non-Living matter)
2. What names we can give to the second kind of things? (Answer- trees and plants).
3. What same the third kind of thing? (Answer- animals and birds)
4. What same the fourth kind of thing? (Ans- Human)

In this way we can categorise the whole of nature in the form of four groups.

- All substances come in the first group.
- Trees and plants come in the second group; hence it is called vegetable world.
- Living beings come in the third group, hence this group is also called animal world.
- In the fourth group comes a man who can understand and explain. We call this the human world.

❑ Observe, Ask and Explore at Home

Students will go home and identify some other things in nature and write them in their Happiness Diary according to the list made in the class.

❑ End of the Class

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



Day 4

□ Beginning of the Class

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

□ Recapitulation and Experiences at Home

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

□ Steps of the Activity

- Make the students sit in four small groups and give each group a sheet of paper.
 - The groups of students can be named as material world, vegetable world, animal world and human world.
 - Each group will write down the characteristics of their named world. For example- importance and dependence on food, breathing activity, utility for the other world etc. (5 minutes).
1. Now one child from each group will present these characteristics. (Each group will get 3 minutes).
 2. At the time of presentation the teacher will draw 4 columns (1, 2, 3,4) on the board and list them on the following basis:

Characteristics of Non living matter	Characteristics of Trees and plants	Characteristics of animals and birds	Characteristics of humans



❑ Questions for Discussion

1. What is your opinion about the things of the material world, whether their behaviour is certain or uncertain? Give an example.

(Hint for teacher- Water flows downhill. It follows this rule, so its behaviour is certain.)

2. What is your opinion about the behaviour of the things of the plant world, whether their behaviour is definite or uncertain? Give an example.

(Hint for teacher-like from the seed of mango only a mango plant grows and then a tree is formed.)

3. What is your opinion about the behaviour of the animal world? Is their behaviour definite or uncertain? Give an example.

(Hint for teacher- one animal may be cruel to one but not to another. A cat is cruel to a rat, but not to a dog.)

4. What do you think about human's conduct? Do all humans behave in the same way in the same situation?

(Hint for teacher- discuss with students about such an incident that in one situation, all the humans do not behave the same. To draw the students' attention towards the indefinite conduct or behaviour of humans.)

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family the role of man whether he is a helper or a hindrance in the harmony of nature.

❑ End of the Class

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



Day 5

ASSESSMENT SESSION

❑ Beginning of the Class

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

❑ Experiences at Home

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

Questions for Assessment:

1. What do you learn about nature this week in happiness class? Share any two things.
2. In what ways can you see the contribution of nature in your life this week?
3. Our conduct will become definite, what plan do you have for this?

Observe, Ask and Explore at Home

Students will discuss with the members of their family about the four states of nature. What are the specialties and how are they useful for 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-

- Nature is the aggregate of all the units of existence.
- There are four stages of nature (matter, vegetation, animals and humans).
- All the units of Nature are complementary to each other.

In this chapter we will try to understand–

The nature spread around us attracts everyone’s mind. It is worth noticing that it is complete in itself. The proof of this is that trees, plants, clouds, wind, water etc. have always been working as a law. Every entity of nature has some definite behaviour. There is no clash or conflict anywhere between any two entities. All are complementary to each other. They are a source of inspiration to us, to humans. Apart from this everything that exists in nature is useful and has a purpose. Nothing is meaningless. Whatever seems useless and wasteful, it only means that we do not know about its usefulness. It is expected from the teachers that they will be able to draw the attention of the students towards their usefulness and to make them aware of their role towards bringing them in orderliness.

□ Objectives of the Lesson

1. Students will be able to understand that everything that exists in nature is useful and serves a purpose. Nothing is meaningless.
2. Students will be able to see the importance of matter, plants and animals for our survival.
3. Students will be able to recognise their unbreakable relationship with nature.
4. Students will be able to understand that nature is complete in itself.
5. Students will be able to appreciate the beauty of nature in their daily life.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Find a Useless thing as Gift

□ Objective

To draw the attention of the students towards the usefulness of things.

□ Beginning of the Class

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

□ Experiences at Home

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

□ Line of Discussion

Through discussion, students' attention would be drawn to the fact that all the things available in nature are useful and complementary to each other. If things are properly disposed then they will get dissolved in soil only and will increase its fertility. If everything is in an order then nothing is worthless. For example- Carbon dioxide is not useful for our body. That is why we exhale it out from our body but it is an essential component for preparing food in plants.

STORY

Kartik was an intelligent boy. All the teachers were very pleased with him. Because of this he became somewhat arrogant. He started considering everyone inferior to him. The class teacher did not like this thing. One day, on his birthday, all the students wanted to give him some gift. Then the teacher humbly said, "I want such a thing as a gift which is absolutely useless". Everyone went out in search of such a thing. Considering the soil as waste, the students extended their hands towards the soil and thought, why are we considering it as useless.



All trees, fruits, flowers, grains etc. flourish in this. They went ahead. Roaming around here and there they



saw a pile of filth. On seeing it, hatred emerged in everyone's mind. They thought what else can be more useless than this. Then someone said, "Where will we find a better fertilizer than this? Crops take nutrition from this."

Everyone was immersed in deep thought. So what can be useless? On not getting anything in vain, they reached the teacher empty handed. The teacher humbly said, "Look within you and not in the world to see what is futile". Students at once realised that the teacher was talking about the ego that is inside everyone. Kartik at once said, "Sir, I have come to know that my ego is the only thing that I must give up".

□ **Line of Discussion**

It can also be discussed with the students how objects can be properly disposed of. If the disposal of every object is done properly, it will be mixed in the soil itself and will also increase its fertility. If everything is organised then nothing is useless. When disorganised, it looks useless. For example, carbon dioxide is not useful for our body, so we exhale it. But it is an essential element in making food for plants.

□ **Questions for Discussion**

1. Give an example of something that you threw away thinking it was useless but it proved to be useful for someone else.
2. Give an example in which you or someone in your family has made something out of waste material.
3. Introspect within you and tell what is useless inside you?

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

Make a list of those things which seem useless to you. Discuss with the members of your family what can be the uses of these useless things.

□ **End of the Class**

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



Day 2

□ **Beginning of the Class**

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

□ **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, story telling etc. for the same.
- Students would be asked to share similar experiences they have had at home.

❑ **Questions for Discussion**

- What are the things that most people throw away considering them useless?
- What are the things that you can make useful? How?
- In groups of two, discuss its usefulness (in the class and in your family). (After the discussion the teacher will let them share all those points in the class).
- When there is no waste then what is filth? Why do we bother about filth?

Note: Filth is spread by us only. Filth is not collecting your stuff after doing work, spreading stuff everywhere, having something in some other place instead of being in its place is dirty. This is also in order.

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

Try to know from your family if there are things in your home or anywhere around your home that are not in order, which you can arrange in an orderly way.

❑ **End of the Class**

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



Day 3

Activity: Garden Walk

❑ **Objective**

To draw the attention of the students towards the integrity of nature and to inspire them to look at nature as a source of inspiration.

❑ **Beginning of the 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 nature spread around us is liked by everyone. It just needs to be noted that it is perfect in itself. This is the proof that trees, plants, clouds, air, water, cypruss etc. have always been working with some laws for each other. Teacher will draw the attention of the students towards these rules which exist continuously in nature and help them to reach the conclusion that it is because of these laws that there is certainty in nature.

ACTIVITY

□ Steps of the Activity

- Change the seating arrangement of the students in such a way that they sit with different classmates instead of those with whom they sit regularly.
- Now ask them to close their eyes and imagine that they are sitting in a garden with flowers blooming all around. Tell them to enjoy the fragrance of flowers. Teachers can also do the same.
- On the instruction of the teacher, they can open their eyes after 2-3 minutes and tell them to smile at their classmates sitting near them. Tell them to close their eyes again.
- Now tell them to listen to the sounds coming from the garden.
- Visualise a butterfly flying in the garden, run after it and try to make it sit on your hand.
- The teacher can instruct the students to open their eyes after 2-3 minutes. Students sitting in pair can ask the following questions from each other:



1. When did you feel best when you were visualising?
2. Which component of nature do you like the most? Why?

□ Questions for Discussion

1. What inspiration do we get from various things of nature? (Like flowers always smiling, trees always useful to others etc.)
2. Do you consider nature as perfect? How? Discuss. (Hint- Everything in nature happens according to laws like rotation of the earth, a tree developing from seed and a seed from tree, all things being useful to each other etc.)

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

Students will discuss with their family what inspiration do we get from various components of nature.

☐ **End of the Class**

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



Day 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 can air, water, stones, metals, sun, trees, plants and other organisms present in nature help us to survive?
2. What tasks of ours create imbalance in nature?
3. Can humans help in maintaining the orderliness of nature? How?

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

Students will find out with the help of their family how air, water, stones, metals, plants, trees, sun, moon, stars, animals, birds and human beings present in nature are useful for our survival.

☐ **End of the Class**

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



Day 5

ASSESSMENT SESSION

Beginning of the Class

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

Experiences at Home

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

Questions for Assessment:

1. If there is no air, water, plants and other living beings on the earth then what difference would it make to our lives?
2. Everything in nature is useful and purposeful. We humans are also a part of nature. What is our usefulness? What is the purpose of our existence?
3. How do you feel when you are able to help others? How can you be useful to others (family, society and nation)?

Observe, Ask and Explore at Home

Students will find out with their family how they can increase the usefulness of certain things more.

End of the Class

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



□ Note for the Teacher

In the previous lesson, we learnt that-

- Everything that exists in nature is useful and serves a purpose. Nothing is meaningless.
- Nature is complete in itself. Every phenomenon in nature has some law. (like, water cycle, things getting immersed in water etc).
- We get inspiration from everything in nature.

In this chapter, we will try to understand what relation we have with nature. We also have a role in the existence of nature. What things can we take care of in our everyday life to maintain the balance in nature? Which of our actions are harming the environment? What will be the consequences if we don't fulfil our responsibility?

□ Objectives of the Lesson

1. Students will be able to become aware of their actions which create imbalance in nature.
2. Students will be able to accept their responsibility of keeping their surroundings clean.
3. Students will be able to accept the responsibility of taking care of trees and plants at their home, school and nearby.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: Park

□ Objective

To motivate the students for participation in the well-being of nature.

□ Beginning of the Class

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

□ Experiences at Home

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

Line of Discussion

The attention of the students will be drawn to the fact that we get all the things we need from nature. For some needs, we depend only and only on nature. That's why we have a deep connection with nature. Students can recognise their relationship with nature and live in harmony with it, so their attention will be drawn to the fact that nature is being harmed due to the actions done by us in ignorance. We humans will have to bear the consequences of this loss to nature. Through this story and questions, an attempt has been made to motivate the students for their participation in nature.

STORY

Every evening Reena used to go to play in the park with her grandfather. For a few days she had been observing an uncle serving the trees and plants in the park. He used to give water to the plants, remove the dry leaves around them and throw litter and empty plastic bottles in the dustbin. These actions made the park look cleaner and tidier. One day Reena asked her grandfather, "Why does this uncle do this? Isn't it the job of the gardener uncle to look after the park?"

The grandfather laughed and said, "Let us ask him." Both of them went to the man and Reena repeated her question. The man asked with a smile, "Do you like to play in this neat park?" Reena



said, "Why not? It is nice to come to such a clean and tidy park?"

He said "This is the answer to your question." Reena said, "Uncle, how is that?" He replied, "Child, this nature has a great favour on us. We get grains, fruits, vegetables for our food, wood to build our house; and medicines are obtained from this nature only. We use everything of nature but don't take care of it. Well, you tell what will happen if we do not take care of the things which is so important for us?" Now Reena began to understand uncle's point and said, "Then uncle, it is our responsibility to take care of our nature."

❑ **Questions for Discussion**

1. Why do you think that person had been cleaning the park?
2. Why did Reena say that it is our responsibility to take care of our nature? Do you also feel the same way? Share your thoughts.
3. Notice our actions that harm nature? Share.

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

Discuss with members of your family the kind of work done in the house which harms nature.

❑ **End of the Class**

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



Day 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, story telling etc. for the same.
- Students would be asked to share similar experiences they have had at home.

❑ **Questions for Discussion**

1. What can be done to keep the environment clean?
2. What do you do to keep your environment clean?
3. How do you think keeping the environment clean can affect our lives?
4. Have you ever seen a big tree being cut or falling? How do you feel seeing this?
5. Often, we know that our actions are harming the environment yet we continue to do those things. Why does this happen? Think and share.

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

Discuss with your family the things we can use to take care of our nature. Make a list of those things.

☐ **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: Good words, Good Actions

☐ **Objective**

To give an opportunity to the students to share good things and good actions for the environment and get inspiration from each other to do good actions.

☐ **Beginning of the Class**

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

☐ **Experiences at Home**

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

☐ **Line of Discussion**

We keep hearing in the conversation that bad deeds are being done everywhere. Due to this, the students feel that there is no goodness anywhere and the world is like this! Through this activity an attempt has been made to develop an understanding among the students that good things are also happening. With this activity children will get inspiration to do good things and good actions and they will feel the satisfaction of knowing their own usefulness.

ACTIVITY

Steps of the Activity

- First of all, the teacher will put a proposal in front of the students that they will discuss good things and good actions.
- This activity will be done by circuit game in groups.

- Four spots will be decided in the classroom on which four tasks will be placed respectively:
 1. Good work done for self.
 2. Good work done for the family.
 3. Good work done for society.
 4. Good work done for nature
- The group will go to all the spots one by one and discuss the task placed there. They can also note them if they wish to.
- In the end, all the groups will give their presentation keeping the following points in mind:
 - Good work for self
 - Good work for family
 - Good work for society (street-locality, school-market, village-city, country etc.)
 - Good work for nature (air-water, trees-plants)

Those actions which are harmful for Nature	Those actions which are not harmful for Nature

Questions for Discussion

1. Among the good works shared, is there any work which you were not doing till now but want to do now?
2. Whose responsibility is it to keep the environment clean? Would you also want to take this responsibility? How?
3. Apart from the things written on board, what good actions would you like to do to create happiness in nature? why?

Observe, Ask and Explore at Home

Discuss with your family how you can contribute in making your environment clean.

□ End of the Class

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



Day 4

Activity: My Earth: My Responsibility

□ Objective

To make the students aware about their actions which create imbalance in 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

Through this activity, the students will become aware of their daily activities so that they can understand which of their actions disturb the natural order and what they can do to fix it.

ACTIVITY

□ Steps of the Activity

- Ask the students to make two columns in their Happiness Diary.

Column A	Column B
Those actions which are harmful for Nature	Those actions which are not harmful for Nature

- In the first column, write any five such actions of yours which harm air-water, trees-plants and animals-birds.
- In the second column write any five such actions of yours which do not harm air-water, trees-plants and animals-birds.

- Now ask them to share their work in pairs or in small groups.
- One student from each group will share their work and the teacher will make a list on the board and write down everyone's work and discuss the following questions.

☐ **Questions for Discussion**

1. How many of you keep water for birds at your home? Is it necessary to do this? Why?
2. Discuss in the class the disadvantages of bursting crackers.
3. Why do people burst crackers even when they are harmful?
4. Can there be any other methods which do not harm the environment and the need for which crackers are burst, can also be fulfilled?

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

Make a list of those actions of your family through which environmental cleanliness is taken care of.

☐ **End of the Class**

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



Day 5

ASSESSMENT SESSION

☐ **Beginning of the Class**

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

☐ **Experiences at Home**

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

☐ **Questions for Discussion**

1. How do the students feel about nature after the discussion of the last four days? (like Nature- my friend, my mother). Students can express their feelings by drawing or writing in their Happiness Diary.
2. Last week what tasks did you do which are beneficial for nature?
3. Have you ever done such an action which harms nature?
4. If all the people will do such actions which are beneficial for our Earth, then how will it be?

Observe, Ask and Explore at Home

Students will discuss with their family how we are able to survive because of air-water, trees-plants and animal-birds. Therefore, what efforts can we make to protect them?

End of the Class

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



How to Create Balance in Nature?

□ Note for the Teacher

In the previous lesson

- Students became aware of their actions which create imbalance in nature.
- Students were able to understand the responsibility for keeping the environment around them clean.
- Students became responsible for taking care of the trees and plants at home, school and nearby parks.

In this chapter we will try to understand how human beings are capable of maintaining balance in the four states of nature.

□ Objectives of the Lesson

1. Students will be able to understand the need for balance in all the four states of nature.
2. Students will accept their responsibility for maintaining balance in all the four phases of nature.
3. Students will be able to understand the proper use of natural resources.

□ Proposed Duration

At least five days or till the teacher is satisfied.



Day 1

Story: New Sofa

□ Objective

Students will be able to understand the harmony of the four stages of nature. Students will come forward in conserving and utilising 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

Ever since man originated on this earth, he has been continuously using natural resources like land, water, forests, animals etc. to fulfil his needs. Often, we use these resources without thinking and understanding. Many of our actions disturb the balance in nature. We need to understand that only by the proper use of these resources; there can be balance in nature.

Mankind will also be able to live happily only when they play their role honestly in maintaining this balance. Human beings have to fulfil that responsibility by understanding the system of nature and the importance of maintaining balance in it.

STORY

Rohan's maternal uncle was coming from abroad to meet him next week. Preparations were going on to welcome him into the house. Rohan's mother had demanded many things from his father. One of those demands was a sofa which his father did not like. He said that the old sofa was fine and it seemed to be meeting the requirements of sitting.

Since morning, there was hustle and bustle in the house, and the mother was very happy. Rohan remembered that his maternal uncle was coming that day. As usual, Rohan's father had brought fresh fodder from the fields in the stable. His mother was going to make kheer made of cow's milk for her brother that day. Rohan used to watch his mother feeding and milking cows with a cow boy daily. Rohan's uncle came to Rohan's house with his family members. Everyone got together and asked about each other's well-being and talked a lot.



The next morning, uncle said, "Today I will drop you to school". Rohan was glad to hear this. Both of them left for school. On the way, while crossing a forest, there were sounds of birds and animals as usual. He saw that some people were cutting trees and the trunks of the trees were being loaded onto the trucks. Rohan asked in surprise, "Uncle, why are such beautiful trees being cut? In the school, the teacher explains the importance of planting and saving trees every day. So that our environment can be kept clean." Uncle said "Wood is useful in making furniture. That's why they are cutting trees to meet our needs." Rohan realised how much we depend on trees, plants and all the things of nature for our needs. But often, we do such acts that harm nature without thinking and understanding.



Now Rohan found his father's statement about the new sofa absolutely correct. Indeed, the sofa was old but perfect and strong. After a short distance the school building was seen. Rohan reached near the school gate and saw that one of the students of his class had suffered a heat stroke. His uncle held him and made him sit under the shade of a nearby tree and gave him some water to drink. At that time, while sitting under the cool shade of the tree, Rohan realised again that it is very important for everyone to save and plant trees.

His uncle appreciated the trees of Banyan, Neem, Bael, Peepal, Jamun, Ashoka, Lemon etc. in and around the school premises. Rohan told his uncle that every year Tree Plantation Day is celebrated in his school. He said, "We all plant saplings together with our teachers and take care of them every day. That's why our school looks so green and beautiful."

❑ **Questions for Discussion**

1. Have you ever sensed the coolness of the air by sitting under a tree near your home or school? How did you feel? Share your experience.
2. How dependent are we on animals and crops to meet our needs on the regular basis? Share it in the class. (Teacher can write the answers of students on board.)
3. Do you keep the latest fashion/choice in your mind or its usefulness while buying furniture/things in your house?
4. Do you think it is our right to use natural resources to meet our needs? If yes then why and if not then why not?

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

Students will discuss with their family and discuss for which natural resources they do not pay any cost. Make a list with the help of everyone.

❑ **End of the Class**

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



Day 2

❑ **Beginning of the Class**

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

❑ **Recapitulation and Experiences at Home**

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

❑ **Questions for Discussion**

1. Are all the things present in nature like air, water, flowers etc. equally important? How?
2. Some requirements of our body are fulfilled by the fields that produce grains, fruits, vegetables etc. and some requirements are fulfilled by things produced in factories (like mobile, motorcycle, fridge etc.). Which of the requirements is more important and why? Explain by giving examples.
3. What do you do to save natural resources (such as air, water, soil etc.) and make good use of them? Share it with your classmates.

❑ **Observe, ask and understand at Home**

Discuss with your family what do they do to maintain and utilise the natural resources? Ask every member to tell one such thing.

❑ **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: Balance in Nature

❑ **Objective**

The students will be able to understand the need for balance in all the four states of nature.

❑ **Beginning of the Class**

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

❑ **Experiences at Home**

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

ACTIVITY

❑ **Steps of the Activity**

1. Divide the students in four groups.
2. In every group, one student will have the responsibility to write the views of the group in a happiness diary.

3. Ask each group to play the roles of the four states of nature. Like-
 - Material world - air, water, soil, stone
 - Vegetable world - trees and plants
 - Animal world – animals and birds
 - Human world - human beings
4. Now ask each group to discuss if any one state is missing then what problems will be in nature. For example, discuss the state of the vegetable world and if there is no vegetable world, what will be its effect on the other three states. What would be the problems in nature? Similarly, what will be the effects of not having balance in all the states? This will also be discussed.
5. Note: the teacher will go around each group during the discussion to make sure the discussion is going in the right direction. If required, teachers can help the students.
6. One student from each group will present the findings of their group with to the class.

Observe, Ask and Explore at Home

Students will observe in their family what activities of the family hinder the harmony of nature.

End of the Class

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



Day 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. According to you, why is coordination of these four states of nature necessary?
2. Which state seems to disturb the harmony of nature?
3. What do you do to maintain harmony in these states?
4. What efforts will you make to maintain harmony in these states?

5. Which state uses all the other states except itself? Why? (Note:through this question, the teacher will draw the attention of the children to the fact that man depends on all the three states of nature to fulfil his needs.)

Observe, Ask and Explore at Home

At home, discuss in the family what are the efforts that we need to make to maintain harmony in nature?

End of the Class

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



Day 5

ASSESSMENT SESSION

Beginning of the Class

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

Experiences at Home

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

Questions for Assessment:

1. Have you ever felt while doing some work that it can create imbalance in nature?
2. In that situation would you do that work? If yes why and if not then why not?
3. Have you started taking care of things in order to maintain harmony in nature?
4. After the discussion of this lesson, do you pay more attention to the good use of things? Make a list of them.

Observe, Ask and Explore at Home

Students will discuss with their family members which actions create imbalance in nature? What can we do to set it right?

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 practise 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.

□ **Do's and Don'ts**

- Each session has learning objectives and a note for the teacher which are meant only for teacher's reference. Don't share them with the students.
- Let the students think of their responses and come up with the answers themselves. Don't try to explain the answer or advise them.
- The role of a teacher is to ask questions and to provide a comfortable environment for the honest expressions of students.
- The work given for the next expression session can be done in the happiness diary/notebook, written on the chart and put up on the happiness wall or elsewhere in the class so that students can keep looking at it.
- Encourage all the students to share their experiences. The students who feel uncomfortable sharing their expression before the class may be given an opportunity to share their experiences with their classmates or in smaller groups.
- Don't comment negatively on any of the students' expressions else the students may hesitate to participate in future. It is also possible that the next time, the students may not share their experiences honestly.
- The teacher's encouraging and loving behaviour can be the most effective for creating a safe space for students to actively participate.



1. GRATITUDE

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 draw students' attention towards the contribution of others (at home) for their own happiness.

❑ 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

In a person's development and living happily there is a contribution of many people. When we could not pay attention to it then he feels that today wherever he is, he is self-made. He thinks that what has been done by society for him is what he will do for society. By thinking like this he is limited to himself only and to make this world a better place to live He does not get motivated to participate. At home we get many people's help directly or indirectly. In this session we will try to draw the students' attention towards the contribution at home.

❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of the suggested questions.

1. In your family, who buys the things for daily use from the market? The person buys more things for himself/herself or for the other family members?
2. When you get sick then who took care of you and how?
3. What will be the menu for meals? who decides this? Considering which things this decision is taken?
4. Tell 1-2 things that you have learnt from your family members? (example- to button up the shirt, tying shoe laces, arranging school bags, bathing etc.) who did you learn it from?
5. If your parents or some elder member of the family get sick, then on that day what are the things that don't go well? Share 1-2 things.

Task for Next Expression Day

By the next expression session, try to observe who helps and cooperates with you at the school and that time how do you feel?

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 2

❑ Objective

To draw students' attention towards the contribution of others (at school) for their own happiness.

❑ 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

Not only at home, even at school we also get help from many people directly or indirectly. In school, education is possible only with the combined efforts of many people. In this session we will try to draw the students' attention towards the contribution they get from school.

❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of the suggested questions.

1. How many books and copies did you need for sixth class? Who told you this and how do you get them?
2. On the first day of sixth class and after some months, What is the difference in the understanding of the subject of this class? With the help of whom this difference came?
3. When you are out of your home then your family members are worried about your safety, but when you are in school then they don't get much worried. Why?

❑ Task for Next Expression Day

By the next expression session, try to observe who helps and cooperates with you in society and that time how do you feel?

❑ 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 3

□ Objective

To draw students' attention towards the contribution of others (in society) for their own happiness.

□ 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

Not only at home, even in society we also get help from many people directly or indirectly. In this session we will try to draw the students' attention towards the contribution they get from society.

□ Points for Expression by Students

Students will be given opportunities to express themselves with the help of the suggested questions.

1. Last week out of these people (Doctor, Teacher, Farmer, Mechanic, Rickshaw Driver etc.) whose help/service did you get? Share.
2. What problems did you face by not getting the help of these people on time? Share any one incident.
3. From which other people in the society do you get some or the other help/service on a daily basis? Share any 2-3 help/services.
4. Who did you help last week other than family and school? If yes, how.

□ Task for Next Expression Day

By the next expression session, try to identify any one habit of yours which you like and identify one such habit which you do not like and which you wish to quit/change?

□ 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 practise feeling and expressing gratitude.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the Teacher

We all have many habits. There are some habits by which we can study and live better.(like- Getting up early in the morning, doing homework on time, preparing the night before, eating meals on time, studying with concentration etc.) and there are some habits which we do not like and we wish to give them up.(like staying up late at night, losing temper quickly, watching television for a long time, overeating outside food, not studying with concentration etc.) Students will focus on their good habits and habits they do not like in this session. Attention will be paid to those who cooperated or motivated these good habits and how they could give up the habits they disliked with the cooperation of any member of the family or would like to give up.

❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of the suggested questions.

1. Share your one good habit which you have learnt from any elder of the family or by living with them? For you, what is the benefit of this habit?
2. Share your one such habit which you dislike and you wish to give up or change? Why do you wish to give up that habit?
3. Have you ever taken anyone's help in giving up the habits you dislike? How did they help you? Did you succeed?
4. Which habit of yours would you like to quit with someone's help? Whose cooperation would you like to have in giving up this habit?
5. How did you express gratitude for helping you in giving up any habit?

Task for Next Expression Day

By the next expression session, try to look into yourself that when any person cooperates and helps you in your life then how do you feel and how do you express that feeling?

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 motivate the students to express gratitude to others.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the Teacher

Whenever we are happy then we wish to share our happiness with our loved ones. It makes us feel happier. When a person is upset then he wishes to stay alone but hardly anyone likes to be alone in the time of happiness. When we are with an emotion, we would like to express it.

So, the objective of this session is to provide opportunities to the students to express their emotion of gratitude to others through different mediums on the basis of their interests and skills.

❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of the suggested questions.

1. How do you express gratitude to your parents? (Hints- By serving and cooperating with them, by being self-disciplined, by expressing gratitude in words, By meeting those expectations which our parents have with us etc.)
2. Whom do you wish to express gratitude today and why? (At first the teacher will express gratitude to someone.)
3. For the person you wish to express your gratitude. Prepare a “Thank You Card” for the person and if possible send/give it to that person.
4. Write a letter to any family member or your teacher or your friend expressing gratitude and send this letter to the concerned person and read it out for them.

Task for Next Expression Day

By the next expression session, try to look into yourself When did you help someone in making others happy?

End of the Class

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



GRATITUDE SESSION 6

❑ Objective

To motivate the students to contribute with the feeling of gratitude for others happiness.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the Teacher

Being grateful does not only mean saying 'thank you'. When we can see anyone's contribution mindfully then naturally the feeling of gratitude will come. The objective of this session is to motivate the students to contribute with the feeling of gratitude for others happiness so that they won't get included in those people who are upset even after getting many things.

❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of the suggested questions.

1. Do a silent act of doing a good deed in which you can express your gratitude to any person.(Do it in small groups.)
2. What constructive contribution would you like to make to your school before completing your school studies?(like- plantation, keeping the notes of different subjects ready, by giving your books etc.)
3. Organise a programme in your class for expressing gratitude in which every student will participate.

❑ Task for Next Expression Day

By the next expression session, try to look into yourself when did you help someone in making others happy?

❑ End of the Class

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



Objective

To observe, feel and express respect for each other in self, family, friends, school and society at large.

Note for the Teacher

Respect is seen in two ways:

1. Self-respect

If we look at the basic needs of a person then after food, clothing and shelter, respect and recognition are his other very important needs. All human beings want to earn bread and butter with respect and live in dignity. So, on this basis we can say that for human beings, honour and identity can at times be issues even bigger than their basic needs.

Now, if you look at the efforts being made to get respect nowadays then we find that a lot of the people want to get respect on the basis of position, wealth, physical beauty, language proficiency, power etc. We can verify this by doing introspection.

If a person does not contribute productively and constructively to society or if his behaviour towards other people is not appropriate then no matter how much money he has, no matter what position he holds, no matter how beautiful he is, no matter how proficiently he speaks and no matter how strong he is, we do not respect such a person genuinely. We merely pretend to respect him.

What is self-respect in the true sense?

Every person feels a sense of self-respect on knowing his /her usefulness and importance to others. Here 'usefulness' means being happy oneself and also supporting other people's happiness. Such abilities are developed with proper understanding and practise.

If we look at the literal meaning of the word self-respect, then self-respect means doing the right evaluation of self. When we develop our infinite abilities of thinking and understanding into the abilities of teaching and convincing, we become contributors to the happiness of others by being happy in ourselves. Knowing this usefulness of ours, we feel the feeling of self-respect. As we increase our usefulness, we start living with dignity. This frees us from depending on others for respect.

In our day-to-day life we find that people do not feel self-respect and therefore they try to get respect from others unsuccessfully by means of pretence.

Now the thought to ponder upon is whether one will feel self-respect through his usefulness to others or from a person who himself lacks it.

2. Respect for each other

If we look at the basic desire of all human beings then we find that every human being wants to live happily and with clarity. In addition to this, if we look at the basic capabilities of all human beings, we find that there is an unlimited potential for thinking and understanding in every human being.

In this way if we look on a natural basis, then all human beings are born equal and with an inherent desire for equality.

Hence, we feel respect for a person when we treat that person as an equal without making discrimination of any kind. We experience this feeling in the form of 'happiness'. We feel the same way on accepting and acknowledging a person's superior personality and capabilities.

If we look at the literal meaning of the word "Samman" it means the right evaluation. Accepting a human being as a human being similar and equal to us without making any kind of discrimination is the right evaluation or "Samman". Respect is the basis of a person's identity. When we respect a person then our behaviour towards that person remains cordial and dignified.

When we accept a person as a human being just like us (based on the basic capacity to think and the basic desire for happiness) then that person also feels respected. No one accepts discrimination of any kind. Whenever a person is discriminated against on the basis of caste, colour, creed, religion, gender, position, language, money etc, that person feels humiliated. The person who makes these discriminations also feels bad because equality between individuals is based on the law of nature and no one can be happy by going against the natural law. Therefore, respecting others is not doing anyone a favour but a natural compulsion to be happy oneself.

Therefore, without treating the other human being as an equal, we cannot feel a sense of respect towards that person. When we are not feeling any genuine emotions and still express them through various means it is called pretence. For example- offering bouquets or garlands, touching feet extra against our own will.

The feeling of respect is the same for everyone but the ways of expressing it can vary according to time, place and culture. For example one can express respect by touching feet, one by bowing down or in some other way.

Six sessions have been included in this handbook to explore, experience and express the feeling of respect.



RESPECT SESSION 1

❑ Objective

To draw students' attention towards their own usefulness and the feeling of respect inherent in it.

❑ Proposed Duration

At least 1 period or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the Teacher

The objective of this session is to enable students to feel a sense of self respect. A person experiences this feeling once he realises his usefulness. The questions of this session will draw the attention of the students on their participation in their families. We can feel self-respect only on being useful to others.

❑ Points for Expression by Students

Opportunities for self-expression are to be provided to the students through the following proposed questions:-

1. How and when do you help and support your siblings in their studies?
2. What tasks do you see your family members performing for the family? Which of these are the tasks that you cannot do?
3. Which of these are the tasks that you can do and in which the family members have even started taking your help?
4. How did you feel on contributing to these household chores??

❑ Task for Next Expression Day

This week we will try to know more about the people in our family, school and neighbourhood who inspire us and are our role models. We will also try to assess and explore our behaviour towards them

❑ End of the Class

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

RESPECT SESSION 2

❑ **Objection**

To draw students' attention towards such people of our family, school or society whom we respect and get inspiration from.

❑ **Proposed Duration**

At least 1 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**

There are many people around us who inspire us and we want to be like them. We respect them for their behaviour and lifestyle. This session will try to focus the attention of the students on their behaviour towards such people .

❑ **Points for Expression by Students**

Opportunities for self-expression are to be provided to the students through the following proposed questions:-

1. Tell about a person in your family or neighbourhood who inspires you. What are 1-2 things about that person which inspire you?
2. Tell about a person who you want to be like. What are the qualities about that person you like and want to see in yourself.
3. How do we behave when we are with the people we aspire to be like? (unruly/ arbitrary, composed or polite).

❑ **Task for the Next Expression Day**

This week, we will focus on how we interact with the people around us at home and at school; with love, with respect or acrimoniously or discriminatory. Do our friends and family members want to be respected in the same manner as we do?

❑ **End of the Class**

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



RESPECT SESSION 3

❑ Objective

To recognise the relation of respect to equality and discrimination.

❑ Proposed Duration

At least 1 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

To draw the attention of the students to the fact that just as we seek respect, in the same way everyone wants to be respected. As we are troubled by coldness and discrimination, so are the others.

❑ Points for Expression by Students

Opportunities for self-expression are to be provided to the students through the following proposed questions:-

1. How do you feel on being addressed affectionately by your name? Share an incident where you felt good on being called by your name. Explain why you liked it?
2. Share an incident where you were addressed by acrimonious words rather than your name. How did you feel then and why?
3. Has anyone been insulted because of you? How did you feel at that time? Voluntarily share in class.
4. Share your experience when someone has discriminated against you and you did not like it.

❑ Task for the Next Expression Day

Till the next expression day, try to observe your actions which have proved useful to others.

❑ End of the Class

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



RESPECT SESSION 4

❑ Objective

To help students experience self-respect and leading to self-esteem.

❑ Proposed Duration

At least 1 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 want self-respect as well as respect from others. We feel self-respect only when we are able to see good qualities within us. It is expected that through this session the students' attention would be drawn to these qualities of theirs.

❑ Points for Expression by Students

Opportunities for self expression are to be provided to the students through the following proposed questions:-

1. What one good thing did you hear about yourself this week? What was it, who said it and how did you feel about it?
2. Did you praise someone this week. What was it and how did you feel after saying it?
3. We all have many good qualities. Tell us about one quality of yours that has made something good happen in your life.

❑ Task for the Next Expression Day

This week we'll try to observe that when we bought or received a special item did we feel like showing it to others. Along with this, we will also assess as to why did we show that object to others.

❑ End of the Class

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



RESPECT SESSION 5

❑ Objective

Students will be able to identify the efforts which helped them to earn respect.

❑ Proposed Duration

At least 1 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 all want respect. We make different types of efforts to earn respect. Many times we feel that beauty and power will earn us respect, sometimes we feel buying a special item will make us more respectable. For e.g. a particular brand of toy, phone, cycle, clothes etc.. This session will give an opportunity to the students to examine their efforts, made to earn respect. The focus will also be on their various endeavours that have succeeded in earning respect.

❑ Points for Expression by Students

Opportunities for self-expression are to be provided to the students through the following proposed questions:-

1. Name one thing owning which according to you gets most respected in society (Big car, new phone, big screen TV, branded clothes, big house etc.) Why do you think so?
2. Have you bought or brought any such item in the last few days simply for gaining respect? How did you feel after doing this?
3. Has it ever happened that you tried to show someone some special belonging of yours but he/ she did not pay attention. How did you feel on not being appreciated and what did you do next?

❑ Task the Next Expression Day

Till the next expression day, try to observe how it feels when you express genuine respect for others and how you feel when you simply pretend to express it .

❑ End of the Class

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

RESPECT SESSION 6

□ Objective

Motivating students to express respect for others.

□ Proposed Duration

At least 1 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

Feelings are universal. It means that everyone feels the same emotion, but the ways of expressing it may vary from person to person depending upon time, place and culture. For example, someone may express the sense of respect by touching the feet, someone by bowing to the person etc. The objective of this session is to show to the students different ways of expressing respect for others.

□ Points for Expression by Students

Opportunities for self-expression are to be provided to the students through the following proposed questions:-

1. Who all do you respect? How do you express respect for these people?
2. Remember the person who is your role model. Now write to him/ her explaining why you want to follow in his/ her footsteps.

□ Task for Next Expression Day

Till the next expression day try to observe and assess your behaviour towards the people you respect.

□ 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.



3. AFFECTION

Objective

- To explore living with mutual cooperation and happiness with siblings, classmates and friends
- To feel and express affection for each other

□ Note for the Teacher

Most of the happiness and sorrow of our lives are connected with our loved ones. In real life the number of loved ones also keeps changing. Moreover, this mentality of “mine”- “others” is also one of the biggest reasons for our sorrow. The distance in relations creates a gap in the feeling of affection which is quite painful. Hence, in order to lead a blissful life, it is very important to have a feeling of affection for our loved ones. Along with this, to increase our happiness, the extension of affection is also important so that the entire alienation will end. This is so because, presently the biggest apprehension is due to the man-made walls of “Mine” and “Theirs”.

All human beings are in one way or the other, connected with each other. The moment we accept that connection or relation, we experience the feeling of affection and safety that leads us to happiness.

When we accept a relationship with some person, for example -brother, sister, friend etc., meeting or remembering that person fills our heart with happiness even if we are disturbed. We desire to meet such persons (for whom we have the feelings of love) happily even if we don't need them for some work.

After being assured of the basic desire (happiness) of a person, the feeling of trust develops for them. On the basis of that trust, we accept them as a person similar to us and thus, the feeling of respect is generated. The feeling of affection generates only after having trust and respect for them.

In Nature, everything is interrelated, that is why, in order to live happily, there is no programme in isolation. Rather, there is the provision of working in harmony. So, after getting help from those who are ahead of us and helping those who are behind, we all can live happily without any opposition i.e. a life full of love, affection and happiness.

When we are with the feeling of affection for others, we remain committed to them, means, we stand by them through thick and thin.

Five sessions have been kept to explore, to experience and to express the feeling of affection.



AFFECTION SESSION 1

□ Objective

To make the students experience the feeling of affection towards others.

□ Proposed Duration

At least 1 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

In some way or the other, every human being is connected to one another. We love having lunch with our friends, playing with them, doing something etc.

The objective of this session is to get the students acquainted with these feelings of affection with others.

□ Points for Expression by Students

Let the students be provided the opportunity to express through the following questions:

1. With which of your friends did you have lunch at school this week? Why did you sit with them only?
2. With which friends did you play some game at school this week? Why did you select them only to play with?
3. Have you done some work with the friends at your school? Who benefited from those tasks? Why did you accomplish those tasks together?

□ Task for the Next Expression Day

Till the next day for expression, you explore and try to find out, when do your friends and classmates take care of you? (e.g. getting hurt, forgetting lunch at home 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.



AFFECTION SESSION 2

❑ Objective

To make the students experience the feeling of affection towards their friends.

❑ Proposed Duration

At least 1 period or till the teacher is satisfied

❑ Beginning of the Class

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

❑ Note for the Teacher

The students take care of one another during school days. We not only take care if someone gets hurt or forgets to bring his /her lunch, but also share our lunch with them. This, we do normally and also feel good about it. The objective of this session is to draw the attention of the students towards these facts.

❑ Points for Expression by Students

Through the following prescribed questions students need to be given the opportunity to express.

1. Has anyone ever helped you when you got hurt in school? (e.g. in carrying your school bag while going back home, in first aid ...)
2. Did you ever help your friend at school when he got hurt? What/How did you help?
3. When you go to fill your water bottle at school, do you ever fill your friend's bottle also? Why?
4. When you forgot your lunch box at home, or the lunch wasn't ready, did any of your friends ever share his/her food with you? How did you feel then?

❑ Task for Next Expression Day

Till the next day for expression, you explore and find out, with whom do we want to live, and how do we feel when we meet them?

❑ End of the Class

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



AFFECTION SESSION 3

❑ Objective

To make the students experience the feeling of affection for others.

❑ Proposed Duration

At least 1 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

Each human being is attached with one another in one way or the other. The objective of this session is to make the students see that we remain happy with the persons we have affection for and our behaviour towards them.

❑ Points for Expression by Students

1. Which of your things do you share with others? Why?
2. Who all share their things with you? Why do they do so?
3. Whom did you invite on your last birthday and why?

❑ Task for Next Expression Day

Till the next day for expression, you explore and find out, with whom do you like to share your problems or happiness.

❑ End of the Class

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



AFFECTION SESSION 4

❑ Objective

To draw the attention of the students towards the fact, whom do they like to share their happiness or distress with.

❑ Proposed Duration

At least 1 period or till the 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 love to share our feelings only with whom we feel affectionate. Through this session let the students be able to recognise whom they feel affectionate towards.

❑ Points for Expression by Students

The students need to be given the opportunity to express themselves through these prescribed questions.

1. With whom did you share your problems or happy moments? Why did you share with them only?
2. With whom did you share your problems or happy moments at school? Why did you share with them only?
3. Has it ever happened that you wanted to share your problems or happy moments with someone, but you didn't have any friends to share them with. How did you feel then?

❑ Task for Next Expression Day

Till the next day for expression you explore and find out for yourself, whom are we ready to help and with whom we do not hesitate to share things. Also observe how we do behave with these people.

❑ End of the Class

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



AFFECTION SESSION 5

❑ Objective

To motivate the students to express the feeling of affection towards others.

❑ Proposed Duration

At least 1 period or till the teacher is satisfied.

❑ Beginning of the Class

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

❑ Note for the Teacher

When we have feelings of affection for someone, we are ready to cooperate with them and we don't hesitate to share things. Where there is no feeling of affection, our behaviour is different. The objective of this session is to make the students see their behaviour in different conditions.

❑ Points for Expression by Students

The students need to be given the opportunity to express themselves through these prescribed questions.

1. In the metro or bus, some people happily leave their seats for the persons known to them whereas, if some stranger asks for a seat, they refuse straight away. Why is this so?
2. In your class you give your things to someone who asks for them but you refuse to give them to some others. Why?
3. If your book is torn by mistake by your friend or by some other student of the class (who is not your friend), will you feel the same in both conditions or different? Why?
4. Share the change in your thoughts, before his/her becoming a friend keeping in mind any of your friend.

❑ Task the Next Expression Day

Till the next day for expression you explore and find out, for whom are we ready to help and with whom we do not hesitate to share things with. Let them notice their own behaviour towards these people.

❑ 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.



4. Care (Mamta)

Objective

To see the involvement of parents and grandparents in the up-bringing of the children and to involve themselves to participate in taking care of each other.

□ Note for the teacher:

When we accept the responsibility of taking care of the body of a person, his nutrition development, then, we feel a stability in ourselves and when we fulfil this responsibility, we call this the feeling of care.

For the nutrition and protection of the body of the child, feeding him nutritious and tasty food, teaching him to clean the body, making him practise exercise, running etc., setting his mind for doing hard work, giving him exposure to different skills are all very important. Through all these processes the child becomes healthy and remains healthy. When the child is healthy, it gives a feeling of caring to the Parents. This healthy child when grows up it becomes independent and readily accepts the responsibility of nurturing and protecting the body of its parents. Serves them, accepts responsibilities of the household and is capable of nurturing and protecting his own children also. When this happens, the feeling of care and contentment is seen in the right way in his parents and remains forever.

According to the rules of nature, any person if, is connected with someone with the emotion of affection, for him he is in the form of a mother, be it a woman or a man, younger or older in age. Therefore, the natural basis of relation and its address is emotional, while now in practise we consider mothers only the one who gave birth to us and/or the one who nurtures us, because giving birth is accompanied by nurturing and caring for the child, which is mainly carried out by the mother.

Children, elderly people, any person with any illness and those people who are very busy in carrying out other responsibilities, they hardly take out time for the health, nutrition and protection of their body and hence they always need someone to help them out. Everyone has this need in some or the other situation or age. Therefore, only the person who accepts this responsibility and fulfils it, feels the emotion of affection.

If a person recognises the sense of affection for himself in someone, then naturally gratitude starts flowing in him.

Three sessions have been kept to explore, feel and express the feeling of care.



CARE SESSION 1

□ Objective

To make the students feel the emotion of care for each other.

□ Proposed Duration

At least one period or till the teacher is satisfied.

□ Beginning of the Class

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

□ Note for the Teacher

The objective of this session is to make the students feel the emotion of affection towards them so that they can recognise this feeling and see the events when they care for someone with this feeling.

□ Points for Expression by Students

On the basis of the proposed questions, students would be given opportunities for expression

1. How did you take care of that person? (like given food, given medicine, any other help), why did you serve that person?
2. What tasks did you postpone while helping that person? (like playing, watching TV, reading, etc.) And how did you feel then?
3. While helping that person, did you also do something that you have never done before? (like making tea, making roti, buying medicine etc.) How did you feel doing a new job?
4. How did you feel after serving that person? (Like inner happiness trouble or burden)

□ Task for Next Expression Day

This week we will try to observe at our home that if we take care of our health? Our family fulfils the responsibility of taking care of us, but are we also doing this duty and fulfilling this responsibility? How?

□ End of the Class

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



CARE SESSION 2

❑ Objective

To inspire the students to feel the emotion of care for each other.

❑ 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

Every moment, we can see in ourselves that our family members shoulder the responsibility of taking care of our health. The objective of this session is to make the students able to see if they have taken responsibility for their health.

❑ Points for Expression by Students

On the basis of the proposed questions, students would be given opportunities for expression

1. What did you do this week to take care of your health?
2. What role do family members play in keeping you healthy and taking care of your body?
3. Apart from your family members, which other people help you in staying healthy? When and how?

❑ Task for Next Expression Day

Till the next expression day, try to see in yourself how you are expressing the feeling of care.

❑ End of the Class

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



CARE SESSION 3

□ Objective

Students would be able to see the generosity of their caregivers and express their gratitude 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

We can see that the elders of the family (such as parents only and other elder members of the house) take care of us and are also generous towards us. Taking care of us while being unwell, giving your food to us when there is less food.

The objective of this session is to make the students able to take note of this gratitude and generosity and should be able to express their gratitude towards this generosity.

□ Points for Expression by Students

Students would be provided opportunities for expression through the following proposed questions.

1. Has it ever happened that your mother or father gave you their share when you had less food at home? How did you feel then? Did you say anything to them at that time?
2. Sometimes the health of a parent or an elder in the family was bad and yet they cooked food for you or dropped you to school and did something, how did you feel then? Why did they do it?
3. Our health is taken care of by the elders of our family. How do we feel when we see this? How do we thank them for this? (For example, will take care of them too, will say thank you after going home, will take care of the younger ones, etc.)
4. Today we will express our gratitude towards one member of the house for taking care of us. Share how you will express the emotion (by writing a letter, making a card, speaking, singing a song, etc.).

□ Task for Next Expression Day

Express your gratitude to the members of your family home for taking care of you.

□ 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.



