

Grade VII

**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 - 7 (English Version)

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## 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  
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## MESSAGE

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

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

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

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

Best Wishes

  
(ASHOK KUMAR)



## 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**  
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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 stakeholders a brighter future.

*Nandini*  
Nandini Maharaj

**Dr. RITA SHARMA**  
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समाधानवाचक प्रमदः

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## MESSAGE

Dear Readers,

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

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

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

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

With warm regards

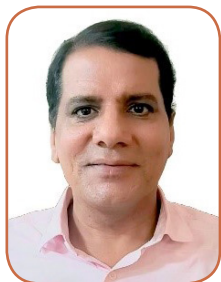
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## ACKNOWLEDGEMENT

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.

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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 and he also has a natural tendency to speak truth. Having been born and raised in different environments, children lose these innate fundamental qualities with the passage of time. The environment in which all students grow up today is inconsistent and unstable. With our ever changing social and economic dynamics, it is hard for us to imagine 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 life skills such as interaction, cooperation, collaborations and resilience which are the mantras for a happy living.

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

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

UNESCO’s 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.

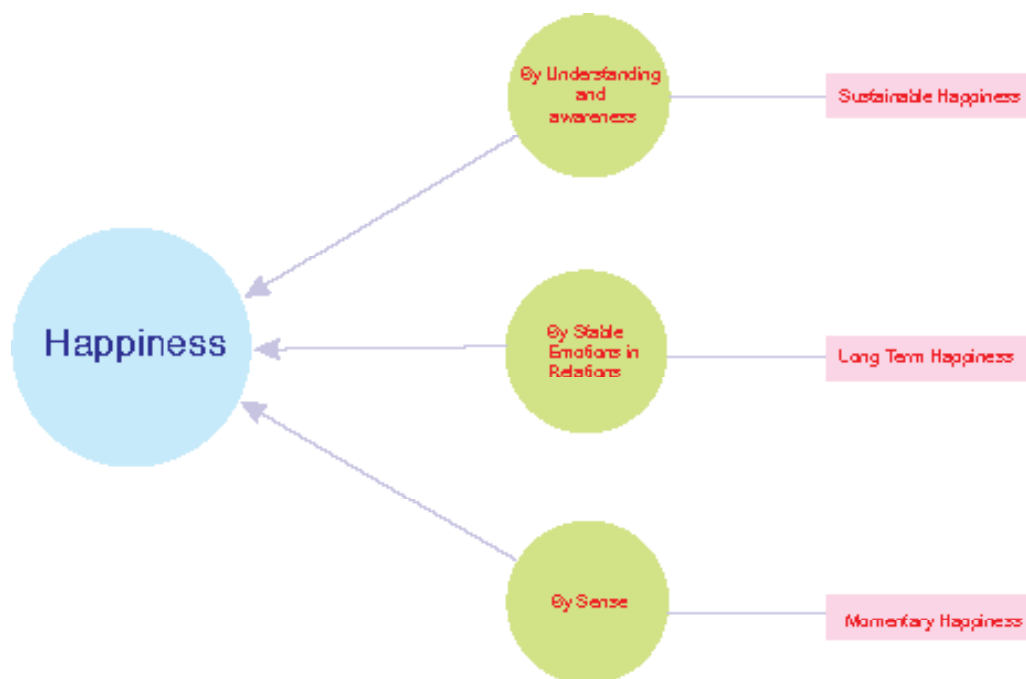
If we look at this in detail, as children grow up, their cognitive, psychosomatic and affective abilities continue to develop. According to Piaget’s theory of cognitive development (1983), theoretical and hypothetical thinking and abstract reasoning develop this growing period. In this stage, children 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 fulfillment if he is living in all these dimensions in a balanced way. This feeling of fulfillment is reflected in the form of peace and satisfaction in human life, and this is 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 practice in class, students will be inspired to be always happy and they will not only learn to be happy but will also take more interest in various subjects and studies in general. The content of the curriculum has been woven with mindfulness, stories, activities and expressions. Teachers will follow the directions in the Teacher’s Handbook to implement this curriculum in class.

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

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

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

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

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

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

## Weekly Implementation of Happiness Class

Nursery & K.G.

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

Classes: 1- 2

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

Classes: 3- 8

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

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

### Time Distribution of Happiness Class

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

# Mindfulness Activities to be done daily in Happiness Class

## Beginning of the Class

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

### □ Objective

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

### □ Note for the Teacher

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

### □ Steps of the Activity

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

### ☐ **Dos and Don'ts**

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

### ☐ **End of the Class**

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

### ☐ **Objective**

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

### ☐ **Steps of the Activity**

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

### ☐ **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 divert our attention to ourselves and the environment around us, we experience a new energy and stability within ourselves and that develops our insight.

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

## ☐ What is Mindfulness?

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

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

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



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

#### □ **Benefits of Practicing Mindfulness in Students:**

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

#### □ **Points to Remember (for Teachers)**

- The students would not be asked to chant any mantras or words while doing this activity.
- Students are not required to sit in a specific position. They may sit comfortably in any position.
- There would be no expression of stress in the mindfulness class, for example, no student would be scolded or instructed in an unpleasant tone or pressurised over any issue.
- 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 practice any of these activities in their daily life according to their interest and need.
4. **Sharing of Experiences:** After this weekly practice, the teachers are requested to motivate different students for 10-15 minutes to share their experiences and it would also be taken care of that in 3-4 weeks, every student gets a chance to share the experiences.
5. **End of the Class:** At the end of the class, students would sit quietly for 1-2 minutes and would reflect on things that they noticed in the class today and also what understanding they developed.

### □ Discussion on Mindfulness

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

### □ Objective

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

### □ Proposed Points for Discussion on Mindfulness

- Ask students to think about the changes in themselves after practicing Mindfulness. Ask them to think about the experiences and practice of the activities of Mindfulness done last week. They will also think where and how they used this activity besides happiness class.

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

### **Example: Mindful Eating**

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

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



# Session 0 : Introduction to Mindfulness

## Time Distribution

- |  |                                   |
|--|-----------------------------------|
| 1. Beginning of the Class: 2-3 minutes     | 4. Sharing Experiences: 5 minutes |
| 2. Discussion of Mindfulness: 5-7 minutes  | 5. Practise at Home : 1-2 minutes |
| 3. Introduction to Mindfulness: 15 minutes | 6. End of the Class: 1-2 minutes  |

### □ Beginning of the Class

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

### □ Discussion on mindfulness

The teacher will conduct a 5-7 minutes discussion on students' experiences, challenges and benefits of mindfulness practicing 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 were they stressful?

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

- Now show the given picture to the students and ask them, whether they are mindful or mindfull?
- 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 mindfull.
- Mindful means giving undivided attention to the present moment whereas mind full means our attention is scattered over different thoughts of the past/future.
- mindfulness is the base of happiness.
- Are you Mindful or your mind is full? Show the picture to the students and ask the differences. At the same time ask them who is mindful and whose mind is full among these.

### □ Points for Sharing Experiences

1. What differences were you able to see in these pictures?
2. Are you mindful or your mind is full most of the time?

### □ 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.



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

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

## ☐ **End of the Class**

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



# Session 1 : Mindful Listening

## Time Distribution

- |   |                                   |
|---|-----------------------------------|
| 1. Beginning of the Class: 2-3 minutes    | 4. Sharing Experiences: 5 minutes |
| 2. Discussion on Mindfulness: 5-7 minutes | 5. Practise at Home : 1-2 minutes |
| 3. Mindful Listening: 5-7 minutes         | 6. End of the Class: 1-2 minutes  |

### □ Beginning of the Class

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

### □ Discussion on mindfulness

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

## Activity: Mindful Listening

### □ Objective

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

### □ Steps of the Activity

1. Ask students to sit comfortably keeping their back straight and gently close their eyes. If they feel uneasy in closing their eyes, they may look down with their eyes open.
2. Now draw your attention to the different sounds coming in the classroom. These sounds can be of fans, traffic, birds, animals, someone's voice, student's laughter etc. (Stop here for a few seconds)
3. If you feel distracted then try to bring your attention back to these sounds. (wait for 1-2 seconds)
4. Now open your eyes and tell which sounds you could hear?
5. Let us try to listen to sounds mindfully. It is possible that we could not hear some sounds earlier.
6. Again, sit in a comfortable position, straighten your back and gently close your eyes.
7. Try to listen to the sounds present in the environment.
8. Try to notice that what sounds are present in the environment?
9. Try to listen to the sounds without judging them as good or bad.



10. If you feel distracted then try to bring your attention back to these sounds. (Repeat this activity 2-3 times)
11. Slowly bring your attention to your sitting posture and whenever you feel comfortable, open your eyes.



## □ **Points for Sharing Experiences**

1. Were you able to pay complete attention to the sounds made by other students?
2. Which sounds could you hear?
3. Were your thoughts wandering here and there? Were you able to become aware of it?
4. Was there any difference in first and second time (of mindful listening)?
5. Were you able to bring your attention to the sound?

## □ **Dos and Don'ts**

- Let the students sit at their places comfortably.
- All the answers given by the students are acceptable; do not make any negative or positive comment.
- During the activity, if any student is not paying attention. Then without taking his/her name, ask him/her to pay attention.

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

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

## □ **End of the Class**

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



# Session 2 : Mindful Seeing

## Time Distribution

- |   |                                   |
|---|-----------------------------------|
| 1. Beginning of the Class: 2-3 minutes    | 4. Sharing Experiences: 5 minutes |
| 2. Discussion on Mindfulness: 5-7 minutes | 5. Practise at Home : 1-2 minutes |
| 3. Mindful Seeing: 5-7 minutes            | 6. End of the Class: 1-2 minutes  |

### □ Beginning of the Class

Begin the class with 2-3 minutes of Mindful Breathing, followed.

### □ Discussion on Mindfulness

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

## ACTIVITY: MINDFUL SEEING

### □ 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 mindfulness.

- Students, what all you can see around you? (for e.g. – table, chair, board, books, duster, pen, window, fan, door etc)
- Now pay attention to the desk you are sitting in-
  - Can you see the four legs of the desk?
  - Are all the desks same?
  - Is your desk broken or is there any scratch?
  - Is the entire desk same color?
  - Is the desk hard or soft?
  - Is it rough or smooth?
- Are you able to notice anything else?
- You can draw your attention towards your book also. Take any book and observe it in all aspects.
- Is this book heavy or light, big or small?

- What is the colour of the cover?
- What is written on the page cover and in what colour?
- Now open any page from your book.
- What is the colour of the page?
- How are its letters capital or small?
- Is the letters bright?
- How is your uniform looking today? Is there any stain on it? Is it crushed?
- Now focus your attention on anything that is attracting you.
- Observe the size, colour and position of an object in the room, shape, material etc. (wait for 2-3 minutes)



## ☐ **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)

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

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

## ☐ **End of the Class**

Ask students to sit silently and reflect upon their learning and understanding from today's class.



# Session 3 : Mindful Eating

## Time Distribution

- |   |                                   |
|---|-----------------------------------|
| 1. Beginning of the Class: 2-3 minutes    | 4. Sharing Experiences: 5 minutes |
| 2. Discussion on Mindfulness: 5-7 minutes | 5. Practise at Home : 1-2 minutes |
| 3. Mindful Eating: 5-7 minutes            | 6. End of the Class: 1-2 minutes  |

### □ Beginning of the Class

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

### □ Discussion on Mindfulness

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

## Activity: Mindful Eating

### □ Objective

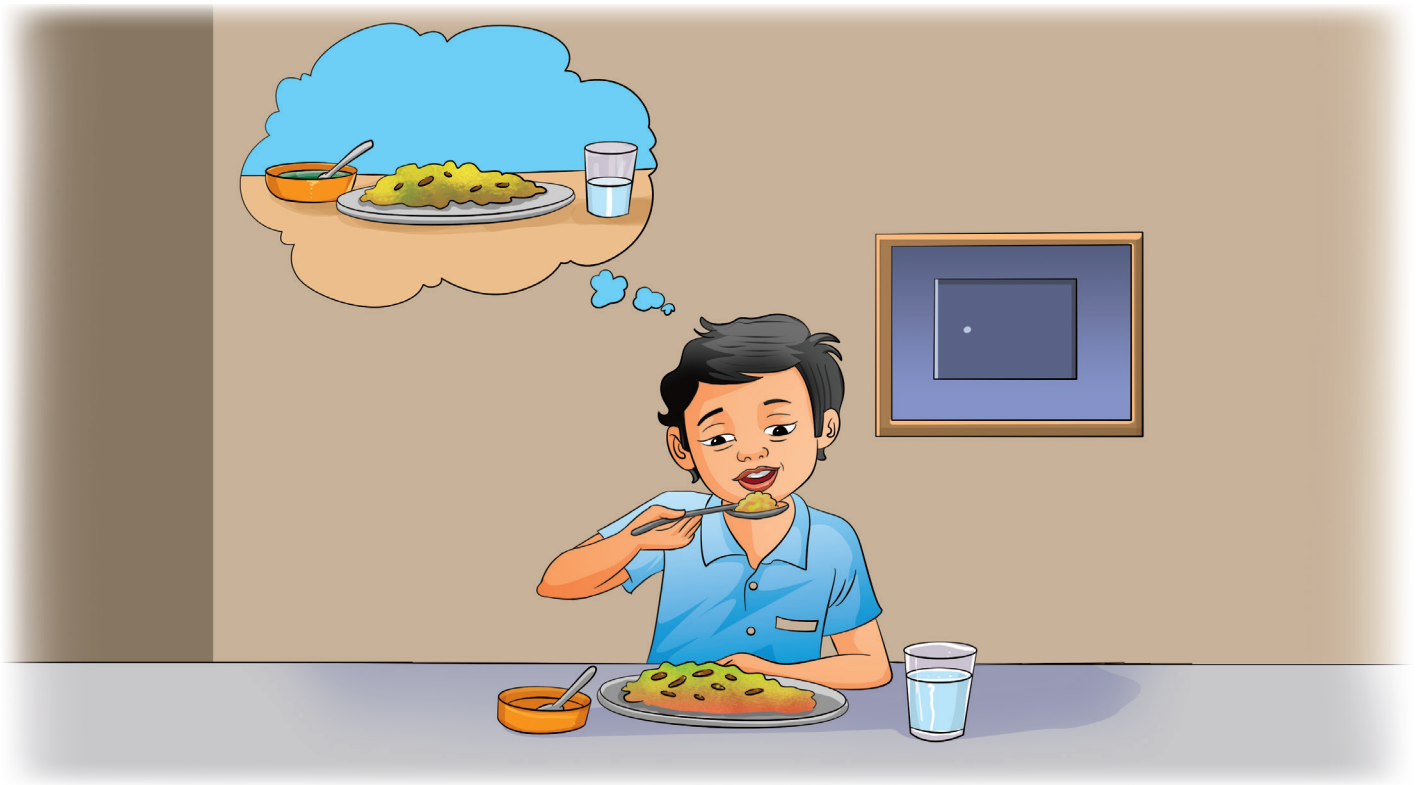
The objective of this activity is to let the students eat mindfully.

### □ Steps of the Activity

Dear students, today we will practise mindful eating:

- Hopefully you have brought something to eat for this activity. (Teacher is requested to ensure that all students have something to eat before starting this activity)
- Now leave everything and sit in a comfortable posture
- Straighten the back and close your eyes softly. If you feel uncomfortable in closing the eyes, then you may look down.
- Dear students, today, in the process of mindful eating, we will bring our attention to the food we are eating.
- You eat different items daily. But do you pay attention to what you eat?
- Have you ever focused on the food that you eat?
- Have you ever noticed the taste of the food that you eat?
- Have you ever thought about the origin of the food you are eating and the various stages in which it finally reached you?

- This activity will help you eat your food better and become more aware of the food you are eating.
- In order to do this exercise, all of you would sit in a comfortable posture.
- Now, pay attention to the food that you have brought today. Assume that you are seeing this dish/ item for the first time and try to see it with a different perspective.
- Also notice how many people have contributed in different ways in supplying this item to you and you can feel gratitude to all of them this very moment.
- Now, hold the food in your hand and see how you are feeling.
- Is it hot or cold; what is its temperature; is it soft or sticky or is it hard?
- Bring your attention back to the food with your next breath if you feel distracte.
- Now take it close to your nose and notice its smell.
- Pay attention if you have memories associated with it.
- Also, notice it's smell. Do you feel any taste in the mouth?
- Now put this food in your mouth, feel it and start chewing it. Feel its taste and notice if it changes with chewing.
- Feel how it passes from your mouth to the belly and also how you are feeling.
- Now focus on your breathing.
- You may open your eyes slowly whenever you feel comfortable.



### ☐ **Points of sharing Experiences:**

1. How are you feeling after eating mindfully?
2. What are the benefits of eating mindfully?
3. What new information did you gather while eating mindfully?
4. Do you do any other work while having food? (like watching TV, reading or talking etc)
5. Have you paid this much attention to your food and eating while doing some other work at the same time?

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

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

### ☐ **End of the Class**

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





# Session 4 : Mindful Belly Breathing

## Time Distribution

- |   |                                   |
|---|-----------------------------------|
| 1. Beginning of the Class: 2-3 minutes    | 4. Sharing Experiences: 5 minutes |
| 2. Discussion on Mindfulness: 5-7 minutes | 5. Practise at Home : 1-2 minutes |
| 3. Mindful Belly Breathing: 5-7 minutes   | 6. End of the Class: 1-2 minutes  |

### □ Beginning of the Class

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

### □ Discussion on Mindfulness

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

## ACTIVITY: MINDFUL TO THE MOVEMENT OF THE BELLY WITH THE BREATH

### □ Objective

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

### □ Steps of the activity

- Carry out the activity by giving the following instruction and keep a proper gap between the instructions.
- Dear children, Today we will practise Mindful Belly Breathing.
- Ask students to sit in a comfortable position and close their eyes. If someone is feeling uncomfortable with closed eyes, he/she 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 movement of their belly as well as the breath.
- Ask students to note when their belly goes in and comes out while breathing.
- 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?

- Dear children when we pay attention to our belly as well as on our breath, our breath becomes slow and deep.
- Keep feeling the sync between your breath and the movement of your belly. (wait for 1 minute)
- Now bring your attention to your sitting position and open your eyes when it feels right.



### □ Points for sharing Experience

1. Have you ever noticed your belly moving in and out while breathing?
2. What connection did you feel between breathing and movement in belly?
3. Discuss that when we pay attention to our 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?

### □ Observe, Ask and Explore at Home

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

### □ End of the Class

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



# Session 5 : Mindful Listening Silence

## Time Distribution

- |   |                                   |
|---|-----------------------------------|
| 1. Beginning of the Class: 2-3 minutes    | 4. Sharing Experiences: 5 minutes |
| 2. Discussion on Mindfulness: 5-7 minutes | 5. Practise at Home : 1-2 minutes |
| 3. Focus on silence: 5-7 minutes          | 6. End of the Class: 1-2 minutes  |

### □ Beginning of the Class

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

### □ Discussion on Mindfulness

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

## ACTIVITY: (PAYING ATTENTION TO THE SILENCE BETWEEN THE SOUNDS)

### □ Objective

The objective of this activity is to sensitise the students to become aware of the silence in the environment.

### □ Steps of the Activity

Dear students, in today's mindfulness activity, we will become aware of mindful listening and silence

- All of you sit in a comfortable position.
- Straighten your back and close your eyes gently, if you feel uncomfortable in closing your, you can look down.
- Now try to listen to all the sounds that are coming in the classroom. These sounds could be of fan, traffic, talking or laughing etc.
- Now draw your attention to the silence between these sounds. Try to feel this silence. Focus your attention on this silence.
- If you feel distracted then bring your attention back to the silence.
- If you are not able to listen to silence it's all right.
- Now bring your attention back to your sitting position and open your eyes when you feel comfortable.



### Points for sharing Experiences:

1. How was your experience?
2. What changes did you feel inside you when you first noticed sounds and then silence between them?
3. Was it difficult to hear silence? What may have been the reason thereof?
4. Did you feel the silence in the environment before also?

### Observe, Ask and Explore at Home

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

### End of the Class

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



# Session 6 : Happy Experiences

## Time Distribution

- |   |                                       |
|---|---------------------------------------|
| 1. Beginning of the Class: 2-3 minutes    | 4. Sharing Experiences: 10-15 minutes |
| 2. Discussion on Mindfulness: 5-7 minutes | 5. Practise at Home : 1-2 minutes     |
| 3. Happy Experiences: 5-7 minutes         | 6. End of the Class: 1-2 minutes      |

### □ Beginning of the Class

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

### □ Discussion on Mindfulness

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

## ACTIVITY- HAPPY EXPERIENCES

### □ Objective

To make students experience the feeling of happiness and also make them aware of the condition of our body, our thoughts, our feelings and our behaviour in the state of happiness.

### □ Steps of the activity

1. Carry out the activity by giving the following instruction Keep a proper gap between the instruction properly
2. Leave all the work aside and sit in a comfortable position.
3. Keep your back straight and close your eyes gently. If you feel uncomfortable keeping your eyes closed, you can look down.
4. Now take a deep breath in and slowly release it. Leave the body loose.
5. Now imagine a place or situation where you feel happy and relaxed. Imagine what you are doing in this place or situation. Who is with you?
6. Now keep experiencing this feeling of happiness and pay attention to what processes are going on in your body.

7. Along with this try to bring your attention to your thoughts as well. What's on your mind at the moment? Is the same thought coming to your mind again and again or are the thought different? Stay with these thoughts for some time.
8. Now breathe in slowly and exhale. While breathing in think -"I am smiling", as you exhale think- "I am smiling"
9. Now slowly bring your attention back to your surroundings and when you feel comfortable, open your eyes.



### □ Points for sharing Experience

1. How are you feeling?
2. Where did you feel happiness in your body?
3. What made you feel happy in the place you imagined yourself in the activity?
4. How can you be benefited by practising this activity? (Hint: With the continuous practise of this activity, we are able to experience more positive feelings such as happiness, love, contentment, gratitude, pride, hope, interest etc. This also increases our satisfaction and well-being.)

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

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

## □ **End of the Class**

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



# Session 7 : Mindfulness of Thoughts

## Time Distribution

1. Beginning of the Class: 2-3 minutes
2. Discussion on Mindfulness: 5-7 minutes
3. Mindfulness of Thoughts: 5-7 minutes
4. Sharing Experiences: 10-15 minutes
5. Practise at Home : 1-2 minutes
6. End of the Class: 1-2 minutes

### □ Beginning of the Class

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

### □ Discussion on Mindfulness

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

## ACTIVITY MINDFULNESS OF THOUGHTS

### □ Objective

Making students aware of their thoughts

### □ Steps of the Activity

- Carry out the activity by giving the following instructions. Keep a proper gap between the instructions to follow them properly.
- Sit quietly in a comfortable position. Keep your hands on your legs.
- Now take 2-3 long deep breaths and close your eyes. Students who feel uncomfortable in closing their eyes, can look down also.
- Now focus your attention on your thoughts at this time. Many thoughts must be flowing in your mind. Note, whether these thoughts are related to past or present. Maybe these thoughts are related to some past incident that happened to you.
- Whatever thoughts are flowing, let them flow. Do not impose any kind of restrictions on these thoughts. Don't try to judge them as good or bad. If you feel like judging any thought as good or bad, then be conscious of it and keep your attention on your thoughts only.
- Thoughts are also flowing as subtly as breaths, don't let them stop.
- Whenever you feel that you are getting tangled in thoughts, try to focus your attention and again bring back your attention to the flow of thoughts.
- Now slowly bring back your attention to your sitting position and become aware of your surroundings. Whenever you feel comfortable, slowly open your eyes.





### Points for sharing Experiences

1. How are you feeling?
2. What did you learn about your thoughts?
3. Did you have only one thought or had multiple thoughts in your mind?

4. Did you find any difference in your thoughts at the beginning of the activity and at the end?
5. Was this exercise easy or difficult?
6. Were you getting bogged down in your thoughts?
7. Were you aware of the above situation?

This exercise helps us to be conscious of the thoughts going on in our mind in the present and also to become aware of the movement and nature of the thoughts. Continuous practise of this process brings stability in thoughts and calms the mind. Remember that with this exercise we are not trying to stop or eliminate thoughts.

#### **Dos and don'ts**

- While taking answer from the students, the teacher should accept all the answers given by them and not comment on whether they are right or wrong.
- Teachers should use a calm voice while giving instructions to students.
- If a student does not want to do this activity, then he should not be forced.
- Students should not be forced to close their eyes. He can also do this exercise with his eyes looking down.
- With this exercise, we are not trying to stop or eliminate thoughts.

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

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

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

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



# Session 8 : THOUGHTS AS TRAFFIC

## Time Distribution

- |   |                                       |
|---|---------------------------------------|
| 1. Beginning of the Class: 2-3 minutes    | 4. Sharing Experiences: 10-15 minutes |
| 2. Discussion on Mindfulness: 5-7 minutes | 5. Practise at Home : 1-2 minutes     |
| 3. Thoughts as Traffic: 5-7 minutes       | 6. 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 hold a 5-7 minutes discussion on students' experiences, challenges and benefits of mindfulness that they are practising at home.

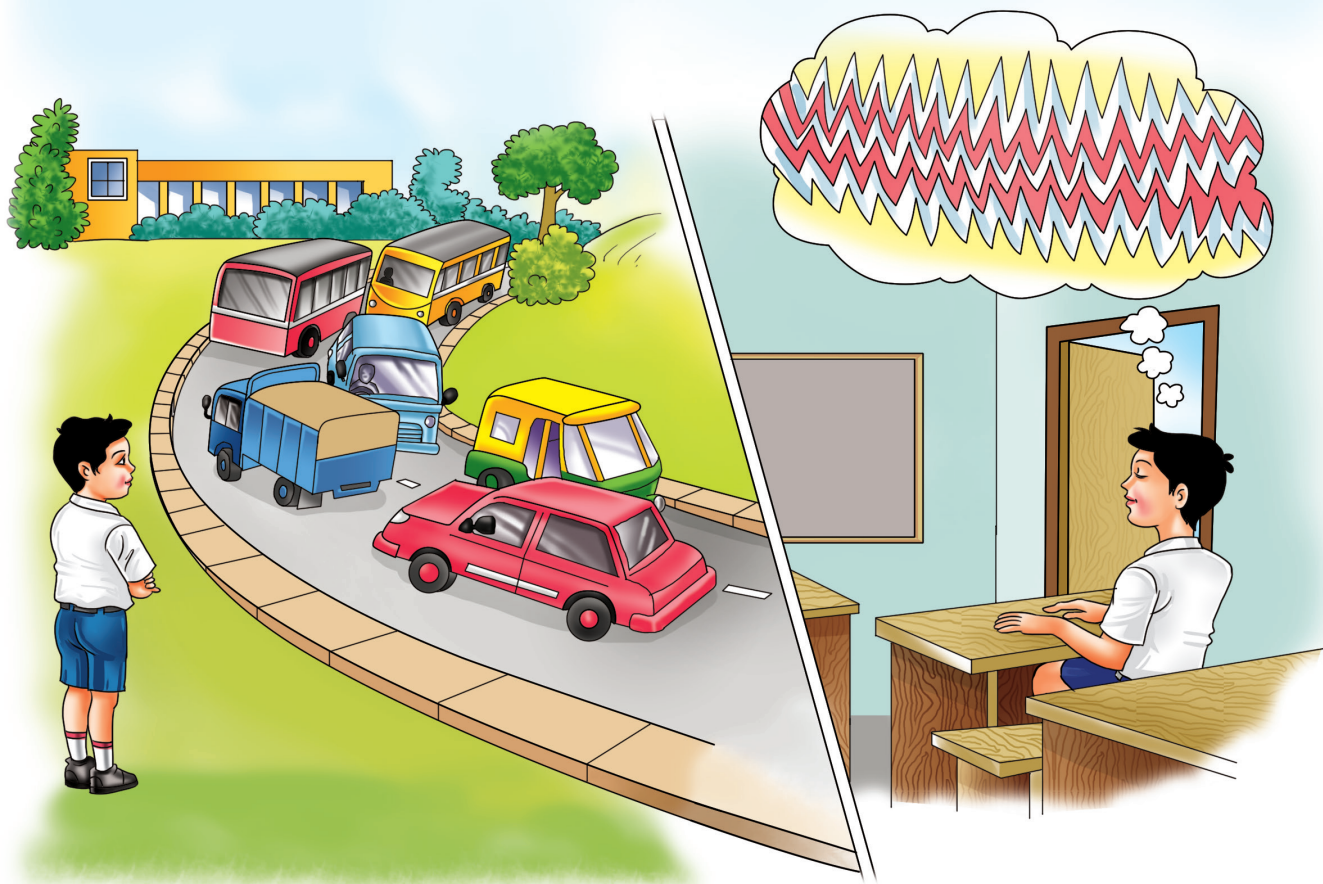
## ACTIVITY : THOUGHTS AS TRAFFIC

### □ Objective

Intuitively seeing thoughts like traffic, students would become aware of their thoughts and be able to see them intuitively without judging whether they are good or bad.

### □ Steps of the Activity:

- Carry out the activity by giving the following instructions. Keep a proper gap between the instructions to follow them properly.
- Sit quietly in a comfortable position. Keep your hands on your legs.
- Now take 2-3 long deep breaths and close your eyes. Students, who feel uncomfortable in closing their eyes, can look down also.
- Now imagine you are standing peacefully at a road side. Observe the traffic without consciously thinking about it.
- Thoughts are like this traffic. The way the vehicles keep coming and going on the road in the same way thoughts also keep flowing in our mind.
- Whatever thoughts are flowing in your mind let them flow .Do not impose any kind of restrictions on them. Don't try to judge them as good or bad. If you feel like judging any thought as good or bad, then be conscious of it and keep your attention on your thoughts only.
- Whenever you feel that you are getting tangled in thoughts, try to focus your attention and again bring back your attention to the flow of thoughts.
- Now slowly bring back your attention to your sitting position and become aware of your surroundings. Whenever you feel comfortable, slowly open your eyes.



### □ Points for sharing Experiences

1. How was your experience?
2. Did you pay attention to your thoughts?
3. How did you feel about your thoughts? What changes in your thoughts did you notice at the beginning, in the middle and at the end of the session?
4. Did you notice that some thoughts were clashing with each other repeatedly? How did you feel then?
5. Did you feel that some thoughts stay in your mind longer than others?

### □ Dos and Don'ts

- The teacher will give sufficient time to the student for sharing of their expression.
- The teacher is expected to listen patiently and impartially to the views of the students without judging their responses.
- Do not make any kind of comparisons between students' responses because each student's experience is unique.

## □ Observe, Ask and Explore at Home

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

## □ End of the Class

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



# Session 9 : Progressive Muscle Relaxation

## Time Distribution

- |   |                                       |
|---|---------------------------------------|
| 1. Beginning of the Class: 2-3 minutes        | 4. Sharing Experiences: 10-15 minutes |
| 2. Discussion on Mindfulness: 5-7 minutes     | 5. Practise at Home : 1-2 minutes     |
| 3. Progressive Muscle Relaxation: 5-7 minutes | 6. 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 hold a 5-7 minutes discussion on students' experiences, challenges and benefits of mindfulness that they are practising at home.

## ACTIVITY: PROGRESSIVE MUSCLE RELAXATION

### □ Objective

To bring the attention of the students to the gradual stretching and relaxation of their bodies

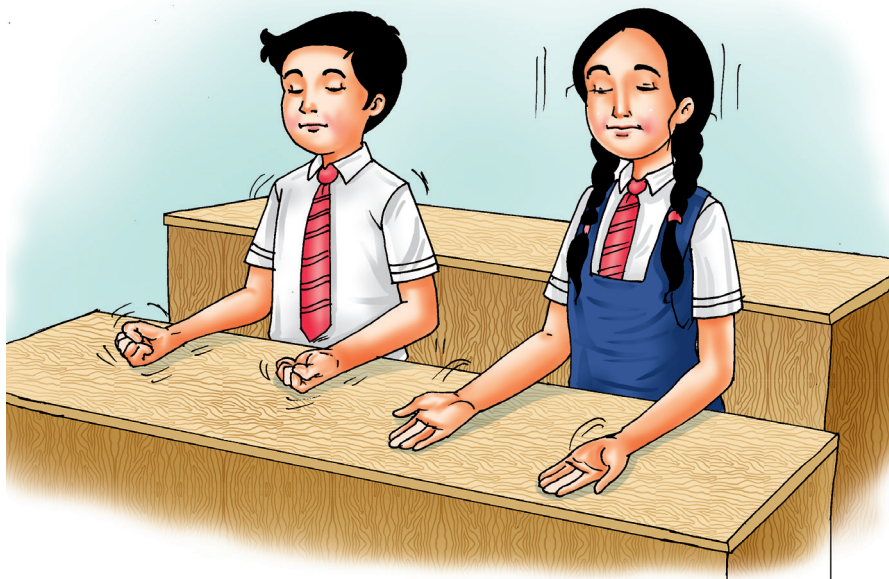
### □ Steps of the Activity

In this activity we will draw our attention towards the tension and relaxation of the muscles of our body. You can practise it anytime, anywhere.

Come, let's practise it -

- Imagine that you are holding a lemon in your hand. Now act as if you are squeezing its juice. While doing this you will feel the tension or stretch in the muscles of your hands. Try to feel it. Now act as if you have left it loose after squeezing the lemon.
- How are you feeling now? Just think.
- Now sit in a comfortable position and close your eyes. Focus your attention on your body.
- If your attention is diverted elsewhere, bring your attention back to the muscle you were focusing on earlier.
- Now tighten your left fist as much as you can.(Around 5 seconds).
- Try to feel the tension in your hands. Now slowly and gradually open your fist and leave it loose completely. Relax your arm completely and feel the increase in relaxation.(Repeat this process once again).
- Now tighten your right fist as much as you can.(Around 5 seconds).

- Try to feel the tension in your hands. Now slowly and gradually open your fist and leave it loose completely. Relax your arm completely and feel the increase in relaxation.(Repeat this process once again).
- Now close both your fists tightly. Now feel the increase in tension in both the hands.
- Now slowly and gradually open your fist and leave them loose completely. Relax your arms completely and feel the increase in relaxation.
- Now straighten both your arms tightly. Now feel the increase in tension in both the arms.
- Now slowly and gradually relax your arms and leave them loose completely. Relax your arms completely and feel the increase in relaxation.
- Feel the relaxation in your entire body and keep breathing normally.
- Now lift your eyebrows as much as you can and tighten your forehead muscles.
- Now feel the increase in tension in the forehead.
- Now slowly and gradually relax your forehead and your eyebrows and leave them loose completely. Relax your forehead completely and feel the increase in relaxation.
- Feel the relaxation in your entire body.
- Now close your eyelids tightly and tighten the muscles of your eyes.(5 seconds)
- Now feel the increase in tension in the eyes.
- Now slowly and gradually relax your eyelids and leave them loose completely. Relax your eyelids completely and feel the decrease in relaxation.(Wait for 10 seconds)
- Now inhale deeply and exhale slowly.
- Notice whether you are feeling calmer, more relaxed and more stress free now? Are you feeling comfort in your entire body?
- Count 1 to 4 in mind and now 4 to 1. As soon as you feel comfortable, open your eyes.



## □ Points for sharing Experiences

1. How are you feeling?
2. When did you feel tension in your body and when did you feel relaxed?
3. What difference did you feel between tightening and relaxing the muscles?
4. How can we benefit from this practise? (When we feel stressed our body and our muscles become tensed as well. By practising progressive muscle relaxation, our body relaxes, which in turn calms our mind.

(Stressful thoughts→ Body Tension Progressive Muscle Relaxation→ Body relaxed →Calm thoughts.

## □ Observe, Ask and Explore at Home

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

## □ End of the Class

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





# Session 10 : Body Scan

## Time Distribution

1. Beginning of the Class: 2-3 minutes
2. Discussion on Mindfulness: 5-7 minutes
3. Body Scan 5-7 minutes
4. Sharing Experiences: 10-15 minutes
5. Practise at Home : 1-2 minutes
6. 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 hold a 5-7 minutes discussion on students' experiences, challenges and benefits of mindfulness that they are practising at home.

## ACTIVITY BODY SCAN

### □ Objective

To make the students aware of their physical sensations

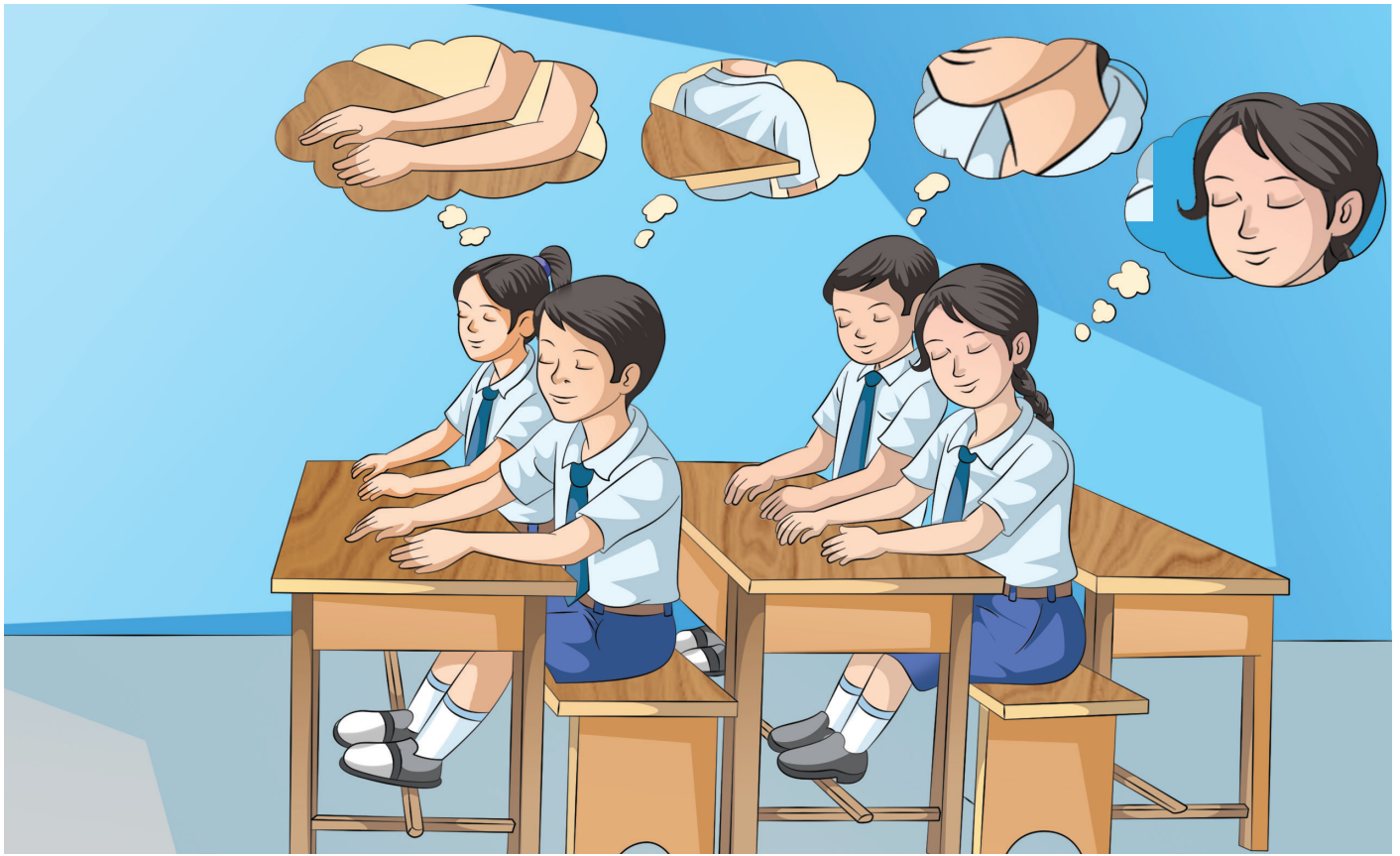
### □ Steps of the Activity:

Dear students! Today all of us will be aware of our physical sensations through Body Scan during the activity of Mindfulness.

The exercise that we will do today is called Body Scan. This exercise helps us in being aware of our body. The way we pay our attention to listening, seeing, walking etc., similarly, we can pay our attention to our body also. In this activity we will draw our attention to the various parts of our body, and be aware of how we feel. Today in Body scan we will be aware only of the different parts of our body. We won't try to put any stress or tension by ourselves.

- Leave all your work aside and sit in a comfortable position.
- Straighten your waist and gently close your eyes. If you have any problem in closing your eyes, you can keep them open and look down.
- With the next breath, bring your attention to your head and try to know if you are feeling any sort of tension on your head...
- Now bring your attention to your face and be aware of the feel of the air on your face's structure, nose, ears, face...

- Now slowly bring your attention towards your neck, and notice if you are able to feel your breath (both inhaling and exhaling) or not...Maybe the movement of the breath might be very light...
- With the next breath bring your attention to your neck and your shoulder and feel how you are feeling in this part of your body. Is there any stress, pain, tension or pressure in your muscles? Be aware of whatever you are feeling...
- Now shift your attention from the neck to your shoulders and feel what is going on in your shoulders during inhaling and exhaling...
- Shift your attention to your arms and hands and notice how you are feeling there...
- Now take your attention to your chest and feel what happens there when you inhale or exhale. Notice your chest expands when you inhale and it contracts as you exhale....
- Now shift your attention to your heart beats and notice if you can feel the heartbeat. Notice if the heart rate is fast or slow...Focus your attention on your heartbeat for a few moments....
- Now shift your attention towards your belly and feel if there is any change in the belly when you take a deep breath? Does the belly inflate during inhale and deflate during exhale? Pay attention to the ups and downs of the belly while you breathe and feel how it is coming out and sinking in with every breath...
- Now slowly and gradually take your attention to the muscles of your waist and see if you can feel the ups and downs of your breath in any parts of your waist...
- Now move your attention from your waist to your legs and notice how you are feeling in this part of your body...
- Be aware of any sort of movement, restlessness, pain in your legs. Do not try to change anything, just remain alert throughout....
- Whenever your attention diverts in different directions, bring your attention slowly, back to your body...
- Bring your attention to your feet with the next breath and feel the contact of your shoes and socks. Notice how you are feeling in your feet. Are you feeling any exertion or relief?
- Be aware of whatever you are feeling...
- Now you become aware of your sitting position. Slowly, slowly bring your attention back to your class. You can open your eyes whenever you feels comfortable.



### Points for sharing Experiences

1. How are you feeling?
2. What did you experience about your body?
3. Did you feel any sort of restlessness in your body or any sensation in your muscles? If yes, please share.

### Observe, Ask and Explore at Home

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

### End of the Class

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



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



## ❑ Directions for Activities

All the students are actively involved in the classroom activities, so they participate with enthusiasm. In this way they can remember the knowledge gained as this is based on their own experiences. Keeping these qualities in mind, activities have been included in the Happiness curriculum. Normally, they easily learn what they see happening in front of them or the activity that they get involved in.

While creating the activities special care has been taken to ensure that the activities made for a particular age group correspond to their mental level. Alongside, they also help them to think and understand. While participating in the activities, thoughts will arise in students' minds and they will discuss them with each other.



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

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

## ❑ Points to keep in mind while conducting activities

- ◆ '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 lesson, we learnt that-

- The goal of our life is to be happy.
- Whatever we do in our life, we do it with the desire to be happy.
- There is a uniformity of goals among all of us.

It is important to build an understanding to identify happiness as our goal and to consider it as the reason for all efforts made by us to achieve it. There's always an apprehension for delusion that happiness lies in the amenities. In fact amenities are merely the means for survival. Hence the efforts will be to ensure that the students can see their studies as a means to acquire the ability to be happy. In addition to it, they will also get an opportunity to know how they can be helpful in others' happiness.

## □ Objectives of the Lesson

- 1 Students will be able to understand that amenities are needed for survival, but they don't give everlasting happiness.
2. Students will be able to understand that the main aim of studies is to acquire the ability to remain happy.
3. Students will be able to understand that 'Education' is the preparedness to remain happy and be helpful in making others happy as well.

## □ Proposed Duration

At least five days or till the teacher is satisfied.



## Day 1

### Story: Meaning of Education

## □ Objective

To draw the attention of the students towards the fact that education is not merely about scoring marks, rather it is to be helpful in making others happy by increasing one's utility.

## □ Beginning of the Class

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

## ❑ Experiences at Home

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

## ❑ Line of Discussion

The expectations from the present education system would be to prepare students for a happy life, but in reality it seems to be examination centered and job oriented only. If we have a glance over the distances in relationships, differences on the basis of caste/ creed/religion, or terrorism, it seems, man hasn't yet learnt to co-exist with other human beings. At the same time if we have a glance over pollution or global warming, it seems, man hasn't yet learnt to co-exist with nature as well.

Hence, it is imperative to look at education as a process to develop the ability to lead a happy life. Moreover, it is required to develop the analytical ability of the students so that they can have the confidence to think about something big and new. This is the only way to insure everyone's contribution in the regeneration/evolution and the world will be a better and a more beautiful place. Efforts have been made through this story and the questions for reflection, to make the students sensible, social and useful citizens of the nation.

## STORY

Anita and Nandini studied in the same class. Anita always used to stand first in the class and avoided helping other classmates. She was proud of being the topper of the class and therefore, nobody liked her company. On the other hand, Nandini always helped others happily and studied wholeheartedly as well. Hence, everyone used to like her company. Since Nandini was quite popular among the classmates Anita was jealous of Nandini and despite being the topper of the class, she wasn't able to remain happy.



The incident is from the exam days. On the very first day of exam, Nandini reached the examination hall after half of the exam time was over. She could barely manage to attempt half of the paper. When the exam was over everyone asked Nandini about the reason for the delay in reaching late in the examination hall. Before Nandini could say something, Anita interrupted saying, "She is very lazy. She doesn't know the importance of time even on the day of examination." Nandini left that place without replying to anything.



When Anita reached home, she realised that something had happened at home. Relatives had come to her house; her mother was stressed and even a doctor had come! She ran



inside and saw her father lying on the bed. Father told her, “When I had gone for a walk in the morning, I had a heart attack and I fell on the footpath. God bless your classmate Nandini who was passing by. She helped me reach the hospital well in time.”

Anita realised that the girl whom she had been taunting a while ago at school was the one who had saved the life of her father. She was full of regret for her behaviour. She felt that she would not be able to look into the eyes of Nandini from now on. She was so embarrassed.

The next day when she reached school she hugged Nandini tightly and cried bitterly, asking for forgiveness for her insensitive behaviour.

### **Questions for Discussion**

1. In your opinion, according to their academic performance (position in class), which of the students might be brimming with happiness? Why?
2. What is your aim of educating yourself?
3. Have you ever ignored some of your essential work to help someone? Why did you do so?
4. Mention any such incident when someone might have taken care of your needs more than himself/herself. How do you feel while thinking about that incident?

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

Students will narrate this story to the members of their family and will explore their experiences.

### **End of the Class**

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



## **Day 2**

### **Beginning of the Class**

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

### **Recapitulations 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 similar experiences they have had at home.

### **Questions for Discussion**

1. If you are caught in such a situation where your friend is in dire need of your help, but you yourself have some urgent work to do, what will you do and why?
2. If you have your own work to do and someone else also needs your help at the same moment, how will you decide which work is more important for you?
3. If you have to bear some loss while helping others or you felt insulted, will you still continue to help others? Why?
4. Which abilities do you expect to enhance in yourself through education?

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

The students will explore and discuss with members of their family if they give more importance to the needs of others rather than their own.

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

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



### **Day 3**

#### **Activity: Why do we need to study**

#### **Objective**

To draw the attention of the students towards the fact that the purpose of education is to acquire such ability which can enable them to remain happy and can help others to remain happy as well.

#### **Beginning of the 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**

Presently majority of the students, lack the clarity as to why they are studying. Sometimes they feel that they are studying to earn a livelihood, at other times, it seems to them that they are studying to acquire some designation or post. Sometimes they feel that they are studying to earn more and more money to acquire more comforts and luxuries of life.

Here, the teacher is expected to take the discussion in a direction where the students are able to understand that the purpose of education is to enable them to live a life of happiness and contentment and while helping others, we also achieve the same.

If the students are able to understand the true purpose of education, their perspective towards education will change. The purpose of this Happiness Class is to enable us to understand the appropriate direction to achieve this goal.

## ACTIVITY

### □ Steps of the Activity

- Ask the students to explain
  - Why do they study?
  - Why do they want to pass the present grade?
  - Why do they want to stand first in class?
  - Why do they have to earn money?
  - Why do they have to win medals in sports?
- Students are given some time to reflect on the given questions and write their answers in their notebook. (Students may take help from one or two students sitting near them.)
- Students are motivated to share their feelings one by one. The teacher must wait for the students to express their response in their own words and not prompt them with answers.
- The teacher either himself/herself or with the help of students will write the gist of the points being arrived at during the students' sharing on the board, so that the focus of the class is maintained.
- It is compulsory for the teacher to ensure that every student in the class gets a chance to share and express.
- The teacher can ask the students to reflect deeper. The teacher may repeatedly ask 'why' questions on every response received, to motivate them to think further. For example, if a student responds by saying that he studies to become an engineer, the teacher may ask "Why do you want to become an engineer?" The student may respond by saying that he wants to become an engineer to earn more money. The teacher may in turn ask "Why to earn money? Or if the student wants to become a doctor, the teacher might discuss that if he is able to cure the patients, he himself will get the pleasure of curing others.

Note: Each question must focus on justification of students' decisions as to "Why." E.g. "Why do you come to school?" The student may respond by saying, "I come to school because my family members or parents send me." In this case, the next question may be framed as "Why do you obey your parents or family members?" The questions must be framed in a way that the focus continues to be on the student and his/her thought process. In case the student's response shifts the perspective and takes the discourse in a different direction, the teacher may ask "Why do you think this decision is beneficial for you?"

- It will be appropriate to continue the probing questions till the students reach the ultimate answer (after which no 'why' question seems possible), that we all strive to reach a state of Happiness.
- Students are asked to give examples of such acts which we do, not with the aim 'to be happy'. Social and personal examples may be discussed. For Example:

- Someone got hurt and you helped them.
  - Someone was shivering with cold and you offered your own blanket to them.
  - Any other such examples
  - This discussion will bring to the fore the fact that all our acts strive towards the achievement of happiness.
- Note- In case a student responds in the beginning itself that he or she does everything with the aim of achieving happiness, he is to be asked what he plans to do in the future and why. Or the discussion is to be taken further by asking similar questions to other students.

### ❑ Questions for Discussion:

The teacher will write this sentence: “whatever we do, we do to achieve happiness”, on the board and will continue the discussion with the students. The ideas and comments shared would be carefully taken.

1. Discuss with the students if someone does something to achieve sadness. (Direct the discussion in such a way that the students share such examples from their own lives where they have acted to achieve a certain degree of sadness. It is understood that it is not possible to share examples from someone else’s life; the students are guided to share examples from their own lives. Discuss the examples the students have brought out and help the students analyse the fact that we all eventually strive to achieve happiness through all of our pursuits.)
2. Discuss with the students how a person enters school at 3-4 years of age and dedicates around 20 years of his life to education, progressing from school to college and further to university. This long journey takes up a considerable amount of hard work and stress to pass the examination and achieve desired results. What is the purpose of this tedious effort? What does man want to achieve through this 20 year’s long, tedious, stressful journey of education? Is it merely for a job? Is it just for money? Is it for comforts of life or something else? Ensure free discussion among students.

### ❑ Observe, Ask and Explore at Home

Conduct this activity with the members of your family at home and with the neighbours and find out whether those with good jobs, money, and comforts of life are always able to remain happy? If not, then find out the possible reasons thereof.

### ❑ End of the Class

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



## Day 4

### □ Beginning of the Class

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

### □ Recapitulations 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 activities do you take up for your happiness? Do you achieve happiness by doing these activities?
2. Which types of activities do you take up to ensure the happiness of others? Do these activities enable them to derive happiness? Discuss.
3. Which are the activities that make you happy and ensure other people's happiness as well? Make a list of such activities.
4. How can your education contribute to your own happiness and that of others? Discuss with your classmates?

### □ Observe, Ask and Explore at Home

Conduct this activity with the members of your family members at home and with the neighbours and find out which are the activities that we do for our own happiness but they become the cause for the troubles and miseries for others around us.

### □ End of the Class

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



## Day 5

### ASSESSMENT 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.

### □ Recapitulations and Experiences at Home

The students would be given the opportunity to share experiences of reflections and discussions at home.

### □ **Points for Assessment**

1. Tell us about those activities which you took up this week for your own happiness, but they became a reason and cause of sadness and concern for others.
2. Share about those activities which you took up this week that made you happy and also ensured the happiness of those around you.
3. During this week, did you leave some of your work to contribute to someone else's work? Why did you do so?
4. The basic purpose of education is to develop the ability to live happily. On becoming aware of this fact, what changes did you make in your own style of learning?

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

Ask the members of your family and neighbours and find out how to acquire the ability to ensure one's own happiness and that of others? Or what efforts can be made to achieve this?

### □ **End of the Class**

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



## □ Note for the Teacher

In the previous lesson,, we learnt that

- Various amenities are necessary for survival, but these amenities are not the source of everlasting happiness.
- The purpose of being educated is to acquire the abilities to remain happy.
- Education not only enables us to remain happy but also helps in making others happy as well.

It is enough to understand that the Objective of our life is primarily to remain happy and then help others to be happy as well. To lead such a life, it needs to be clarified how a person can ensure his own happiness and that of others. Moreover, it also needs to be clarified, which are the things or the activities that are the basis of one's happiness; and what will be the durability of such happiness? At the same time it is also important to notice, if their efforts are merely limited to achieve outward happiness. This lesson gives an the opportunity to explore all these.

## □ Objectives of the Lesson

1. Students will be able to identify the source, the activities and the duration of happiness.
2. Students will be able to differentiate between the activities that provide them real happiness and those which they do to appear happy outwardly.
3. Students will be encouraged to perform the activities where they derive pleasure in the process itself and not those which make them happy only after the accomplishment.

## □ Proposed Duration

At least five days or till the teacher is satisfied.



## Day 1

### Story: The Music of Tansen

## □ Objective

To motivate students to perform their tasks happily.

## □ Beginning of the 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

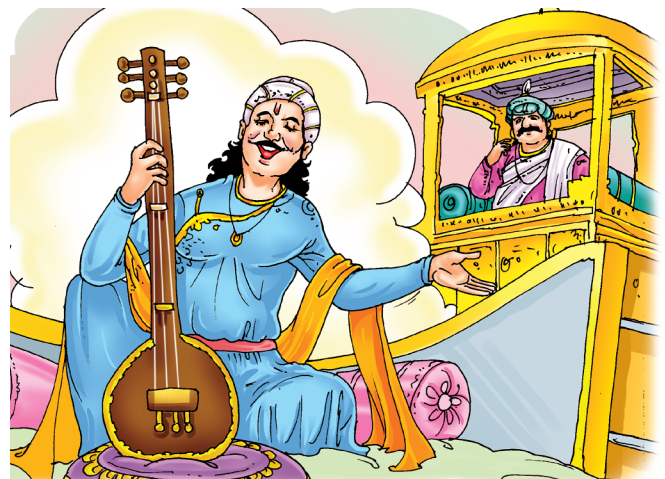
Students would be given the opportunity to share their experiences of reflections and discussions at home.

## ❑ Line of Discussion

Presently, we aim at deriving pleasure by doing some work. But if the same work is done joyfully, we shall remain engrossed in the work without getting tired. We can remain fresh, energetic and focussed even after the completion of the task. This will definitely enhance the quality of the work and the chances of its success will increase. Even dependence on others for reward or eulogy, does not ensure our happiness. If happiness is associated with the process of doing it, instead of its accomplishment, it will definitely bring better results. If a work is done heartily, the pleasure of understanding it and the sincerity towards the work— minimise the stress of the outcome. Through this story and its questions the students have been motivated to derive happiness in the process of performing the activity rather than seeking happiness after the accomplishment.

## STORY

In the court of emperor Akbar, whenever Tansen applied his “Sur” and sang the Ragas the emperor used to be mesmerised with his music. He used to praise Tansen a lot. One day when Tansen was departing from the court, the king praised him wholeheartedly, saying, “While I was listening to your music today, a thought came to my mind. When you are such a great musician, the one who taught you this art must be greater than you are!” The emperor asked Tansen about his Guru (teacher) and expressed his willingness to meet him. Tansen replied, “One cannot get the privilege of listening to my Guru’s music as per one’s sweet will. He just sings for himself now. That’s why when he sings, one can listen to his music only after visiting there. The emperor was quite eager to listen to his music, so he agreed to visit there.



Next day the king along with Tansen reached the forest before dawn and started waiting for the Guru to sing. When the revered teacher started singing, the emperor was mesmerized to listen to the music. It was mind blowing! The king had never heard such sweet music in his life. While returning, the king asked Tansen, “Tansen, I thought nobody can compete with you in music, you are the best. But in comparison to your Guru’s music you seem to be far behind. How can there be such a difference? It is simply shocking. Why can’t you also sing like that?”

Brooding something, Tansen replied, “I think while



I sing, my attention and my goal seems to be hovering round the reward which I will get after singing. I hardly enjoy the process or concentrate on the pleasure of singing. But, my teacher never sings for any reward. For him the pleasure of singing itself is the reward. And that happiness reflects in his music.”

### ❑ Questions for Discussion

1. Do you ever come across such a situation, where your attention is more on the reward or fame that you get after the work? What do you feel during its process – pleasure or stress? Share one such incident.
2. Would you still like to do your favourite work even if you won't get any reward or appreciation for it? If yes, why?

### ❑ Observe, Ask and Explore at Home

The students will narrate this story to the members of their family members and discuss which member of their family does which type of work happily.

### ❑ End of the Class

In the end, students 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 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 similar experiences they have had at home.

### ❑ Questions for Discussion

1. What gives you more pleasure? When you do something for yourself or for some reward? Share some examples from your life.
2. What is the difference between doing something happily or being happy after doing it? Which situation has more probability of success? Discuss.
3. Which activities do you do happily and which do you do to be happy? Make a list of both types of activities and share them in the class.

## ❑ Observe, Ask and Explore at Home

Students will discuss at home as to when they get more pleasure: when they work for themselves or when they do something for some reward.

## ❑ End of the Class

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



## Day 3

### Activity: Come, let's explore and understand happiness

#### ❑ Objective

Students will be able to understand what happiness is

#### ❑ Beginning of the Class

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

#### ❑ Experiences at Home

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

#### ❑ Line of Discussion

Happiness is in the center of all our work and dealings throughout the day. Everyone wants to remain happy. But nobody understands the real meaning and concept of happiness. All try to remain happy but in the process become unhappy again and again.

In this activity we will try to understand the concept of happiness that if we work upon our perception of happiness, we can remain happy for a long time. Our lack of understanding is the root cause of our sorrow.

## ACTIVITY

#### ❑ Steps of the Activity

- In this activity, the students will discuss various points after changing pairs. Different activities can be employed to change the pairs for the discussion.
  - Students at each bench will discuss one question. Before discussing the next question, students sitting on one side of the desk will move to the desk in front of them. They would discuss the question there, in new pairs. The process would continue further.

- Students would stand in two co-centric circles. Here students standing in the inner and outer circles can change their pairs. They will stop before starting the discussion and then will discuss in pairs facing each other.
- Thus some other methods could also be adopted to change pairs.



- The following pointers can be given for discussion after adopting any of the above mentioned methods of changing pairs.
- First of all the teacher would share any incident as an example from his life. And then students would be given an opportunity to discuss.
  - Share such an incident, which was painful in the beginning, but later its result gave you happiness.
  - Share such an incident which gave happiness instantly, but later you repented over it like missing class, not coming to school etc
  - Any such incident of your life which gives you lots of pleasure while recalling it. Why is it so?
- Draw a line to divide the board into two parts. Write these two questions– one each on either side. Now after discussion in the class write the answers to the questions in the specified columns.
  - What are the moments that make us happy? Give a few examples.
  - When do we become sad/ unhappy or upset? Give a few examples.

Sr. No.	Which moments make us happy!	Which moments make us sad!

**❑ Questions for Discussion**

1. From the examples that have been shared, identify and differentiate between the incidents that give short term happiness and those that give happiness for a longer period and share with the students.
2. Mere reminiscences of some incidents make us happy. How can we increase such incidents or moments in our lives?

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

Let the students discuss at home what according to them are necessary to live happily. What do they do for their own happiness and the happiness of each of member of their family?

**❑ End of the Class**

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



**Day 4**

**❑ Beginning of the Class**

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

**❑ Recapitulation and Experiences at Home**

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

**❑ Questions for Discussion**

1. Are miseries also necessary to feel the pleasure of happiness? Why/ why not?
2. Do you want to remain happy forever? What needs to be done to remain happy forever?
3. The happiness derived from which incidents or activities are
  - short lived?
  - remain for a longer period?
  - continue forever?

Sr. No.	The incidents that are short lived	The incidents that remain for a longer period	The incidents that continue for ever

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

Discuss in family, whether miseries are important in life. What needs to be done to remain happy forever?

### **End of the Class**

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



## Day 5

### ASSESSMENT 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.

### **Experience at Home**

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

### **Points for Assessment**

- How many times did the whole family sit happily/joyfully and have memorable moments together this week? Which moment did you like the most?
- This week, how did the family take care of and exhibit concern for each other?
- This week, which activities did you do happily and which for “future happiness?” In which scenario/situation/condition did you remain happy for a longer duration?
- Was there any moment this week, when you pretended to be happy outwardly despite being unhappy from inside?

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

The students will discuss at home, how they behave or act at home when they are happy. At the same time they will also discuss what is the impact of their happiness on the other members of their family or their near and dear ones?

### **End of the Class**

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



## □ Note for the Teacher

From the previous lessons, we learnt that-

- for how long do we remain happy with certain things
- which activities do we do to be happy and which to look happy.
- facilities are the necessities of life, but they can't provide continuous happiness.

Through this lesson, the focus of the students will be drawn to the fact that the needs of our body and mind are different. Identity and respect are the needs of the mind. We establish our permanent identity and gain respect not by beauty, wealth, strength or position in life, rather it is achieved by the virtues that we have. The students will be able to understand that all the needs of the mind are continuous whereas the needs of the body are subject to change with time.

## □ Objectives of the Lesson

1. The students will be able to recognise that the needs of the mind and the body are different from each other.
2. The students will be able to understand that the needs of the body are quantitative whereas those of the mind are qualitative.
3. The students will be able to comprehend that we constantly need to fulfil the needs of our mind whereas the needs of the body are limited.

## □ Proposed Duration

At least five days or till the teacher is satisfied.



## Day 1

### Activity: Difference in our Needs (On the basis of quantity)

## □ Objective

To enable the students to understand that the needs related to material things are quantitative which means we can count or measure them. Whereas the needs of the mind are qualitative i.e. they cannot be counted or measured.

## □ Beginning of the Class

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

## ❑ Experiences at Home

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

## ❑ Line of Discussion

Our physical and emotional needs are completely different from each other. It is important to understand the difference between these two types of needs so that the means and methods used to fulfil the two are understood clearly. The basic confusion lies in the fact that we tend to fulfil our emotional needs through material means. This is not at all possible. Therefore, let the students discuss openly the fact that choosing the right path is equally important to achieve their goals.

## ACTIVITY

### ❑ Steps of the Activity

- The class may be divided into smaller groups. It would be appropriate to keep 5-6 students in each group.
- The students are guided to discuss the questions written on the board by the teacher in their own group for 5 minutes and write their responses.
  - How many sets of school uniforms do you need?
  - How much water do you drink in a day?
  - How many fans are needed in your house?
  - How many chairs are needed in the classroom?
  - How many buses are required on Delhi roads?
  - How many guards are needed in school?
- Then the teacher may give the following questions for a 5-minute discussion in the groups:
  - How much love of the parents is needed?
  - How much fun and enjoyment do you need when you are with friends?
  - How much respect do you need?
  - How much trust do you think the other person may have on you?
  - How much affection is needed among siblings (brothers and sisters)?
  - How much care and affection do you give to your grandparents?
- The groups present their responses to the above questions and write them against the questions written on the board.
- The teacher makes two columns on the board and after the discussion on the questions given above concludes.



Physical Needs	Emotional Needs
The needs which can be measured, can be observed and identified with our senses (through eyes and ears). e.g. how many fans are there in the classroom?	The needs which cannot be measured, seen or observed with our sense organs but can be felt, e. g. how much love from the parents is needed? (This cannot be measured but is needed in totality.)

### ❑ Questions for Discussion

1. What type of needs (physical or emotional) can we measure?
2. What kind of needs cannot be measured?
3. Which of the needs can be identified by our senses i.e. by smelling/touching/ seeing/ hearing or tasting?
4. Which of the needs cannot be identified by our senses? How can they be identified and measured then? (Expected response: These cannot be measured but can be felt in the form of feelings and emotions)
5. Are the physical needs for the body or for the mind? (Answer- for body)
6. Are the emotional needs for body or for mind? (Answer- for mind)
7. Physical needs can be measured. But is it required in the same quantity by all or it varies from person to person? for example is the need for bread (food) same for all, or does it differ from person to person?
8. Is there an emotional need for which we can decide a fixed quantity?
9. Are the emotional needs the same for everyone or do they vary from person to person? Give examples.

## ☐ Observe, Ask and Explore at Home

Students make a list of some of their needs and enquire from the members of their family whether those needs are physical or emotional.

## ☐ End of the Class

At the end of the class, the students should be asked to sit quietly for two minutes and reflect on what caught their attention in the class today and what was their understanding.



## Day 2

### Activity : The difference in our needs on the basis of Time duration

#### ☐ Objective

To draw the attention of the students towards the fact that our material or physical needs occur according to the requirements (from time to time), whereas the Emotional needs are continuous.

#### ☐ Beginning of the Class

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

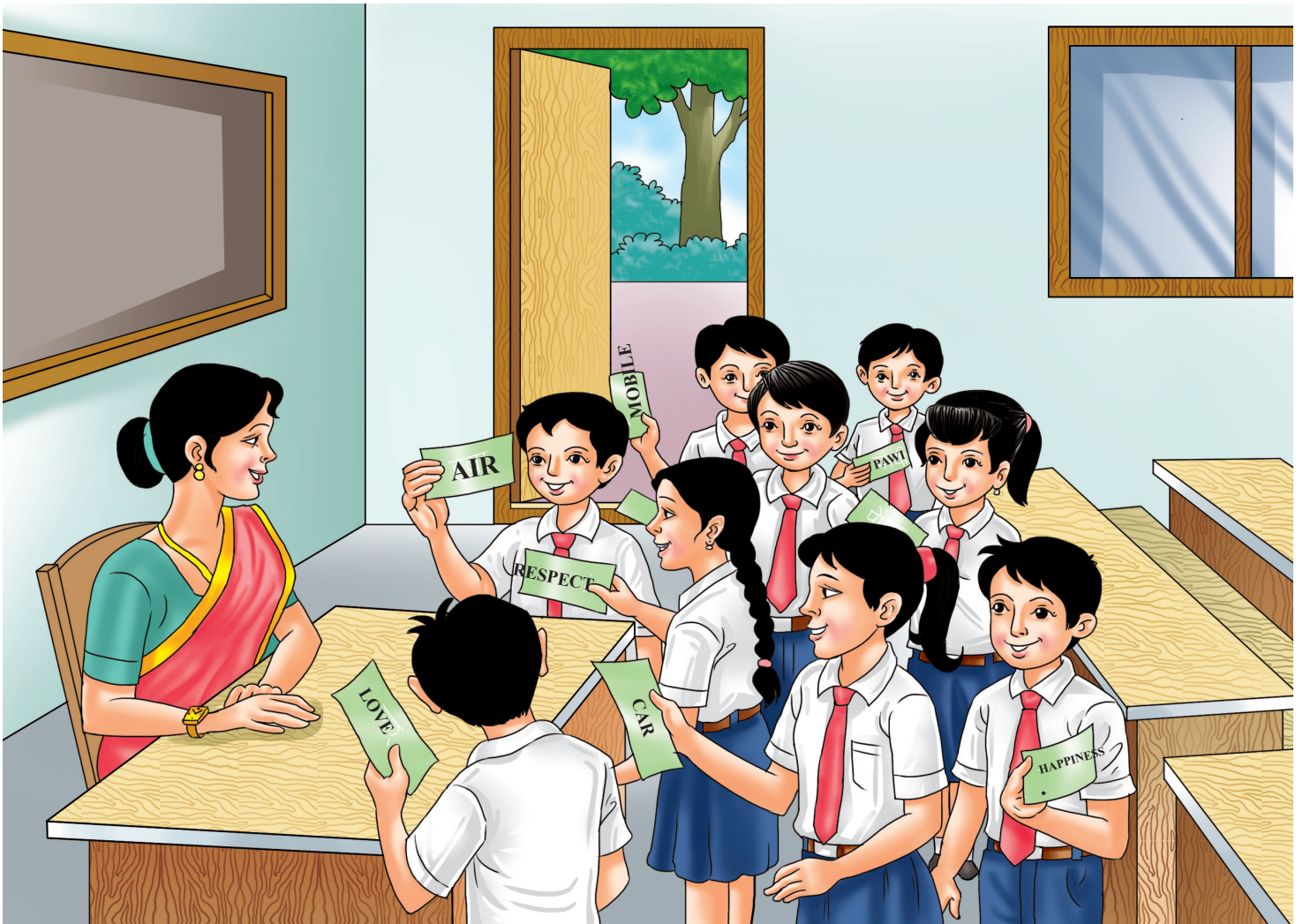
#### ☐ Recapitulation and Experiences at Home

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

## ACTIVITY

#### ☐ Steps of the Activity

- Make paper slips as equal to the number of students in the class. Ensure that the slips are not less than the students in number.
- Write one need on each slip and fold it. This need can be physical or emotional, but one slip would have only one need written on it. Some examples of needs can be food, water, air, car, money, travelling, safety, wisdom, big house, burger, pizza, happiness, peace, computer, bike, fame, popularity, love, helping others, good smart phones, laptops, jewellery, watching movies every day, air conditioner, wristwatch, accessories, new bag etc.
- Keep the slips on the table and ask the students randomly to pick one slip each.
- Ask the student to read the need written on the slip and decide whether it is related to emotions (heart) or to physical needs (of body, materials). Now choose two corners of the classroom and label one with 'Emotional Needs' and the other with 'Physical Needs'.



- Now ask the students to read their slips once again and reach the appropriate corners Emotional or Physical.
- In each group, for 10 minutes, the students discuss and share whether the need given to them is required at all times or from time to time. For example: food is required at some point of time at regular intervals as it is not possible to eat food throughout the day. If we keep eating all the time, we will fall sick. Respect is needed throughout our lives as we do not want to be disrespected at any point of time in our lives.
- After discussion if a student feels that he/she is in the wrong group then the chance to change the group may be given to them by the teacher.
- Both the groups now present their ideas on which of the needs require to be fulfilled at all times and which ones need to be fulfilled from time to time.
- After the presentation, both the groups get a chance to question each other.
- The teacher may explain from time to time as per requirement. For example: the teacher may guide and intervene when the students find it difficult to classify the need given to them.

## ❑ Questions for Discussion

1. The needs which require fulfilment from time to time are physical or emotional? For example: food, water, clothing, phone etc. (Answer-Physical)
2. The needs which require to be fulfilled at all times are physical or emotional? For example: happiness, love, affection, respect, trust etc. (Answer-emotional)
3. What is the difference between our physical / material needs and emotional needs?

## ❑ Observe, Ask and Explore at Home

The students will discuss at home, the difference between the physical and emotional needs.

## ❑ End of the Class

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



## Day 3

### Story: How Much Land

## ❑ Objective

To enable the students to focus on their physical needs and make them aware of the consequences of the greed to hoard more than their need.

## ❑ Beginning of the Class

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

## ❑ Experiences at Home

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

## ❑ Line of Discussion

Many people are unable to understand the difference between ‘need’ and ‘desire’ as they fail to identify their needs. This is the reason why they end up hoarding more than they need. They believe that their needs are limitless and since the available resources are limited, there is no choice other than hoarding it up. Since there is no limit to hoarding, they tend to continue the practise and work hard for it throughout their lives. In such a case, continuously striving towards this, affects our health and interpersonal relations as well.

Through this story, efforts have been made to draw their attention towards their needs in such a way that they understand and evaluate the physical needs appropriately later in their lives. In addition to this, the students will be able to understand that our emotional needs (identity, respect etc) cannot be fulfilled by physical/material means.

## STORY

A traveller visited a man's house one day. At night during conversation, the traveller said that there is a village at some distance, where land is cheap and affordable so much so that it seems to be sold free of cost. They can buy thousands of acres of land in that village and that too almost for free. The man became greedy after listening to this. The very next day, he set out for that village. On reaching there, he said to the villagers, "I wish to buy land." The villagers said, "Keep here all the money that you have. The process to buy land in our village is different. You have to set out at dawn, before sunrise and whatever land you are able to pace till sunset will all be yours." The man could not sleep the whole night. He kept planning how to cover maximum land for his benefit.



He set out at dawn. He had arranged for his food and water for the day thinking that he would eat and drink while running. He had planned that he would cover the distance till noon so that he returns to the starting point till sunset. He had planned to return exactly at noon so that he could return back before sunset. He had run miles of land till noon. He thought of returning since it was past noon but then he saw some fertile land at that point of time. He felt greedy and thought of covering a bit more of that fertile patch. He would simply have to run faster on his way back. He did not eat or drink due to the fear of losing on time while stopping to do so. He had to throw the food and water he was carrying as he found it difficult to carry the load. He then threw away his coat and hat to feel as light as he could.



Afternoon slipped by, but he did not feel like returning. Late afternoon also went by. He decided to return, but now he was full of anxiety. He had used up all his strength and was now quite exhausted by this time. The sun was setting. He was near the village and could see people there. They were all standing and calling out to him "Come Back! Come Back!" He gathered all his remaining strength. The sun was setting now. He was running towards village and the sun was about to set. He fell down as the sun was setting. The last edge of the sun could be seen on the horizon. He tried to drag himself to reach back to the village, but the sun finally set, and he fainted. The people standing around him laughed and started talking amongst themselves that they have not seen

any single man till now who has managed to own a piece of land in that village.

### ❑ Questions for Discussion:

1. Why was the man not able to cover the desired land in the village?
2. Have you faced some loss due to the desire to acquire more than your need? How?
3. What kinds of objects or things do you hoard more than you actually need? Share.

### ❑ Observe, Ask and Explore at Home

The students will discuss this story at home and explore which items at their homes are more than they are required. Ask them to find out the reasons behind their being in large quantities.

### ❑ End of the Class

In the end, students 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 similar experiences they have had at home.

### ❑ Questions for Discussion

1. What kind of things do people tend to hoard more than their actual requirement? Make a list. Why they might be doing so?
2. Why do we tend to hoard some things more than our requirements? Does it help us reach the goal for which we do so?
3. How can we decide how much quantity of a certain thing we actually need? Discuss.

### ❑ Observe, Ask and Explore at Home

The students will discuss this story at home and explore why we tend to hoard more than our needs and whether or not it helps us reach the goal for which we do so.

## □ End of the Class

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



## Day 5

### ASSESSMENT SESSION

## □ Beginning of the Class

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

## □ Experiences at Home

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

## □ Points for Assessment

1. Which aspect did you notice after the several discussions on this lesson?
2. This week, which of your things did you feel were more than your requirements?
3. This week did your attention go towards any such person or family who have acquired more wealth than their need? What were your thoughts after such observations?
4. Did you reflect upon, how you will decide the limit of your needs?

## □ Observe, Ask and Explore at Home

The students will discuss at home and explore whether those who have hoarded/ stored more than their needs are able to remain happy forever. Yes/No? Why?

## □ End of the Class

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



# The Unlimited Capacity to Learn

## □ Note for the Teacher

In the previous lesson we learnt that-

- the needs of the mind and the body are different.
- the needs of the body are quantitative whereas the needs of the mind are qualitative.
- we constantly need to fulfil the needs of the mind, whereas the needs of the body are limited.

At times, we don't have faith in ourselves and we perceive that we cannot do a particular task. We do not even try for it. Whereas, if observed minutely, it can be seen that every human being is blessed with unlimited potential to think and understand. Even if we consume a large quantity of this power, this doesn't seem to deplete rather it sparkles all the more. Hence, the requirement is to divert the attention of the students towards this potential so that every student can have the confidence that he/she can also grow in life after learning. In this lesson efforts will be to draw attention towards this unlimited potential of thinking and understanding.

## □ Objectives of the Lesson

1. Students will be able to know that they have immense potential to learn.
2. After identifying this potential in themselves they will actively participate in all learning activities.
3. After identifying their mental abilities students will be able to move ahead in life with faith in them.

## □ Proposed Duration

At least five days or till the teacher is satisfied



## Day 1

### Story: Father's Encouragement

## □ Objective

To draw the attention of the students towards their unlimited potential for learning

## □ Beginning of the Class

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



## ❑ Experiences at Home

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

## ❑ Line of Discussion

Every human being has unlimited potential for learning. Hence, for a person there is no limit to learn anything, anytime. There are many tasks about which we think that we can't do them. But we are able to do the same work successfully if we get motivation and support from someone in recognising our potential.

### STORY

Anshuman was a distinct cricketer. He was crazy after the game. All the records related to the game, the names of all the cricketers (national or international), their style of playing, and their speciality- all such data were on his tips. Even at home, throughout the day, he used to catch the ball here and there, up and down, he used to play with his friends at the roof of his house and sometimes he used to play by himself even. Sometimes he did the bowling, sometimes batting and sometimes fielding. He was interested not only in cricket but he took interest in football, hockey and volleyball also. He was aware of the rules and regulations of all games. He always used to think about sports only. As a result, slowly and gradually, he lost interest in academics and his attention towards studies was totally diverted. Even in class his teacher used to often remind him of his studies. His parents were also upset to see his lack of interest in studies. They were always worried about it. Slowly and gradually, he started losing his self confidence. He started feeling that he cannot study as he lacked the ability to learn and understand. This made him quite upset and he often remained sad. He was no longer interested in even in sports. One day, his father called him, stroked his hair lovingly & said, "What is the matter son? These



days you seem to be quite disturbed. Neither do you show interest in sports nor in studies?" Anshuman got encouraged with father's kind words. And he shared with his father the problems that were disturbing him. He said, "Father, it seems I can't study as I lack the skill and potential for it. Actually I am too slow to learn anything. Even my teacher says so." Father had now understood the reasons behind his problems and sadness. He called his son affectionately, hugged him and motivated him saying, "Dear Anshuman, every human being has unlimited potential to learn. Any person can learn and understand anything at any stage. And the interesting

fact is that this potential never decreases, rather it keeps on increasing. The more you utilize this strength, the better it becomes.”

“Really, papa, is that so?”

“Of course, beta,” said the father. Anshuman’s face had a glow and excitement in heart. Today, on the playground he played and enjoyed cricket a lot. By the time he returned home, he was totally exhausted. In the evening after returning back home, his father didn’t find Anshuman waiting for him at the doorstep as usual. So he enquired about him. The mother informed that Anshuman is too tired and is lying on his bed. The father went to him and affectionately started caressing his forehead. “Oh Anshuman! you have fever?” he said worriedly, noticing the high temperature he had. the father gave him the medicines and sponged his head with cold water. He also asked him how he had spent his day. “Papa, a lot of thoughts are flooding my mind today. I am very eager to talk to you,” said Anshuman. The father said, “Dear son, today you are extremely tired and also having fever. So we shall talk tomorrow.” But Anshuman insisted, “No papa, so what if I am tired? I need to talk to you now only. I want to ask you many things; I have to learn a lot. Even if I am having fever, I can still talk and understand.”

“Ok, but is it possible to learn and understand even during illness?”, asked his father. “Why not? I am having so many thoughts and ideas in my mind now. I have to tell you so many things and to learn as well. How does a fever or tiredness make any difference?” There was a sparkle in Anshuman’s eyes and contentment in papa’s mind.

### ❑ Questions for Discussion

1. Which are the tasks that you think you want to do but are unable to do? Make a list of such tasks.
2. What might be the reasons behind not being able to do or understand some of the activities? Discuss with your friends in small groups.
3. If there are some hindrances or obstacles in understanding or doing some activities, what might be the solutions to overcome them? Discuss with your friends in small groups.

### ❑ Observe, Ask and Explore at Home

At home discuss with the members of your family and neighbours and try to find out:

- Have they also come across such incidents where they considered some work impossible for them in the beginning, but later on they could do it successfully?
- Also find out which were those tasks and how could they accomplish them?

### ❑ End of the Class

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



## Day 2

### □ Beginning of the Class

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

### □ Recapitulation and Experiences at Home

- Students would be asked to recap the story 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 similar experiences they have had at home.

### □ Questions for Discussion

1. Have you ever come across such a situation when you felt that you won't be able to do some work, but you got support from someone to overcome that problem? Whom did you get help from and how?
2. How can we be able to retain our self confidence? Or how are we able to develop self confidence?
3. Do you feel that we have unlimited potential to learn something? If yes, what is the basis of this belief?

### □ Observe, Ask and Explore at Home

Discuss with the members of your family how each member of a family can contribute to enhance each other's self confidence? Write this in your Happiness diary as well.

### □ End of the Class

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



## Day 3

### Activity: The unlimited potential to think and understand

#### □ Objective

Attention of the students would be drawn to the fact that each human being has an unlimited potential to think.

#### □ Beginning of the 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.

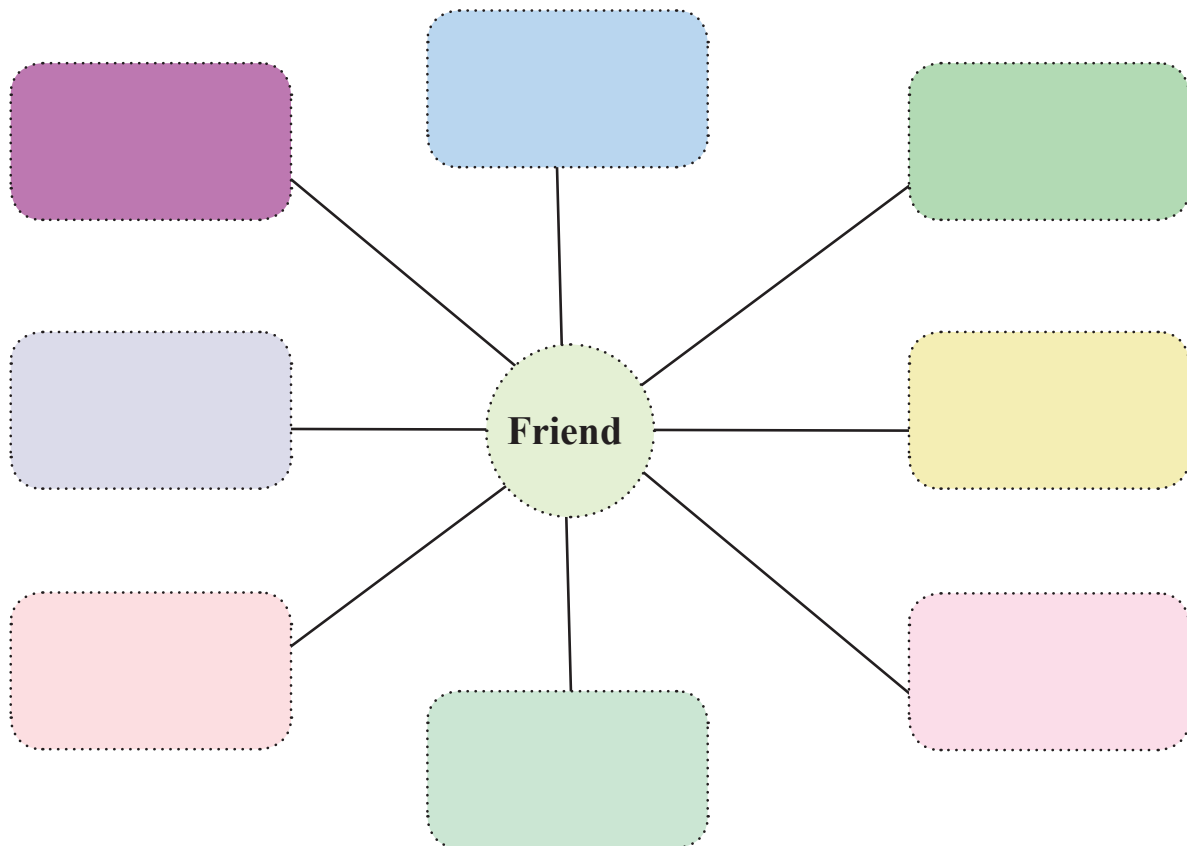
## ☐ Line of Discussion

We all think and we all make decisions. Decisions can vary, but all of us do take decisions. Similarly, thinking and understanding is also a continuous phenomenon in every human being. Nobody's flow of thought ever stops. It is a continuous process. There can be difference in the content or subject of our thoughts but this process of thinking and learning continues in all of us. Means that this ability of thinking and learning is unlimited. The acceptance of this fact fills the students with a sense of equality and uniformity between one human being and another; and they are able to see others with the perspective of having unlimited potential. Moreover, the recognition of their own ability brings self-confidence among students.

## ACTIVITY

### ☐ Steps of the Activity

- The teacher will instruct the students, "I will utter a few words. After hearing those words you have to speak one or two words related to your thoughts- for example words like, love, food, kitchen, nice etc. may come to your mind." (The teacher will utter a few words and write his word in the center. He/she and will draw a mind map and keep extending it with the responses of the students around the mind map. for example such words can be taken - Gratitude, Happiness, and Affection etc.



- Now the teacher will discuss the following points:-
  - After listening to my words, what did you do before speaking your words?
  - When the responses stopped coming in the class, did you feel all your thoughts had vanished? Was there know thought coming to your mind?

(The teacher can continue the activity by taking another word. When the students will stop responding then he/she may ask again if some thoughts are coming to their mind. Let some thoughts be shared in the class. The attention of the students is to be driven towards the fact that even if thoughts related to the present activity/topic are no longer coming to their mind, but some other thought, may be of some incident from home or of the period being over, the ringing of the bell etc. are still there in their mind).

### ❑ Questions for Discussion

1. What do you think, do our thoughts stop coming or the content related to the topic is over?
2. Do we keep thinking and analysing throughout the day or occasionally? Explain with some examples.
3. While sleeping also thoughts keep coming in our mind. How do you know this?
4. Can we now tell if our thinking ability is limited or unlimited?

### ❑ Observe, Ask and Explore at Home

After reaching home, find out from the members of your family if they always keep on thinking something or the other or it pauses at times. The teacher may let the students write their responses in their 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 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.

### ❑ Recapitulations and Experiences at Home

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

### ❑ Questions for Discussion

1. Share with the class if ever you brooded over something and felt that you cannot think further/ anymore.
2. Have you ever come across any such friend or relative about whom you might have felt that his/her rational faculty is better than you have?
3. Have you ever done any work without thinking and analysing? If yes, what was the outcome?

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

After reaching home, share with the members of your family the discussion held in the class, and try to know their viewpoints regarding every human being's unlimited potential of thinking and 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 an opportunity to share their experiences of reflections and discussions at home.

#### **Points for Assessment**

1. When you came to know that every human being has unlimited potential to think and learn, how did you change your perception about yourself?
2. After knowing that every person has immense potential to think and understand, did your perception about someone change? If yes, what is that change?
3. After this week's discussion, which other things attracted your mind?

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

Share the discussions in the class with the members of your family and ask if they also had such moments in life when they felt disappointed after experiencing failure. How did they overcome it?

**End of the Class**

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



## □ Note for the Teacher

From the previous lessons, we learnt that-

- what are some of the activities we do to be happy and certain others activities that we do to look happy.
- identity and respect are emotional needs.
- every human being has unlimited capability to think and comprehend.

Through this lesson we will try to understand that every individual has a natural desire for a unique identity and respect. Often people assume their identity and respect to be the capability to show off and go ahead of others in life. It has been observed that many people try to prove their identity and gain respect on the basis of superfluous possessions. These four bases are physical appearance, power, wealth and designation. All these four criteria are temporary and therefore cannot help in obtaining a permanent identity or a sustainable degree of respect.

It is important to develop the sensitivity among students that to fulfil the desire of establishing an identity and obtaining respect in society, it is necessary to understand that it can be achieved by helping others progress in life rather than by competing with them to beat them in the race.

## □ Objectives of the Lesson

1. Students will be able to clearly observe their natural desire for having a unique identity.
2. Students will be able to become aware of the job done by them to establish an identity.
3. Instead of merely pretense, students will be able to establish their identity based on their utility in society.

## □ Proposed Duration

At least five days or till the teacher is satisfied.



## Day 1

### Story: Henry Ford

## □ Objective

Students would understand the correct way to fulfil their natural desire for their identity.



## □ Beginning of the Class

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

## □ Experiences at Home

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

## □ Line of Discussion

We often tend to appear good in the eyes of others and to achieve this motive, we try different tactics. For example wearing good clothes, buying new stationery items like pens, pencils etc., buying a toy etc. We feel that our identity is based on the material things that we own, but it is important to pay attention to the fact that the identity of a person does not get changed by changing dress. For example, a nurse will remain a nurse even if she is in some other dress and is not putting on the nurse's uniform.

## STORY

Henry Ford was a famous industrialist still he used to go to his office and factory in ordinary clothes. All his workers felt surprised and talked about this amongst themselves. They used to discuss that their boss had so much wealth; still he dressed up ordinarily to office.

One day, his secretary, after mustering up courage, told him, “Sir, you have so much money that you can buy any kind of expensive and the best set of clothes for yourself. Why do you come to the office in such ordinary clothes?” Ford smiled and said, “Everyone here knows who I am. Why would I bother to wear expensive clothes to show off that I am Henry Ford?”



After a few days, Ford went on a world tour. He visited many places but was dressed in the same ordinary clothes. The secretary again said, “Sir, nobody knows you here and hence you must wear expensive and luxurious clothes here.” Ford again smiled and said, “Why would I bother about my clothing and that too for those who do not even know me?”

## ❑ Questions for Discussion

1. Is it wearing expensive or branded clothes establish one's permanent identity? If not, then why do people do so?
2. What do you think or reason while buying clothes?
3. In your opinion, on what basis can a person establish a permanent identity in society?
4. Name a person who has a well-known personality in society and has inspired you. Discuss the reason for their well-known identity.

## ❑ Observe, Ask and Explore at Home

The students will narrate this story to their family and discuss what they think when they buy their clothes.

## ❑ End of the Class

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



## Day 2

## ❑ Beginning of the Class

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

## ❑ Recapitulation and Experiences at Home

- Students would be asked to recap the story 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 similar experiences they have had at home.

## ❑ Questions for Discussion

1. Will the value of a person known to you, get reduced because he/she does not have expensive clothes to wear? If not, why?
2. Is there something wrong with putting on expensive and branded clothes? Does it harm others in society in any way?
3. A person's identity is determined by the clothes he wears or by his virtues? (Give examples of some famous persons. Discuss about their virtues also. (In case the students do not come up with such examples, the teacher may give examples of Mahatma Gandhi, Baba Sahib Ambedkar etc).

4. Is a person's identity related to the clothes he wears? For example, if a doctor is not wearing his white coat, does it mean that he is not a doctor? Or if someone else is wearing a white coat, do they become a doctor just because of putting on white coat?

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

Students will discuss in their family how they can establish an identity in the society.

### ☐ **End of the Class**

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



## Day 3

### Activity: How shall I get recognition!

#### ☐ **Objective**

To enable the students to establish their identity based on their virtues.

#### ☐ **Beginning of the Class**

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

#### ☐ **Experiences at Home**

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

#### ☐ **Line of Discussion**

Every person wants to make his identity but many people try to build a permanent identity through temporary means. Some attempt to do so through their physical beauty, some through power, some through wealth and some try to do it by acquiring some position in life. However, all these four bases are temporary. Moreover, if a person has all these means but his conduct and behaviour is not acceptable, will you give him respect? If a person has all these four bases but is not helpful or useful for others, will you treat him/her with respect?

This brings us to the conclusion that a person is known by his behaviour and conduct. If he is helpful to the people around him, only then he has the right to gain permanent respect and identity in society whether he owns the above mentioned temporary bases or not. This activity aims at inspiring students to establish their identity based on their virtues rather than through outward pretense.

## ACTIVITY

### □ Steps of the Activity

- Students are given slips of the same shape/design cut out from chart paper.
- Students are asked to sit peacefully and think about themselves and are later asked which virtue or deed of theirs they want to be known by.
- Let each student identify one of his/her virtues or deeds and write it on the slip along with his/ her name. For example: I want to be known as a helpful person. Ankit - VII B or I want to be identified for my honesty. Huma-VII C
- The teacher will also prepare his/her own slip and share it with the class.
- Each student now shares the base of his/her identity and gives reason for choosing the specific virtue for identity.
- Collect all the slips and pin them up on the chart paper to display on the class board.

### □ Questions for Discussion

1. If someone known to you tries to show off his/ her possessions or clothing to prove that they are superior, how will you react?
2. What efforts will you make to establish your identity on the basis of your chosen criteria?

### □ Observe, Ask and Explore at Home

Students will ask their the members of family, have they ever showed off for their recognition in the society.

### □ End of the Class

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



## Day 4

### □ Beginning of the Class

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

### □ Recapitulation and Experiences at Home

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

### □ Questions for Discussion

1. What pretense do people generally make to establish their identity in society?
2. Have you also ever tried to exhibit some pretense to establish your identity? If yes, what did you do?
3. Do you accept the show off by people to establish their identity? Why/ Why not?
4. Are you able to respect people who show off? Why? / Why not?

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

The students will ask the members of their family if ever they also have attempted to put up a pretense to establish their identity. If yes, how?

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

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



## 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. While buying an item, did you ever feel that you bought that item not for establishing your identity but for your necessity? If yes, share it with the class.
2. After the discussion of this lesson, what efforts did you make to make your identity permanent?
3. Is there any practise that you used to follow only for show off and after the discussions of this lesson; you have decided to discontinue it? If yes, share your ideas with the class.

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

Motivate the students to discuss with the members of their family why people tend to show off and whether it fulfills their purpose?

### □ End of the Class

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



## □ Note for the Teacher

In the previous lesson, we learnt that -

- All of us have the natural desire to seek recognition.
- What do we do for our identity/ recognition?
- Our identity is determined by our ability rather than our pretense.

In this lesson, we shall try to draw our attention and that of the students towards the fact that it's not the work that makes us happy or unhappy. Instead our happiness or sadness depends on our emotions while doing the work and on how we perceive it. In other words, doing any work after understanding its utility or its role in the system makes us happy. Moreover, the students would practise observing which of their works are meant for their physical well being and which are meant for their mind (self).

## □ Objectives of the Lesson

1. The students will be able to understand the relation between self and body.
2. They will be able to notice which of their actions are meant for the self and which ones for their body.
3. Students will be able to understand that their happiness or sadness is determined by their thoughts.

## □ Proposed Duration

At least five days or till the teacher is satisfied.



## Day 1

### Story- Three Laborers; three Perspectives

## □ Objective

To bring the clarity that it is not our work/action that makes us happy or unhappy, rather our feelings while doing that work, forms the basis of our happiness or sorrow.

## □ Beginning of the 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 is to be drawn towards the fact that it's not doing some work that makes us happy or sad; rather the frame of mind in which we are doing that work makes us happy or sad. We derive pleasure if we do some work after understanding its utility and the significance of its role in the system.

## STORY

Somewhere a school was in the making. Three laborers were breaking the stones. A passerby, going through the road came and asked the first laborer, “What are you doing?” He said sadly, “I am breaking the stones.” In fact, mentally also he was breaking stones only. That was why he was so sad. The passerby went to the second laborer. He was balanced—neither sad nor happy. The traveler asked him, “What are you doing?” He replied, “Earning my livelihood.” Really that worker was working to earn his livelihood only. So he was composed—neither happy nor sad. The passerby now went to the third laborer. This

laborer was happy.

He was singing

while breaking the stones. He stopped singing and said, “I am constructing the temple of education. Students will study here.” He had a sparkle in his eyes while he said so. His inner happiness was brimming through his eyes.

In life, these are the only three ways of doing any work — first is working under compulsion and remaining unhappy; second is working hard like a machine to earn bread and butter; and the third is to remain happy to see others deriving pleasure from the outcome of his hard work. The pleasure of life is in the perspective/ attitude of a person. The pleasure comes from within, not from outside.





## ❑ Questions for Discussion

1. Who among the three workers was working only to fulfil the physical needs? Was there any worker whose emotional/mental needs were also being fulfilled? How?
2. Who out of the three workers was in the happiest mood? Why did you think so?
3. The first worker had no interest in his job. He will remain unhappy even if he gets his wages because he will find out some or the other ways to be unhappy. Agree / Disagree. Discuss.
4. If you will be provided with all the facilities (e.g. TV, AC, food, bed to sleep) in your room, and you will be told never to come out of the room, you will get these facilities forever. How would you feel? Will you be happy or sad? Why? Discuss.
5. If the third worker would have been asked to do the useless task (like taking ten chairs from one room to another and again bringing back those chairs in the previous room, doing the same thing from morning till night), how would he feel? If he would still remain happy or he would be unhappy. Discuss.

## ❑ Observe, Ask and Explore at Home

Students would be asked to discuss this story at home and to explore the experiences and perspective of other members of the family.

## ❑ End of the Class

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



## Day 2

### ❑ Beginning of the Class

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

### ❑ Recapitulation and Experiences at Home

- Students would be asked to recap the story 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 similar experiences they have had at home.

## ❑ Questions for Discussion

1. Have you ever found a difference in the attitude of your parents while doing the same work at the same time?
2. Have you ever found a difference in your temperament while doing the same work at different occasions? Mention with examples.
3. What are some activities that you do happily and what are some other activities that you feel will give you happiness while doing them? Give examples from your life.
4. Can the activities be done happily? Also, which activities do you feel will give pleasure after doing them? Explain with examples. (If we make a programme to relish ice cream during an outing with friends, it seems we shall be happy after having ice cream. But it might be the probability that we always remain happy in the company of friends. Ice cream or no ice cream- their company itself is sufficient for happiness).
5. Does the mental /emotional condition influence physical activities? Give an example from your life.

## ❑ Observe, Ask and Explore at Home

The students will discuss which option they consider better—working happily or trying to get happiness from something? Why do they feel so? Let them give examples from their lives.

## ❑ End of the Class

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



## Day 3

### Activity: Come let's identify Moods

#### ❑ Objective

Motivate students to be aware of one's own and other's moods and feelings.

#### ❑ Beginning of the Class

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

#### ❑ Required Materials

Slips of paper

## ☐ Experiences at Home

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

## ☐ Line of Discussion

We are always either in the company of a person, a thing or in any situation. If any of these things doesn't appeal to us, we feel unhappy. And if any of these things appeals to us, we feel happy. Hence, the crux is that when our mind doesn't accept something we become sad and when our mind accepts something we become happy. This can be seen as a rule that "Happiness is to live with the feeling of acceptance." Thus happiness is related to our moods. Presently, our mood is in the habit of being affected by our outer environment. If we are aware of this fact/ alert, the dependence of our mood on the outer environment is gradually lessened/ minimized and the remote control of our happiness is in our hands. By practising prudence and awareness the ability to remain happy can be developed. Students have been motivated to understand their moods and be alert & aware of them.

## ACTIVITY

### ☐ Steps of the Activity

- Before starting the activity, make paper slips of the following prescribed moods.
  1. Respect
  2. Surprise
  3. Anger
  4. Fear
  5. Anxiety
  6. Affection
  7. Hatred
  8. Pride
  9. Hesitation
  10. Kindness
- Now divide the class into small groups of 4-5 students each.
- Let every group be given a slip without showing the written text to the other groups.
- They would be instructed to discuss in their group and prepare a mime of 2 minutes to express the mood assigned to them through the slips. Here they will just enact the mood through actions and gestures only without speaking anything e.g. to express affection, act to celebrate someone's birthday; to express surprise act like meeting some old friend after a long time; to express kindness act like helping some needy and so on.
- Now ask some other group to enact the feeling written on their slip.
- On the basis of that enactment the other groups will guess the moods/feelings on the slip. (If the students are not able to identify the moods, provide them the scaffolding by writing all the moods on the board and then asking them to identify).
- Similarly, all the groups would be given an opportunity to express and identify the different moods.

### ☐ Questions for Discussion

1. In which mood, was there a glow on the face while expressing?
2. In which mood do we not feel good?

## ☐ Observe, Ask and Explore at Home

Examine whether we remain conscious of our own or others' moods and feelings in real life? Discuss this with the members of your family also.

## ☐ End of the Class

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



## Day 4

## ☐ Beginning of the Class

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

## ☐ Recapitulation and Experiences at Home

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

Note: Ask the students: “How were you feeling before mindful breathing? Or how was your mood then? How is your mood now?”

## ☐ Questions for Discussion

1. Which moods and feelings do you experience most of the time- happiness or sorrow?
2. In which mood do you want to remain for a longer period? Why?
3. What is the effect of our Moods (of happiness or irritation) on our work?
4. Which one is correct– to be happy after doing something or doing something happily?

## ☐ Observe, Ask and Explore at Home

Students will explore at home whether the members of their family have ever observed the other aspect of some work or incident, after being aware of their moods. If yes, when and how?

## ☐ End of the Class

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



## Day 5

### ASSESSMENT 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 should be allowed to share their experiences of observation and discussion at home

#### □ Questions for Assessment of Students

1. Which topics caught your attention during the discussion of this lesson?
2. Were you able to infer/ understand the relation between your own self and your body through the discussion this week?
3. Were you able to notice which of your actions or behavior are for self and which are for your body?
4. During which moment did you feel that “My happiness or sadness is determined by my thought process?”
5. Were you able to notice in the last few days that your mood affects your action and behaviour? Present on the basis of an incident.

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

Doing something happily means understanding the work’s utility; e.g. why are we doing a certain task or what is its significance in the system? Be it the matter of Academics or of Cleanliness, understanding its utility makes a big difference. Discuss with the members of your family giving examples from daily life.

#### □ End of the Class

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



## □ Note for the Teacher

In the previous lesson, we learnt that-

- The needs of our body and mind are different.
- Various actions keep on going in our mind and body.
- My happiness or sadness depends on our thoughts and emotions.
- Our mind and not our body does feel sensations like see, speak, listen, taste, touch etc.

All of us have unlimited potential for learning. The awareness of this fact boosts our self-confidence. When we have faith in ourselves, then only we can trust others. How we do a certain work, how successfully we do it, how we face adverse situations—all these depend on our faith in ourselves. After all, what does the commonly used colloquial word “Self confidence” mean? We shall try to understand this in this lesson.

## □ Objectives of the lesson

1. Students will be able to build self confidence after identifying their own unlimited potential.
2. Students will be able to see on which occasions they lose their confidence with the praise or the criticism by others and on which occasions they remain stable without being influenced by these.
3. Students will be able to understand that we can have faith in others only when we have confidence in ourselves.

## □ Proposed Duration

At least five days or till the teacher is satisfied



## Day 1

### Story: Ankur's Race

## □ Objective

The attention of the students will be drawn towards the fact that we can overcome the biggest hurdles in life by being confident and strong willed.

## □ Beginning of the Class

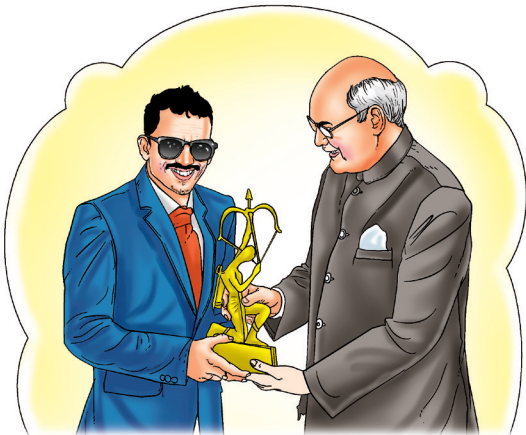
Begin the class with 2-3 minutes of mindful breathing and after that 2-3 students would be asked to share their experiences.

## Experiences at Home

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

### STORY

Ankur Dhama lived in the city named Baghpat. He had lost his vision in his childhood only. His parents tried every possible treatment for this but to no avail. They got Ankur admitted in a school which was meant for specially abled children. Observing his interest and talent in sports, the teachers started training him in the school itself. In the meantime, Ankur was selected to participate in the international running competition.



There he won two Gold Medals. After finishing his schooling, he was admitted to a very

renowned college of Delhi. Here also his training for races continued. Everyone was astonished to see how Ankur ran so efficiently despite being visually impaired. It was this self confidence that took him to the Rio Paralympics. There Ankur astonished the world with his talent. Ankur was awarded with the Arjun award which is one of the biggest National awards in the field of sports. Ankur participates in races even now.



## Questions for Discussion

1. According to you, how could Ankur run so efficiently despite being visually impaired?
2. Had Ankur surrendered before the circumstances, what would have happened?
3. Did you also ever proceed further without surrendering and could do certain tasks efficiently? Share citing an example as to how you could do that work?
4. How do you feel when you are able to do some work very efficiently and also make others learn?

## Observe, Ask and Explore at Home

The students will discuss with the members of their family if they have ever quit any such habits which were harmful for them? How could they do this?

## End of the Class

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



## Day 2

### □ Beginning of the Class

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

### □ Recapitulation and Experiences at Home

- Students would be asked to recap the story 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 similar experiences they have had at home.

### □ Questions for Discussion

1. Can we persuade others to do the work we are not doing ourselves? If yes, how? And if no, why not?
2. Whose statement has greater impact—the one who doesn't have harmony between speech and action or the one who has it (uniformity between speech and action)?
3. Which are the things that you ask others to do, or want others to do but you yourself don't do most often? Make a list of some such things and share them in the class.
4. Which are the matters where people start comparing themselves with others?
5. Does the confidence gained by comparing oneself with others last for a longer period? If yes/no, why?

### □ Observe, Ask and Explore at Home

The students will discuss at home if they ask others to do the tasks they themselves don't do?

### □ End of the Class

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



## Day 3

### Activity: Understand Self belief

### □ Objective

Students will be able to understand the meaning of belief in self and can identify its basis/ foundation.

### □ Beginning of the 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 often we try to build our identity with materialistic things. For this we keep on accumulating luxurious items like Big cars, costly garments, and other materialistic things. But the moment we see others having better articles/ materials our confidence

starts shaking/faltering. Through discussion students' attention will be diverted to the fact that pretense merely increases ego/vanity and not self confidence. When we have self confidence we can easily cope with adverse circumstances without being affected. It is also important for balancing our relationships. In this lesson we shall explore self confidence.

## ACTIVITY

### ☐ Steps of the Activity

- Divide the students into small groups.
- Now ask them to share their thoughts on the following topics:
  - i. Which works/activities do they like?
  - ii. Out of these works, which work can they do in a better manner?
  - iii. Out of the work they can do better, which are the works through which they can make others learn as well.

### ☐ Questions for Discussion

1. Mention some works which you don't know now but you have faith that you will learn someday. Why do you feel so?
2. Has there ever been a time when you started learning some work but you couldn't learn it thoroughly? If yes, what were the reasons behind it?
3. Has it ever been the case that you were doing something very nicely but left it in between after being discouraged by others? Share with some examples from your life.
4. Has there ever been that you felt that you won't be able to do some work, but after being encouraged by someone, you could do it nicely? Give an example of one such work.
5. When you have some solutions to a problem or you are able to do some work appropriately, how do you feel then?

### ☐ Observe, Ask and Explore at Home

Students would talk to the members of their family and find out that when we have faith in ourselves, we are able to do even the difficult tasks, is that so? Ask one example each from the members.

### □ End of the Class

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



## Day 4

### Case Study: Depression

#### □ Objective

Sensitizing students about depression.

#### □ Beginning of the 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

Amrita was not feeling well for quite some time. She went to school quietly and after coming back home, kept lying on her bed silently. She didn't feel like doing any work. She didn't have any reason to be unhappy, still she didn't feel energetic at all. Amrita was having difficulty in doing or thinking anything. Various thoughts were hovering in her mind simultaneously which had no end. She knew that her homework was still pending. She was worried about her studies as well. Yet she wasn't doing anything for this.

After some days Amrita started taking leave from school. Her mother thought perhaps Amrita is not feeling well, so she let her take rest. But, the whole week passed and Amrita didn't go to school even for a single day. Every time she felt tired and exhausted and she kept sleeping the whole day. She used to remember those days when she used to enjoy studies, but now she felt detached.

When Amrita didn't go to school the whole week, her parents got quite worried. They talked to the school counselor and her teacher about the change in Amrita's behaviour. Both the school counselor and the teacher told them that Amrita is a very hardworking and intelligent girl. But even they were unable to understand the reason behind her sudden change in behaviour and her lack of interest in studies. Amrita's school counselor advised that she must be taken to the doctor.

When Amrita's parents took her to the doctor, the doctor suggested them to take her to a Psychiatrist. Amrita was very upset during all these proceedings and was very angry over her parents, because she didn't want to go from one doctor to the other for treatment. The Psychiatrist declared that Amrita is in depression. She will be fine with the treatment soon.

## ❑ Questions for Discussion

1. Why might Amrita not have shared her problems with anyone else?
2. In such situations, with whom can we share our problems?
3. If someone does not share their problems with others, what is the harm?
4. How can you help someone known to you in such a situation?
5. Which points would we keep in mind to take care of our physical as well as mental health?

## ❑ Observe, Ask and Explore at Home

The students will narrate this story to the members of their family and discuss: if someone is facing such a problem, how can we help them?

## ❑ End of the Class

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



## Day 5

### ASSESSMENT SESSION

## ❑ Beginning of the Class

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

## ❑ Experiences at Home

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

## ❑ Points for Assessment

1. Share about any person whom you found having conviction in self/brimming with self confidence this week.
2. On which occasion this week, did you feel that you have the ability to learn a lot?
3. Did you advise anyone this week regarding his/her behaviour? Mention the incident.
4. Are you yourself able to behave that way?

## ❑ Observe, Ask and Explore at Home

The students will discuss with the members of their family at home, if there is some work which they weren't able to do earlier but are able to do now. How?

**End of the Class**

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



## □ Note for the Teacher

In the previous lesson, we learnt that-

- Recognising the unlimited potential of learning makes us self confident.
- The occasions when our confidence declines after seeing the beauty, strength, wealth or position of others, and on what occasions we remain unaffected and confident/ unswerving.
- We believe in others only when we believe in ourselves.

Students will be able to know the meaning and the system of family. They will be able to develop the ability to live with values after noticing/observing their relationship with the family members. The teachers are expected to draw the attention of the students through discussion towards the meaning and the institution of “Family”. In addition to it the teacher is expected to draw the attention of the students towards their role in the family so that they can realize the significance of the family and can recognize the importance of relationships.

## □ Objectives of the lesson

1. Students will be able to see family as a system.
2. They will understand the role of their families in their lives.
3. They will be able to see the extension of their family to the school family.
4. They will be able to see the role of their school family in their own progress. Proposed Duration

## □ Proposed Duration

At least five days or till the teacher is satisfied.



## Day 1

### Story: The key to Happiness

## □ Objective

Students will be able to identify the role and the contribution of their family in their lives.

## □ Beginning of the 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

Today, Devika was very upset while returning home from school because in the Maths test half of her answers were wrong. Moreover, she had forgotten to do her English homework and the deadline to submit the science project was also approaching. The teacher had written a note in her diary mentioning all this and asked her to get it signed by her parents. Devika was getting worried and was thinking again and again what might be the opinion of her parents to see all these. What will they think about her? This made her all the more unhappy. Lost in these thoughts Devika arrived home. Her mother hugged her and asked, "How was your day?" Seeing his Didi, Devika's younger



brother also ran to her and said, "Didi I missed you a lot." For the time being Devika felt relieved to receive so much love and affection but she was still upset within, due to the happenings at school. Seeing her anxious and unhappy, mother asked her the reason. Devika told her everything. Mother consoled her lovingly saying, "Darling! Never mind! Such incidents happen at times in life. But if you will work hard in future, you will definitely succeed." Mother's word had a magical effect. She decided to finish her work in time and to practise Maths more enthusiastically. Mother had informed her father about Devika's mood and he brought her favourite ice cream. The whole family enjoyed the ice cream a lot.

Now the sadness that had engulfed her the whole day had vanished altogether.

## ❑ Questions for Discussion

1. Do you think Devika's sadness was desirable? If yes, why? Why not?
2. How might have she felt after telling everything to her mother, when she came back from school?
3. Do you also feel sad at times while returning from school? How do you feel then?
4. Have you ever been in a situation when you were upset about something and after talking to any of your family members (Mother/father/sister/brother), your problem was resolved? Share one such example.

## ❑ Observe, Ask and Explore at Home

The students will recall, if there ever was a situation with the member of their family that they had some problem with and some member helped them to solve it?

## ❑ End of the Class

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



## Day 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 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 similar experiences they have had at home.

## ❑ Questions for Discussion

1. Do you think family is important / needed? Why do you think so?
2. What can be the advantages of living together in a family?
3. Write down in your Happiness Diary, some experiences from your family which gave you happiness.

## ❑ Observe, Ask and Explore at Home

Discuss with the members of your family, "Is it important for all the members to stay together?" Why? Why not?

## □ End of the Class

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



## Day 3

### Activity: Family Tree

## □ Objective

To make the students understand their own family and school family better and to make them feel the pleasure of knowing their progress in togetherness/ affinity.

## □ Beginning of the 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

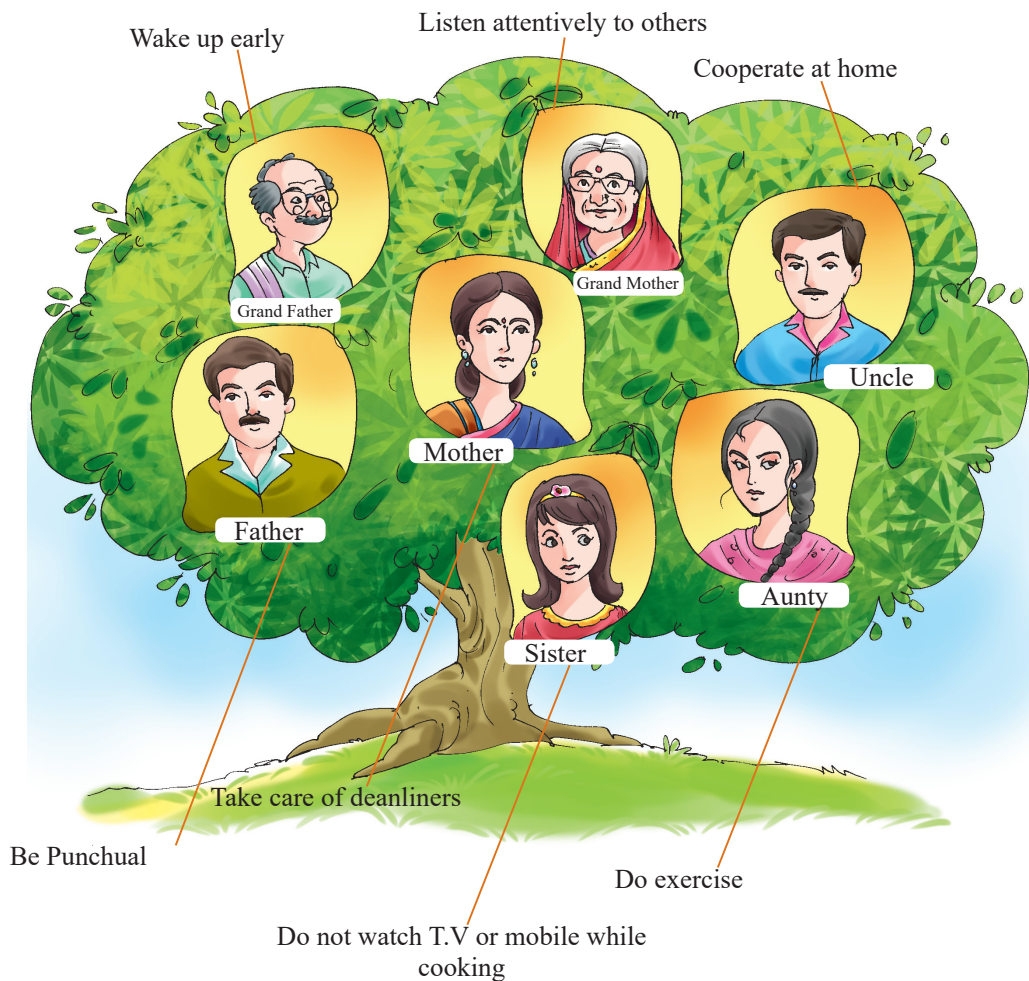
Students would be given the opportunity to share their experiences of reflections and discussions at home.

## ACTIVITY

## □ Steps of the Activity

- Divide the class into 4-6 small groups.
- Give one fourth part of the chart paper or one A-4 size sheet to each group
- Now ask each group to discuss and do the following on that sheet:
  - a) Draw a tree on the sheet and color it. Draw your favourite fruit on the tree in which you can write the names or can draw the pictures of your family and relatives. (Mother/father/sister/brother/grandparents/uncle/aunt/cousins etc)
  - b) Now write down one good habit of that relative below his name/picture.
- Let all the students come forward and show the pictures they might have drawn. (A few groups may be invited to share on the first day and some the next day). (Picture of a family tree with the grandfather, grandmother, uncle, aunt, mother, father, sister and brother).





### ❑ Questions for Discussion

1. How were you feeling while drawing trees with your team? Share your experiences with the class?
2. How much do you feel, is our family important to you? Share your feelings?
3. Would you also like to imbibe the good habits of the members of your family? Why?

### ❑ Observe, ask and explore at reaching home

Let the students discuss with the members of their family about their family tree drawn at school. They can jot down the feedback and the perspectives of their family about the same and can include them in the family tree made in the team at school.

### ❑ End of the Class

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



## Day 4

### □ Beginning of the period

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

### □ Reflections and Experiences at Home

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

### □ Steps of the Activity

The remaining teams will give their presentations in the class. All teams will be given 3-4 minutes time each.

### □ Questions for Discussion

1. Who all in our school help you?
2. Do all members in your school work as a family? Which activities in the school are done together with the help of each other? Make a list.
3. Can you call your school also your family? If yes, why? If no, why not?
4. In a family, every member has some or the other contribution for one another. What is the contribution of your school in your family?
5. Do you see your school's contribution in your progress? If yes, how?

### □ Observe, Ask and Explore at Home

The students will discuss the role of their school family in their own progress, with the members of their family at home.

### □ End of the Class

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



## Day 5

### 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 contributions of your family in your life did you notice this week? Which thoughts came to your mind when you reflected upon them?
2. How could you be helpful to the members of your family this week?
3. This week, which incidents of your school made you feel a sense of affinity and belongingness?

## ☐ Observe, Ask and Explore at Home

The students will discuss at home how important is the support of the family and how it impacts our lives.

## ☐ End of the Class

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



# The Relationship among Siblings

## □ Note for the Teacher

In the previous lessons, we learnt that-

- family is a form of a system.
- family plays an important role in our lives.
- the extension of our family reaches all the way up to the schools.
- family also plays an important role in our progress.

In this lesson the students' attention will be drawn towards the fact that in the family system, relationships play a very important role. The contribution of our siblings and friends are also important in our progress. The students will be able to understand the relationship between brothers and friends. We shall also discuss how siblings' relationships are important for our emotional and sentimental needs.

## □ Objectives of the lesson

1. Students will be able to recognize the contribution of the siblings in their development.
2. Students will be able to understand the similarities between the relationships of siblings and friends.
3. Students will be able to understand the importance of the brother-sister relationship for their emotional needs.

## □ Proposed Duration

At least five days or till the teacher is satisfied.



## Day 1

### Story: Brother-Not a Burden

## □ Objective

To have faith in the family relationships and to develop the ability to maintain them.

## □ Beginning of the Class

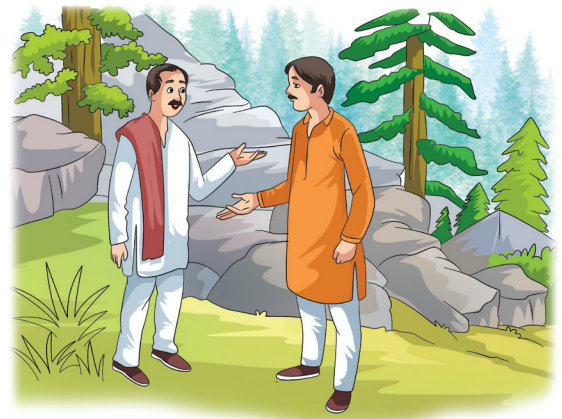
Begin the class with 2-3 minutes of mindful breathing and after that 2-3 students would be asked to share their experiences.

## Experiences at Home

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

### STORY

One fine day, two friends happened to meet by chance after many years. Both of them enquired about each other's well being. The former said that everything was fine. The latter was a bit sad. He said that his father had died the previous year. After that the burden of the fees of the younger brother was imposed upon him; rest everything was fine. Suddenly, they noticed that a hilly girl of about nine years was carrying her younger brother on her shoulders and climbing up the hill. She was sweating heavily, yet continuously climbing upwards. As she approached these friends, out of sympathy



they told her, “Dear! You are

sweating so heavily. You might have been tired out of your brother's burden. We will carry your brother for some time, you have some rest.” The girl glanced at both the friends and said, “How can you say like that uncle? It might seem a burden to you, but for me he is my younger brother only, and not at all a burden.” Both the friends were shocked to hear this and started thinking about their conversation a while ago. This young girl understands her relationship with her brother; and where there is a relationship, how can there be a burden? The friend had realized his wrong attitude towards his brother. A small young girl had made him realise that a brother is a brother only and not a burden at all.

## Questions for Discussion

1. Why did the girl from the mountains not consider her brother a “Burden”? Mention the relations which you do not consider a burden. Why?
2. The relationships you accept wholeheartedly, no longer remain a burden for you. Why?
3. What is the difference between a “Burden” and a “Responsibility”?
4. What might have been the difference between maintaining a relationship as a “Burden” and maintaining it as a “Responsibility”?

## Observe, Ask and Explore at Home

Discuss with your younger brothers and sisters how they feel after helping/cooperating with you and why.

## □ End of the Class

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



## Day 2

### □ Beginning of the Class

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

### □ Recapitulation and Experiences at Home

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

### □ Questions for Discussion

1. What efforts can you do to sweeten the relationships in a family? Give examples from your life. (If there are no clear answers from the students, a few responses can be like: "Saying sorry, to interact with each other; to spend joyful moments together/ to spend time together, etc.)
2. Which all responsibilities do you share at home and why?

### □ Observe, Ask and Explore at Home

Let the students discuss at home and try to find out with the members their family, why do they help other members in their progress? What do they achieve by 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: Siblings

### □ Objective

The students will be able to understand the faith, trust, belief, respect and love 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

The students will be given the opportunity to share their experiences of reflections and discussion at home.

### ☐ Line of Discussion

Since childhood the relationship between brothers and sisters are nurtured and are made to experience traditionally, every girl child is addressed as “sister” either she is her real sister, her neighbour or a daughter of the village. Brothers are also addressed in the same manner that reflects the initial/ primary identity. The main thing is to recognize the purpose of relationships.eg to identify the purpose of brother, sister, friend, and so on. We recognize relationships between humans through values only. In the following activity, we shall try to identify the values in the relationships of brother -sisters and friends.

## ACTIVITY

### ☐ Steps of the Activity

Make 4-5 small groups of students and after writing the questions on the board, assign one of the following questions to each group. Give them 5 minutes to discuss.

- How do we understand the relationship of siblings in our family? (Expected answer: We have been told about it since childhood).
- What do you expect from your brothers and sisters? Give examples.
- Are these expectations only of things or of emotions/feelings also? Give examples.
- Do you have the same expectations from friends also?

Now, ask one member from each group to present their views before the class in three minutes.

### ☐ Questions for Discussion

1. Are these expectations (that have been written by the students in the slips) always fulfilled or not? Discuss.
2. All those who are not able to come up to expectations, lack in intention or ability? Discuss.
3. How would you feel if your siblings cooperate with you but do not respect you? If you have faced such a situation, mention it with examples.
4. How would you feel if your friends shared their toys or other articles with you but at the same time they taunt you for not possessing them? If there has been any such incident, mention it with examples.

### ☐ Observe, Ask and Explore at Home

Find out at home with your members of the family if they want to fulfil all your wishes. What might have been the reasons for your wishes not being fulfilled? What might have been the reasons behind some of your wishes not being fulfilled? Find out through discussion.

### □ End of the Class

In the end, students 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 period

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 your siblings cooperate with you/help you after understanding your needs? Share your experiences.
2. How do you feel after getting cooperation from them? Share some examples from your life.
3. How do you feel when some of your friends help you after understanding your needs? Share your experiences.
4. How do you treat them after they help you? Share one example.

### □ Observe, Ask and Explore at Home

Discuss with your friends as well and siblings that one of our needs is emotional also e.g. trust, respect, affection etc. How can we fulfil this need mutually? What happens if the same is 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 5



## ASSESSMENT SESSION

### □ Beginning of the Class

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

### □ Experiences at Home

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

### □ Points for Assessment

1. In this lesson, what is it that appealed to you the most and why?
2. This week which of the activities of your siblings drew your attention that fulfilled your emotional needs? Share.
3. This week which of the activities of your friends drew your attention which fulfilled your emotional needs? Share.
4. How do you feel about the relationships of siblings and that of friends after this week's discussion? What are the similarities or the differences between the two?
5. After this week's discussion was there any change in your behaviour with your friends or siblings? If yes, share.

### □ Observe, Ask and Explore at Home

The students will discuss with their siblings and friends that how the fulfillment of our emotional needs makes a difference in our progress.

### □ End of the Class

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



## □ Note for the Teacher

In the previous lesson, we learnt that-

- our siblings have a lot of contribution in our progress.
- there are many similarities between the relationships of siblings and friends.
- the relationship of brothers and sisters is very important for emotional/sentimental needs.

Now in this lesson we shall try to understand the concept of the value, 'Trust' in relationships so that our emotional needs could be fulfilled and we can live happily with mutual trust.

## □ Objectives of the Lesson

1. Students will be able to identify the value, 'Trust' in relationships.
2. They will be able to see the value, 'Trust' as their happiness.
3. They will be able to express the value, 'Trust' through their lives.

## □ Proposed Duration

At least five days or till the teacher is satisfied.



## Day 1

### Story : Mother's Love

## □ Objective

To draw the attention of the students towards the fact that "Trust is the key to our success"

## □ Beginning of the Class

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

## □ Experiences at Home

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

## □ Line of Discussion

Every child has unlimited potential to think and discern./comprehend/learn. In addition, every child has inquisitiveness. If he/she is made aware of his/her ability, he/she will have confidence in his/her development. When he has faith in himself he will not be dependent on appreciation by others. Development. Through this story and the questions it is expected to draw the attention of the students towards their huge potential.

## STORY

One day after coming back from school, a small boy came to his mom, handed over an envelope and said, “Mom, my teacher has told me to hand it over only to my mother.” The mother opened the envelope and started reading the letter. While the mother was reading, the child asked out of curiosity, “Mummy, what has the teacher written in it?” While reading the letter, the mother seemed sad and tears filled in her eyes. Reading it she said in a loud voice “The letter says that your son is very talented. This school is too small for his talent. Neither do we have skilled teachers to impart better education to him; so either teach him yourself at home or send him to some better school than this.”



be an eminent person.”

After listening to this the child started feeling proud of himself. The mother caressed him lovingly. Now he started reading at home under the guidance of his mother. Many years passed. After his mother’s death, that child had been popular as the great scientist Thomas Alva Edison. One day he was cleaning his room, when he saw that old letter kept in an almirah. He opened the letter and started reading it. It was written in the letter “your son is mentally/intellectually weak. Hence his further studies can’t be done here. He is being expelled from this school. He became emotional while reading the letter. He remembered his loving mother and wrote in his diary, “The school had announced me as mentally retarded child, but it was the trust and love of my mother that I was able to

## □ Questions for Discussion

1. Mention an example when someone had trusted you for some work. What was the effect of that trust upon you?
2. How do you feel when someone doesn’t trust you or says that you cannot do this work and why?
3. Has appreciation by someone made any difference to you? How?
4. Have you ever seen the effect of your appreciation on someone’s performance? How?

## ☐ Observe, Ask and Explore at Home

Narrate this story to your family at home and find out the experiences and views of the members of their family. Also, discuss the effect of praise and criticism on someone's activities/performance.

## ☐ End of the Class

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



## Day 2

## ☐ Beginning of the Class

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

## ☐ Recapitulation and Experiences at Home

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

## ☐ Questions for Discussion

1. Have you ever praised yourself? When and why? Share in the class.
2. How can you help in making your younger brothers or sisters self confident? (Hint: By making them aware of their unlimited inner potential to think and discern etc.)
3. Those who know themselves and are aware of their capabilities do not get affected by the praise or criticism by others. How? Discuss in class.

## ☐ Observe, Ask and Explore at Home

Students to find out from the members of their family if someone had ever had faith in them How did it affect their lives or activities?

## ☐ End of the Class

In the end, students 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: Faith in relationships

#### Objective

Students will be able to have faith in "self" and in "relationships".

#### Beginning the 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 do not have relationships which can stay static. We have considered the rise and fall in the relationships to be destined. There is not any relationship which is free from complaints or grudges. In a layman's language we can say that where there's a crowd there's a quarrel. This is just an excuse to prove our inability. All our knowledge seems to be futile /zero here. We keep on dragging the relations. A major portion of our misery is the lack of faith in Self and in relations. The word "Trust" was in existence earlier also but what we have been calling faith till now was based either on skill or on beliefs. eg- we drink water to quench our thirst. No drink other than water can quench our thirst even if we drink in large quantities. Similarly, we kept on doing anything in the name of trust, but we didn't get trust. The meaning behind the word is very important. Thirst is quenched only after drinking water not merely, uttering the word "Water" I can live"Trust" only if I understand it. Else we can't have trust merely by boasting of it.

#### Steps of activities

- Let the students make a list of their relatives. If they have more than one sibling or friends, let them write their names also.
- Now let them make a box having three columns and write

Name of the relation	Complete faith	Little faith
Brother		
Friend		
-----		
-----		
-----		

- Now let them tick mark in front of those relations in the appropriate columns.
- Let the students discuss in groups what might be the reasons for having faith or not having faith.

### ☐ Questions for discussion

1. How do you feel in the company of the relations on which/ where you have full faith? How do you react, if they commit any mistake?
2. Why do you have little faith commit mistakes? in some relationships? What do you do when they
3. Which of these relationships will probably/have the chance to last for a longer period? Why?

Observe ask and explore at reaching home Let the students discuss at home on which relationships do the family members have faith in? And what are the reasons for their faith?

### ☐ Observe, ask and explore at reaching home

Students go home and discuss with family members which people/relationships they trust and the reasons for their trust.

### ☐ End of the class

In the end, students 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 the 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 activities

1. Let students write the names/relations who have full faith in them. Why do they feel
2. Let them write the names/relations on whom they have full faith Why?
3. Then the students need to discuss these points in small groups.

## ❑ Questions for discussions

1. How do we feel if someone has faith in us ?Why?
2. How do we feel if someone does not have faith in us? Why?
3. What is the basis of faith in relations? Discuss
4. We do not form relations on the basis of beauty, colour wealth strength or position Rather relations are made on the basis of our behaviours/actions Agree/disagree-discuss

## ❑ Observe, ask and explore at home

How do they feel when someone doesn't have faith in them and why? Let the students discuss at home with the members of their family.

## ❑ End of the class

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



## Day 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 students' assessment

1. How did you feel this week when you exhibited full faith in relations?
2. During the last days on which occasions did you feel that you were not believed? Which thoughts occurred in your mind in reaction to this feeling?
3. On which occasions were you able to understand your friend's intentions? And despite his mistakes or drawbacks, you stayed with the feeling of full support?
4. Was there any occasion this week when you tried to rectify the mistakes of your family lovingly? What was the reason for this normal behaviour? Was it due to your faith in that person's genuine/right intention?

**Observe, ask and explore at home**

Students to discuss in family when the members of their family did not support due to lack of faith? How did they feel then?

**End of the class**

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





## □ Note for the Teacher

In the previous lessons, we learnt that-

- trust is the foundation of our relationships.
- trust in relationships is important and necessary for a happy life.
- family is the basic unit of society and plays an important role in our development and progress.

In this lesson, we will try to understand the role of students in their families. We will understand how they can participate in the family activities and contribute as per their ability, towards its progress and betterment. This will not only make them responsible adults, but their contribution will also instill in them a sense of achievement and self-respect. They will be able to identify and determine their role in the family after exploring the needs and expectations of every family member. It is possible that some students may get emotional during class discussions. Such students must be provided psychological safety by the teacher and preferred to express themselves first. The teacher would skillfully handle the situation and make them comfortable to express themselves freely.

## □ Objectives of the lesson

1. The students will take the initiative to help with household chores.
2. They will understand and reciprocate the physical and emotional needs of the members of their family.
3. They can contribute to the family's requirements as per their ability.

## □ Proposed Duration

At least five days or till the teacher is satisfied.



## Day 1

### Story: Mahi's Khichdi (a dish made with rice, pulse, turmeric, salt and water)

## □ Objective

To motivate students to take initiative and participate in household chores.

## □ Beginning of the Class

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

## ❑ Experience at Home

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

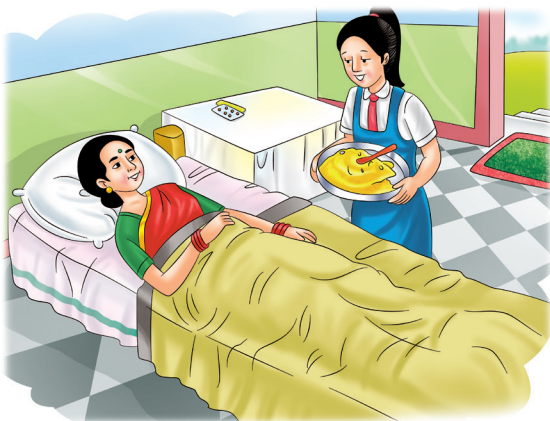
### STORY

Mahi was a student in class 7. She had a small family of three members. Her father was a Heart patient, so most often he was unwell. Due to his illness, he couldn't even go to work. Hence the mother was shouldering the household responsibilities single-handedly. One day Mahi was feeling extremely hungry after coming back from school, but to her utter disappointment, there wasn't anything to eat. The lunch wasn't prepared that day. After enquiry, she came to know that mom had a high fever and she was sleeping. Offering the packet of biscuits to Mahi, her father told her, "Darling! Just have these biscuits, as lunch hasn't been cooked today."



While going to school in the morning, Mahi noticed that there was only one packet of biscuits left at home. She understood that her father had not eaten anything today and had kept the packet of biscuits for her. She refused to eat the biscuit and said, "Papa, I am not feeling hungry now. You have it."

The father also said that he wasn't feeling hungry. Mahi could see that both of them were hungry and wanted to eat, but the feeling of affinity and concern for each other was overpowering the feeling of hunger.



Mahi was unable to decide what to do. Suddenly a spark came on her innocent face as a brilliant idea struck her mind. She took out a pen and her notebook immediately and asked her father for the recipe of "Khichdi" of rice and moong dal. Before this, she had never cooked anything. So, a smile came on her father's face. He dictated to her the recipe of Khichdi.

Within twenty minutes she served Khichdi to her father and went to her mother and said, "Ma! eat this Khichdi cooked by me." Listening to Mahi's call, mother opened her eyes and to her utter surprise, saw her daughter standing before her bed with the bowl of Khichdi in her hands. For a few minutes, Mother forgot about her illness. Even Mahi forgot her hunger for some time. Both smiled with brightness in their eyes and endless affection in their hearts. Once again Mahi could feel how love and affection overpowered the feeling of hunger and pain.

## ❑ Questions for Discussion

1. Like Mahi, have you ever done any such work at home, which you never did before? If yes, please share.
2. How did you feel when you were given some new responsibility at home? Give an example.
3. In which of the tasks do you help the members of your family members or can help with?

## ☐ Observe, Ask and Explore at Home

The students will narrate the story to the members of their family at home and ask them about the household chores where the students can lend a helping hand.

## ☐ End of the Class

In the end, students 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 where in teacher may also keep.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be ahead to share similar experiences they have had at home.

## ☐ Questions for Discussion

1. Which are the tasks at home where you can provide help but don't do so presently?
2. Why don't you assist in those household works at home in which you can, but you do not do so?

Indicators: (Unpreparedness of body and mind to work hard in future, laziness, lack of physical labour leading to an unhealthy body, lack of efficiency in routine work, lack of confidence due to dependence on others in routine tasks etc.)

## ☐ Observe, Ask and Explore at Home

The students will discuss with their families the procedure followed while distributing household responsibilities amongst the members of their family.

## ☐ End of the Class

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



## Day 3

### Activity: Your feelings regarding household chores

#### ❑ Objective

To make the students aware of their feelings and emotions while participating in their family's affairs.

#### ❑ Beginning of the 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 of home

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

### ACTIVITY

#### ❑ Steps of the activities

- Ask the students to enlist the household tasks in which they assist their family members or can assist in future, in their Happiness diaries.
- After that, write the word "HAPPY" in front of those tasks which gives them happiness while performing them.
- Write the word "UNHAPPY", in front of those tasks which don't give them happiness.

For example:

1. Cleaning the house: Happy
  2. Buying vegetables from the market: Unhappy
- Now students would be asked to share the list of works in pairs or small groups.

Tasks that are done with Happiness	Tasks that are done with unhappiness

#### ❑ Question for discussion

1. Is there any the household task which gives you pleasure while performing it. If yes, share.
2. Is there a household task that none of you enjoys doing? If yes, share.
3. How do your family members feel about the household task, which you do not enjoy doing?

## ☐ Observe, Ask and Explore at Home

The students will discuss at home, the tasks which the members of their family don't enjoy doing and 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 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.

## ☐ Revision and sharing of 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 are tasks at home that you perform with your initiative and why?
2. Which are the tasks at home which you do only when you are asked to do them despite knowing that they are your responsibility?
3. Have you shouldered any major responsibility at home with your initiative? If yes, then share. Also, share how you felt after doing so.
4. Is there any relationship between 'your usefulness' and 'your happiness' in the family? If yes, please share it.

## ☐ Observe, Ask and Explore at Home

The students will discuss at home the relationship between their usefulness and happiness in the family.

## ☐ End of the Class

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



## 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 done at home.

#### □ Questions for assessment

1. What was the best takeaway of this lesson? And why?
2. Name the task at home that you have started performing after discussing this lesson that you did not do earlier unless you were asked to perform it.
3. Which are the household tasks which you disliked earlier but now you like doing them?
4. Have you done any work for any member of your family this week, which was difficult but you enjoyed performing it? Please share.

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

Let the students discuss with the members of your family the tasks that are difficult for them to perform but doing them makes them happy.

#### □ End of the Class

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



## □ Note for the Teacher

In the previous chapters, we learnt that –

- our physical and emotional needs are fulfilled in the family.
- all the family members are important and complementary to each other.
- every member feels happy contributing to the family as per his or her ability.

To maintain harmony in the family, it is important to keep in mind the intention and competence of all the family members. For complaint-free relationships in the family, it is important to take care of the emotional needs of the family members along with their physical comfort and cooperation. In this chapter, we will try to understand that for harmony in a family, it is important that family members keep taking care of their family situation and each other's physical and emotional needs.

## □ Objectives of the Lesson

1. Students will be able to see the facilities available in the family as means of fulfilling everyone's needs.
2. Students will be able to keep in mind the difference between the intention and the competence of the family members.
3. Students will be able to understand that for complaint-free relationships in a family, besides the physical comforts and cooperation, there is also the expectation of emotions.

## □ Proposed Duration

At least five days or till the teacher is satisfied.



## Day 1

### Story: Papa's Dilemma

## □ Objective

To draw the student's attention towards the family conditions along with the family resources.

## □ Beginning of the Class

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

## □ Experiences at Home

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

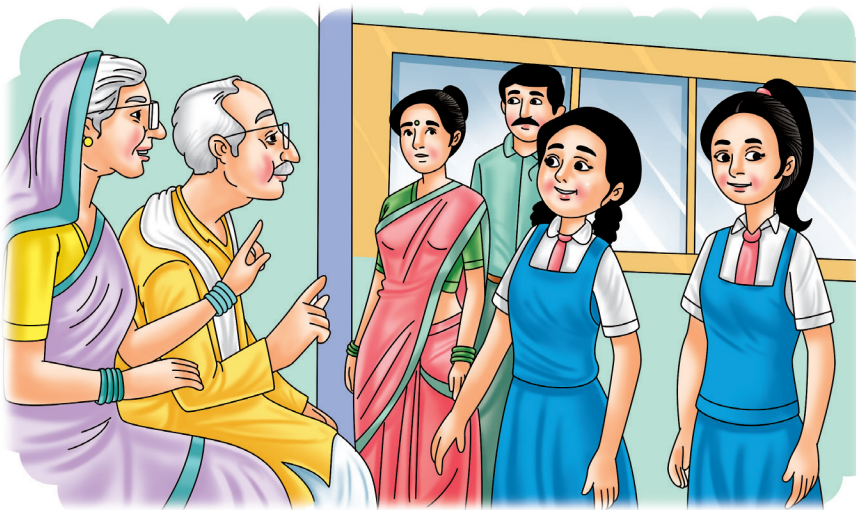
## STORY

Since she got up in the morning, the mother was busy cleaning the house and preparing lunch for the kids. Both the kids Sanju and Tina were also busy getting ready for school. Papa was also providing a helping hand in the household work. It was time for the children to go to school and for Papa to go to his office. There was just one cycle on which Papa used to drop both children at school. Sanju had passed class 6th and had got admission to class 7th while Tina was promoted to 9th. Seeing his other friends, Sanju also wished to have an independent cycle for himself. Apart from the mobile phone available at home, Tina had also asked for a new separate mobile phone for herself, in a low tone. The mother was thinking



that the children have grown up now. She was able to understand their wishes. At the same time, she was also thinking about the family's condition. The school fees, household expenses, the medicines of grandparents, the wish of buying their own house in the city, and now the children's wishes...anyways, without losing her patience, Mom assured the kids lovingly that she will talk to their father.

Days passed by, but there was a change in the behaviour of both Sanju and Tina as neither he got his cycle nor Tina got her mobile phone. They didn't talk to each other and were annoyed with their parents also. They also stopped helping with normal household activities.



Although since he came to know about their demands, their father was continuously brooding on their financial condition also. He was in the dilemma of how to fulfil the wishes of the family members with his limited income. With this dilemma, the father talked to Sanju's grandfather and as per his direction, called the whole family together in

the evening and shared the actual condition with them. And suddenly there was a drastic change in the environment! After understanding the family conditions there were no more sulking or grudges. The kids were no more angry or annoyed. They both looked at each other with smiles on their faces as if cycle and mobile were no longer an issue for them.

### ❑ Questions for Discussion



1. Did Sanju and Tina's parents never want to buy them a mobile or cycle?
2. What do you do when any of your demands are not fulfilled at home?
3. Has anyone in your family been annoyed over the demand for something? If yes, please share how this problem was resolved.
4. Are you satisfied/ happy with all the facilities available to you at home? Share your experiences.

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

Students will narrate this story at home and discuss with the members of their family members whether the facilities like cars, cycle, mobile etc. available at home are for the individual or common use of all family members.

### **End of the Class**

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



## Day 2

### **Beginning of the Class**

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

### **Recapitulation and Experiences at Home**

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

### **Questions for Discussion**

1. How do you feel when any of your family members get angry with you? Share an anecdote.
2. Do we need only facilities to live lovingly together as a family or do we need some other things as well?
3. Are we unwilling to fulfil each other's expectations in a family or are we unable to do so?
4. Why is it important to live together in a family?

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

Students will discuss at home whether we are unwilling to fulfil each other's expectations or are unable to 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 3

### Activity: Who's happy, Who's unhappy

#### □ Objective

To motivate students to be mindful of their 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 are to be given opportunities to share their experiences of reflections and discussions done at home.

#### □ Line of Discussion

Despite the fulfilment of materialistic facilities and good health, many people are not able to live happily. One of the main reasons for this is the lack of good relationships. It is only in good relationships that a feeling of security and fulfilment of emotional needs are possible. Despite the intention to live together in harmony, people are not able to live together peacefully. The reason behind this is that the majority of people are busy acquiring maximum facilities and ignoring relations.

Through this activity, efforts have been made to make the students aware of their relationships and make the relations even better.

## ACTIVITY

#### □ Steps of the activity

- The teacher will write these four stages on the board and the students can note them down in their Happiness diary.
  - (a) I am happy with the person who is also happy with me
  - (b) I am happy with the person who is not happy with me

(c) I am unhappy with the person who is happy with me

(d) I am unhappy with the person who is also unhappy with me.



- Now ask the students to think about their family members, friends, classmates and close relatives and write the persons/relations in front of the stages written above.
- If any student doesn't find anyone in any of these conditions, he need not write anything.
- The students are also to be asked to think about the reasons why a person is in such a condition.
- Now the students will share in pairs the persons and reasons for their being in such conditions.
- Some students can be given the opportunity to voluntarily share the reasons responsible for creating such situations.

Note: If the students face trouble discussing all four conditions, the activity can be conducted using the second and fourth conditions only.

### ❑ Questions for Discussion

1. What are the reasons for the resentment in relationships?
2. How can resentments in relationships be removed?
3. Is it possible to remain happy with resentment in relations? Why?
4. Is it possible that there is no resentment in relationships at all? How?

### ❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family the reasons for resentment in relationships.

### ❑ End of the Class

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



## Day 4

### □ Beginning of the Class

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

### □ Recapitulation and Experiences at Home

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

### □ Questions for Discussion

1. Which of you were successful in removing resentment from your relationships? How? Share it.
2. Which of you failed to remove resentment in your relationships? According to you, what could have been the reasons for the same? What more effort can you make?

Note: The teacher can volunteer to help the student in removing resentment in any particular relationship.

3. Which of you have made efforts to remove resentment in other people's relationships? What was the result of your efforts? Share.
4. How are you feeling if resentment in any of your relationships has gone away in the last few days? Share.

### □ Observe, Ask and Explore at Home

- If there is still any resentment in any relation of the students they would be advised to take initiative to negotiate/talk or take help of other persons.
- The students who do not have any resentment in any relationship would be advised to talk to the persons with whom they talk very less.
- The students who have good relations with all would be advised to help others in solving the problem of others.

### □ End of the Class

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



## Day 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 are to be given opportunities to share their experiences of reflections and discussions done at home.

### □ Questions for the Assessment of the Students

1. Which aspects of relationships in the family caught your attention after the discussions of this chapter?
2. Give an example of how you settled the resentment with anyone in your family.
3. Share an incident when you considered emotions more important than the materialistic things in your family.
4. Which thoughts caught your attention this week when you put the demand for something in your family?

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

Students will discuss the things to be kept in mind so that there are no resentments among the members of their family.

### □ End of the Class

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



## □ Note for the Teacher

In the previous lessons, we learnt that-

- Family is a form of institution.
- In order to live together harmoniously in a family, it is important to understand the difference between the intention and the competence of the members of their family.
- To have complaint-free relations in a family, feelings are also expected, besides cooperation and facilities.

In this lesson, we shall try to understand why we need a Society. What is a Society? Society is also a form of a system like Family, which is made up of all the families living together. Every family can progress only if they supplement (will help fulfil each other's needs) each other.

## □ Objectives of the Lesson

1. Students will be able to see society as a system.
2. Students will be able to see the integrity of society.
3. Students will be able to see society as an extension of their family.

## □ Proposed Duration

At least five days or till the teacher is satisfied.



## Day 1

### Activity: Understanding Society

#### □ Objective

The students will be able to have clarity of “the concept of society” and that those who help them in their daily needs are also a part of their 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 are to be given opportunities to share their experiences of reflections and discussions done at home.

## ❑ Line of Discussion

Through the medium of discussion the students' attention is to be drawn towards the fact that a lot of people from society help us in our day-to-day life. As the needs of a family are fulfilled by the cooperation of every member of the family, similarly, the needs of society are fulfilled by the cooperation and collectiveness of every family.

## ACTIVITY

## ❑ Steps of the Activity

The teacher needs to discuss the following with all the students in the class:

- What shall we have to do if we want to have roasted corn? (Expected answer: Will have to buy from the market)
- Where does corn come from in the market? (Expected answer: From the field)
- Who produces corn in the fields for us? (Expected answer: Farmers)
- If we have money but the farmers will not produce corn in the fields, will we be able to buy corn? (Expected answer: No)
- Farmers produce corn for us. Hence are we in any way related to them or not? (Ans: Yes)
- How shall we feel if our fan stops working in the scorching heat? (Ans: We shall be restless due to the heat)
- What shall we do in such a condition? (Ex Ans.: We shall get the fan repaired)
- Who will repair the fan? (Ans: The mechanic)
- If we have money but there isn't any mechanic, will we be able to get the fan repaired? (Ans: No)
- Do we have any relations with the mechanics who serve us, or not? (Ans: Yes)
- Are farmers, mechanics etc, part of our society or not?

## ❑ Questions for Discussion

1. Make a list of the members of society like Farmers and Mechanics who have an important place in your lives.
2. It is their presence which makes our lives comfortable and easy. Agree or disagree? Why?
3. What role can I play to ensure the presence of different helpers in society?
4. I can live happily only when all the helpers of my society are happy. Agree or disagree? Why?

## ❑ Observe, Ask and Explore at Home

The students will discuss with the members of their family the contribution of society to the smooth running of our daily lives. Which members of society make our life easy and smooth?

### □ End of the Class

In the end, students 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.

NOTE: The students will have come to class after discussing the above-mentioned points with their friends, relatives, family members etc. So now, we will discuss the following points with them:

- With whom did you discuss?
- How did they feel interacting with you on this issue?
- Share whatever you discussed.
- Also narrate the interesting incident which occurred during the discussion, if any.
- Write all the points being shared by the students on the blackboard.

### □ Questions for Discussion

1. We are dependent on society for all our needs/facilities? How?
2. Are we mindful of our helpers or do we ignore them?
3. Our happiness depends on the happiness of our society. Agree or disagree? How?
4. Society is constantly working for my understanding and comfort. Agree/disagree? How?

### □ Observe, Ask and Explore at Home

Discuss in the family the topic that only having money is not sufficient for facilities, but having responsible people in society is also important for it.

### □ End of the Class



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



## Day 3

### Story: The earthquake of Bhuj

#### ❑ Objective

To draw students' attention to the mutual complementarity of families 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.

#### ❑ Experience at Home

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

#### ❑ Line of Discussion

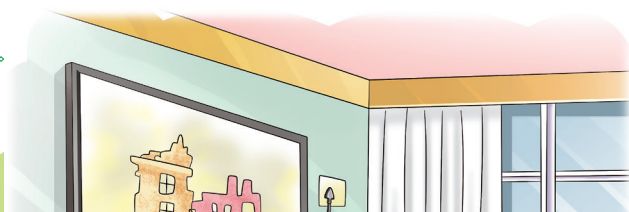
We pay the value of the cooperation we get from the people of the society in rupees or any other form. In a natural calamity or other difficult situation, many times we do not have anything to pay for the cooperation, even then society comes forward to help us. That's why it would be a mistake to consider society only as a market.

### STORY

On the auspicious day of 26th January 2001, the whole nation was watching the Republic Day celebrations on TV. Suddenly the news of an earthquake came from the city of Bhuj. There was a huge loss of life and property. A few minutes later poignant pictures of the disaster also started being telecasted. Shobha's old school friend Kavita's house was situated in a multistoried building in Bhuj. Shobha's restlessness started increasing on listening to the news. Earnest requests for the relief of the earthquake victims started pouring in and the countrymen started providing and sending support of all kinds - eatables, tents, medicines, clothes etc. as per their capabilities. Shobha felt so relieved to see Kavita



on the TV in the evening. She was describing on a News Channel how the relief team saved her life, how her house was destroyed and the utility goods for daily use were buried under the debris. The government announced the relief package. Some voluntary



organizations also started trying to help. Shobha's uncle, who was a doctor and was her neighbor, also started getting ready for Bhuj. Another uncle, who was also her neighbor, announced to send a truck full of relief material through his transport agency. Yet Shobha couldn't get satisfaction even after this. So she expressed her anxiety, related to her friend Kavita, to her parents. Considering Shobha's concern for her friend, her parents went to meet Kavita with some essential commodities for her family. Kavita and her family members felt relieved after meeting Shobha and her family. Next week the Principal of her school announced that eatables, clothes, and a few other essential items will be sent to Bhuj from her school. Shobha informed her parents after reaching home. The next day she gave a few clothes and some ration to her class teacher. Very soon a truck with the relief material started for Bhuj. Shobha was having a sense of contentment to see that at least the relief material sent by her family will be of some help to the needy.

### ❑ Questions for Discussion

1. Has your family also helped some needy families during their time of need? If yes, how?
2. Why would we help other families during their time of need?
3. When our family is in trouble, from which quarters can we take help?

### ❑ Observe, Ask and Explore at Home

Discuss in the family how in our hour of need our neighbours or any other family help us.

### ❑ End of the Class

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



## 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 keep.
- Teacher may adopt various methods like role play, staytelling etc for the same.
- Students would be ahead to share similar experiences they have had at home.

### ❑ Question for discussion

1. Mention our needs which cannot be fulfilled by our family alone and we are independent on society for such needs.
2. Why is it important for a society to live together?
3. In the present time what are the challenges of living together peacefully in a society? Who is responsible for such challenges?
4. What can you do at your level to overcome these challenges?

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

Ask the students to discuss with their family about the challenges in society for living together in harmony. Who is responsible for these challenges?

### **End of the Class**

In the end, students 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 are to be given opportunities to share their experiences of reflections and discussions at home.

#### **Questions for the assessment of the students**

1. Which aspects of society caught your attention after discussions of this lesson?
2. What are the moments of need when you consider society as an extended family?
3. This week, was there any moment when you thought of the need for a society for yourself? If yes, please share it.
4. What will you do from your side to live harmoniously in society?

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

Let the students discuss at home what we all can do at our level, to make a better 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 chapters, we learnt that:

- society is an extension of our family.
- the people of society are also our relatives who are working continuously for our convenience and understanding.
- our prosperity is not possible without the prosperity of the family.

The concept of relationship among siblings is taught since childhood. For example: there is the tradition of addressing every girl as “Sister”, whether the girl belongs to one’s own family or a neighbour, or even to some other village. Similarly the address ‘Brother’ also is the primary introduction to relationships. Here it is important to understand the objective and purpose of relationships. E.g. recognizing the purpose of the relationship of ‘brother’. Recognizing the purpose of the relationship of ‘sister’. Recognising the purpose of the relationship of a friend. We recognize relationships among humans based on values only. In this chapter, we shall try to identify values in brother-sister relationships and friendships.

## □ Objectives of the Lesson

1. Students will be able to understand the importance of friendship for their emotional needs.
2. Students will be able to identify the contribution of their friends in their progress.
3. Students will be able to understand the similarities and differences between the brother-sister relationship and friendship.

## □ Proposed Duration

At least five days or till the teacher is satisfied.



## Day 1

### Story: It is better to forget

## □ Objective

To draw the attention of the students towards the importance of friendship.

## □ Beginning of the 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 done at home.

## ❑ Line of Discussion

Most often we are not able to forget other people's mistakes, but we expect from others that they must forget if we commit some mistake. What a good thing it would be if we always remember the good things and try to forget the undesirable moments! Our happiness can be ensured only after forgetting unwanted incidents.

## STORY

Suresh and Mohan were very good friends. Once the two friends went somewhere for a walk. While walking they came across a river. Suresh collided with Mohan and fell. He got angry and slapped Mohan. Mohan felt hurt. He wrote on the sand, "Today my friend Suresh slapped me once." The river was a bit deep and muddy. While crossing the river Mohan's leg slipped and he started drowning. Suresh immediately came forward and held Mohan's hand. He helped Mohan cross the river slowly. Mohan thanked Suresh after crossing the river. He hugged him and wrote on a rock, "Today my friend Suresh has saved my life." Seeing this Suresh asked him, "Why did you do so? When I slapped you earlier you wrote on the sand and when I saved your life you wrote on the rock?" Mohan replied, "Whatever I have written on sand will vanish with a blow of wind but the one which I wrote on the rock will remain for a long time."



## ❑ Questions for Discussion

1. Mention some nice qualities of your friend that you always remember.
2. What do you remember more about your friend— his good qualities or his mistakes? Why?
3. Would we forget our friends' mistakes or would we keep remembering them? Why?
4. Which types of mistakes of your friend would you not like to forget? Why?

## ❑ Observe, Ask and Explore at Home

- Students will narrate the story to the members of their family members and ask them about the incidents of their life they still remember.
- Remembering which of these incidents gives them happiness and remembering which incidents make them sad.

## ❑ End of the Class

In the end, students 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 where in teacher may also keep.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be ahead to share similar experiences they have had at home.

## ❑ Questions for Discussion

1. Share an incident where your friend remembered your mistake for a long time and this made you unhappy.
2. Share an incident where your friend made some mistake and you remembered it for a long time.
3. Would you like to say something to your friend after today's discussion?

## ❑ Observe, Ask and Explore at Home

Students will ask their the members of their family some special traits of their friends. They will write this in their happiness diary as well.

### ❑ End of the Class

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



## Day 3

### ACTIVITY: Meaning of friendship

#### ❑ Objective

To identify the feeling of completeness in friendship

#### ❑ Beginning of the 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 done at home.

### ACTIVITY

#### ❑ Steps of the activity

The teacher will make two columns on the board, A & B with one for expectations from brothers/ sisters and the other for expectations from friends.

S.No.		
1.		
2.		
3.		
4.		
5.		

Ask the students and write the expectations in the columns on the blackboard and discuss the following questions:

#### ❑ Questions for Discussion



1. What are the similarities between your expectations from siblings and that from friends?
2. What are the differences between your expectations from siblings and that from friends?
3. What is the difference between the expectations or behaviour between friends and siblings?

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

Discuss with your family what is the difference between friends and siblings.

#### □ **End of the Class**

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



## Day 4

#### □ **Beginning of the Class**

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

#### □ **Recapitulation and Experiences at Home**

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

#### □ **Questions for Discussion**

1. Did you ever come across such a situation when although your friend helped you yet he was not quite happy about it? If yes, how did you feel then/ at that moment? Why?
2. Are all your expectations from your friends fulfilled? If not, what might be the reasons behind it?
3. Are you able to fulfil all the expectations of your friends? If not, what might be the reasons?
4. Why are the expectations not fulfilled— due to lack of intention or due to lack of competencies? Discuss.

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

Let the students discuss in their family “Expectations from friends not being fulfilled due to lack of intention or due to lack of competencies?”

#### □ **End of the Class**

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



## Day 5

### ASSESSMENT SESSION

#### □ Beginning of the Class

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

#### □ Experiences at Home

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

#### □ Questions for Assessment

1. Which aspects caught your attention after the discussions of this chapter?
2. Were you able to contribute something to your friends' progress?
3. After the discussions of this chapter were you able to notice any difference between your thoughts and actions on your friends' mistakes? If yes, what was the difference?
4. How could you help your friend this week?

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

Let the students ask the members of their family how they could help their friends 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 chapters we have learnt that-

- society is in the form of a proper system.
- society is an extension of our family
- what is the relationship between siblings and friends in society and their contributions to our life?

Through this chapter, the students' attention will be drawn towards the fact that human beings need society for survival. Members of society contribute to the smooth functioning of our daily lives. We all are connected to each other. Our behaviour and conduct affects the whole of society. Only a sensible person can contribute productively to society. Every sensible person plays an important role in his family.

The students' attention will be brought to the fact that it is of utmost importance in one's life that one must attempt to understand things.

## □ Objectives of the lesson

1. Students will be able to acknowledge their participation in various social causes in society.
2. Students will be able to understand the importance of understanding for their participation in society.
3. The students will be able to recognize their participation in society as the means of their happiness.

## □ Proposed Duration

At least five days or till the teacher is satisfied.



## Day 1

### Story: I Am Also Precious

## □ Objective

To motivate students to recognise their usefulness 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 done at home.

## STORY

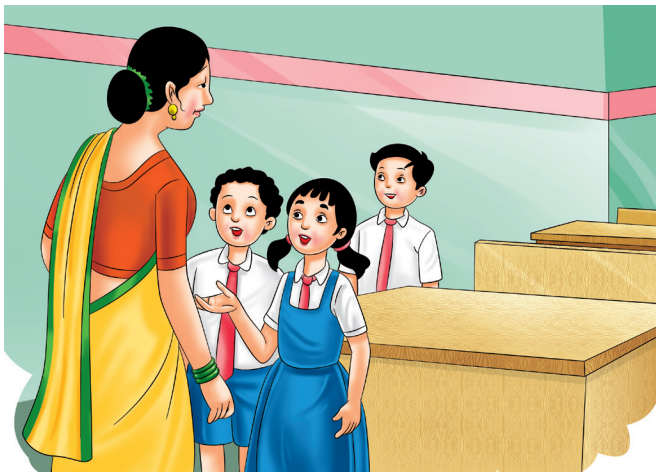
While taking a walk in the park, Abha suddenly said to her father, “Father! Everything in this world has value. What is my value then?” Father got a bit surprised at hearing such a serious question from Abha, but then he smiled and said, “Daughter! It is very difficult to estimate the value of a person, human beings are invaluable.”

Abha blurted out the next question, “Is every person invaluable?” Father said, “Absolutely, Daughter!” Abha could not accept this and hence said, “Then why is it that we respect some people more and some people less?” Father said, “Abha, who do you respect more than the others and why?” “Father, I respect you, Mother and my teacher a lot because you explain things to me, Mother cares for me, the teacher teaches good values, and you all love me a lot. You help me move ahead in life.” Abha said it all in one breath.



After some time Abha spoke loudly, “I have understood Father, those who help others and prove themselves useful to others are respected more by the people.” In the meantime, Abha decided to help as many people

as she could because she was the precious daughter of her father. On her way to school, trying to help people by carrying their heavy bags or helping them to cross the road, helping others around her, helping her classmates at school etc. had all become a routine for Abha.



One day, the teachers proposed to teach the children of the nearby colony voluntarily in front of the whole class. This had to be done by staying back for one hour after school. Abha participated in this project wholeheartedly. She taught the children with great motivation and excitement and also emphasised on keeping the surroundings clean along with studies.

On the day of the PTM, the parents of these students from the neighbourhood were also called. Abha could see respect and honour for herself in the eyes of the parents. She was reminded of the discussion she had with her father and could see her usefulness as her contribution

### ❑ Questions for Discussion

1. According to you, what is a person's value? (Hint: a person's participation in family and society is his value.)
2. When do you consider someone as invaluable?
3. Can every person be invaluable? If yes, how?

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

The students will narrate the story to their parents and through discussion try to find out what is the value of a person in their opinion.

### **End of the Class**

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



## Day 2

### **Beginning of the Class**

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

### **Recapitulation and Experiences at Home**

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

### **Questions for Discussion**

1. Has any of your effort helped in solving a problem for a person or a group of people? If yes, share your experience.
2. Share an experience when you felt the other person's pain but could do nothing to help. What was the reason for your inability to help?
3. Have you ever gone out of the way to help someone in society? If yes, share your experience.
4. On growing up, how would you like to contribute to society?

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

The students will ask the members of their family about an incident when they had helped someone or had contributed effectively to a social cause.

### ❑ End of the Class

In the end, students 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: Participation of a Sensible Man in a Social System

#### ❑ Objective

To bring to the attention of the students the fact that only a sensible man can participate effectively 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 done at home.

#### ❑ Line of Discussion

There is a need to understand that lack of understanding creates problems for social participation. Everyone needs a proper social set-up. Everyone wants the set-up to be well arranged for everyone. It is everyone's need that society remains properly organised.

It is a universal need that every child receives a good education, gets appropriate employment, and gets a healthy environment among other needs. We all want this kind of a social set-up. Participating in society certifies that one is a sensible man. It is a problem that many individuals fail to participate in society. Therefore, the students must strive to become sensitive and sensible.

## ACTIVITY

#### ❑ Steps of the Activity

- The teacher writes the given a, b and c questions on 2-2 sheets of paper and divides the class into 6 groups.
- One sheet for each of the given questions is distributed to the groups. (Another option is to divide the blackboard into three columns and write questions a, b and c. Student groups are given one question

from each column for discussion.)

### □ **Points of Discussion for Groups**

- a. Discussion on orderliness in family:
    - i. Which members of your family contribute to the smooth running of the household?
    - ii. Which family members handle the operations of the kitchen?
    - iii. Does the system of household change when a guest comes to the house?
  - b. Discussion on cleanliness in school:
    - i. What do we understand about the cleanliness system in school?
    - ii. Who is involved in maintaining cleanliness in school?
    - iii. Who is responsible for not keeping the school clean?
  - c. Discussion on the system of water supply in society or colony:
    - iv. What points would be kept in mind while arranging water supply in society?
    - v. Whose responsibility is it to arrange water supply in society?
    - vi. Whose responsibility is to stop the wastage of water?
- One member from each group writes the points discussed in his group in brief.
  - 1-2 members from each group present the ideas discussed in front of the class.

### □ **Questions for Discussion**

1. How can one participate in society?
2. Why are some people not able to participate effectively in society?
3. Is it true that only a sensible person can participate productively in society? How?

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

Students will discuss with the members of their family if it is true that only a sensible person can participate well in society. If yes, how?

### □ **End of the Class**

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



## Day 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 role do you play in society presently?
2. How can you participate in society?
  - ◆ (Spreading feelings of harmony and brotherhood in society, eliminating hatred and negativity from society, trying to devise means to fulfil the material and emotional needs of the people in society, providing one's own services, maintaining cleanliness, helping in maintaining a smooth flow of traffic etc.)
  - ◆ Discuss devising means and providing one's services in detail here. Devising means or producing means may include agriculture, the production of daily use objects like clothing, mobile phones, ceiling fans, vehicles etc.
  - ◆ Examples of one's service may include service as a teacher, doctor, nurse, engineer, electrician, driver, labourer, lawyer, manager, trader, journalist, tailor, plumber, security guard, sweeper, government official, politician etc.
3. On growing up, what service or production do you want to associate yourself with to contribute to society? Why?

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

Discuss with the members of your family whatever work they are involved in and how it contributes to the well-being of 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 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 you involve yourself in some social cause during this week? If yes, what was it?
2. Did you go out of the way leaving your comfort zone to help someone this week? If yes, share the incident.
3. What did you keep in mind for the welfare of society this week?
4. Did you find yourself participating in a problem in your surroundings during the past few days? Were you able to solve the problem? If yes, share your ideas.

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

Pay attention to the problems of your neighbourhood in whose solution you and your family can contribute.

### **End of the Class**

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



## □ Note for the Teacher

In the previous chapters we have learnt that-

- our own participation is important in proper functioning of society at large.
- our own participation is the basis of our happiness.
- to play any part in society, it is necessary for us to be sensible.

The happiness derived from self - contribution is an important aspect. The person can present himself with a sense of affinity while doing these works. Moreover, this is also an the opportunity to enhance his feeling of affinity. If we observe minutely, we shall find that we are not afraid of those with whom we have an affinity. Hence, to have a fearless society it is necessary to have affinity (the feeling of “universal brotherhood”) with all. Is it our need to have such a society? If yes, this lesson is an effort to draw attention towards that direction.

## □ Objectives of the lesson

1. Students will be able to see that identifying uniformity brings a feeling of belongingness.
2. Students will be able to see that for a fearless society, we need to have an affinity with the whole society.
3. Students will be able to see the diversity in society as a supplement to fulfil different needs.

## □ Proposed Duration

At least five days or till the teacher is satisfied.



## Day 1

### Story: Sugar in Milk

## □ Objective:

To motivate the students to treat everyone with affinity.

## □ Beginning of the 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

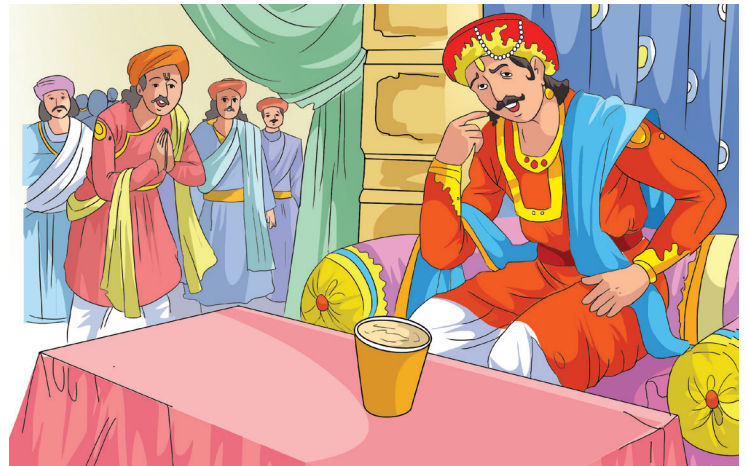
Students would be given the opportunity to share their experiences of reflections and discussions done at home.

## ❑ Line of Discussion

As long as we consider someone as “stranger”, we feel that we lack the resources, and our engagements increase. But the moment we come across someone with whom we have an affinity, there’s no longer the grudge of time or resources. Perhaps you also might have experienced any such incident related to the availability of seats on a train or a bus. If on a three seater (seat) some stranger arrives, the immediate reaction is– “Where’s the seat?” but if the person is known to us then ....you can guess the response! Point to ponder, isn’t it? In this lesson, the objective of the discussion is how every human being presents himself/herself with affinity before others.

## STORY

Hundreds of years ago, there was an attack on a small country. Due to this the natives of that country had to leave their country and had to go to some far-off place. They started to find new places in large numbers in their boats and reached the shores of a big country. After reaching there they asked for shelter. Although the king of the big country was very kind yet he had the perception that his country is already overcrowded/filled with his people and hence he won’t be able adjust to more people.



The king sent them a glass full of milk to make them understand his problem. Those people instantly understood the message and asked for a spoonful of sugar from the king. Then they mixed the sugar in the milk and sent the glass full of milk to the king. Through this, they sent the message to the king that they are religious and peace-loving people who make their land and community prosperous with their knowledge and hard work.

The king was very much impressed with their hint and welcomed them into his land and also offered them gifts.

He also helped them in settling down in their new homeland. Thus all of them mixed in their new country as sugar in milk and started working to make the country better.

### ❑ Questions for Discussion:

1. Has this ever happened to you that earlier you did not share anything or any the opportunity with anyone else but later you started doing this? If yes, share your incident and also mention the reason for such a change in your behaviour.
2. Would you ever like to harm the person whom you have considered your relative? Why? Why not?
3. Can there be any reason to be afraid of the persons whom we consider our relatives?
4. Is there any apprehension of any harm being done by those who have an affinity with us?

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

Let the students discuss in the family the reasons for the cooperation and the socialization with the families in our neighbourhood. And why can't we get along with some of them?

### ❑ End of the Class

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



## Day 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 where in teacher may also keep.
- Teacher may adopt various methods like role play, story-telling etc for the same.
- Students would be ahead to share similar experiences they have had at home.

### ❑ Questions for Discussion:

1. What do you do for those whom you consider your own?
2. Do you or your family feel secure in society? Which things or activities make you feel so?
3. Are you prevented from going out of the house? What are its reasons?
4. Are you prevented from meeting some people by your parents or teachers? If yes, what are its reasons?
5. What things do you keep in mind to ensure that nobody would be afraid of any harm by you?

## ❑ Observe, Ask and Explore at Home

Discuss in the family, how can you or the members of your family contribute to build a fearless society

## ❑ End of the Class

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



## Day 3

### Activity: The Similarities in Us

#### ❑ Objective

The children will be able to understand the commonness between human beings so that they can present themselves with affinity.

#### ❑ Beginning of the 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 done at home.

#### ❑ Line of Discussion:

Identifying the commonness binds us together. We generally love to sit together, talk, and do some work together with like-minded people. When this identity of like-minded people changes, our limitations/scope also changes. When this basis of equality is of belonging to a particular class, the students of that particular class develop an affinity with each other; but the students of other classes seem to be different. However, the moment this basis of identity shift from class to school, then students belonging to different classes doesn't matter at all and they become friends. Similarly, which pointers would be brought to notice so that equality can be seen as a "human being"- without any barriers of class, creed, caste, nationality and so on? This will be useful to live in harmony in a society.

## ACTIVITY

#### ❑ Steps of the activity:

- Let the students sit in groups of 4-6.
- Let the following questions be asked to the students:
  - a. You all are students of the same class, and same school, on this basis are you all equal? How many

students from your group consider this a basis of equality?

b. Do you consider feeling hungry and having food as mutual equality?

- Now ask every group to make a list of the different possible basis of equality while discussing.
- Encircle the equalities which are common among every human being.
- The teacher can write this encircled information on the board while asking them to the groups.

Now discuss the following questions and note down the important things on the board.

### ❑ **Questions for Discussion:**

1. Besides the physical and material needs, which other common features are in us? (Desire to be loved, to be respected, efforts to acquire happiness and so on)
2. When we find a relationship or affinity with others, whether we do it based on differences or based on similarities? Discuss.
3. On what basis do we identify our relationship with a human being?
4. How do we feel when we come to know that there is some commonality between us and them?

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

Discuss in the family, “On what basis do they consider themselves and others in the society as similar? How do they behave with the people whom they consider similar to them?”

### ❑ **End of the Class**

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



## **Day 4**

### **Activity: Uniqueness in us**

#### ❑ **Objective**

To draw the attention of the students towards the fact the uniqueness among humans is because they supplement each other and not for creating differences or disagreements.

#### ❑ **Beginning of the Class**

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

#### ❑ **Recapitulations and Experiences at Home**

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

## □ Line of Discussion

There is uniqueness also based on colour, features etc. This uniqueness is due to our geographical features. This doesn't make someone better than others. This uniqueness is only due to recognizing them as different entities. We are equal originally but different only as per our nature of work. For e.g. you and your fellow colleagues are similar when thinking about what to teach but are different in terms of pedagogical approaches. This activity is to show that no one is great or small based on differences.

## ACTIVITY

### □ Steps of the activity

- Ask all the students, what are the differences among themselves. Make a list of all the differences. E.g. your names are different, and your features and complexion are different. (5 minutes)
- Now let the students speak and write it on the board.
- Let the student discuss all the points.

### □ Questions for Discussion

1. Are there such differences in other people of school? Is there any other differences in them? Discuss.
2. Mention any such incident when you could do something collaboratively due to these different interests and specialities.
3. Are differences important in society? Why?

Note: Notice if we can reach the point that the differences between human beings are because all of us have to complement a system. People complement/participate in different ways based on differences. E.g. At home, every member does different tasks to complete all the household chores. At school, teachers are capable to teach different subjects only then the school runs systematically. How could there be all-round development of the students if all the teachers could teach the same subjects?

4. Differences in human beings are important. Is it fair to differentiate considering someone good or bad on the basis of these? Share your opinion.
5. What is likely to change in the behaviour of the members of your family and people in society by recognizing the importance of differences in humans?

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

Observe at home how the difference in the skills and the jobs of people in your neighborhood is complementing the different needs.

### □ End of the Class

In the end, students 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 done at home.

#### Questions for Assessment

1. Which people caught your attention this week whose skills are different from your skills and whose contribution is important to you?
2. Which people's similarities caught your attention this week? What difference did you feel in your thoughts and actions towards them this week?
3. This week while doing something with your friends did you observe any similarities or differences? Which were those things?

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

In the days to come, while working in a group, notice specifically how your work is affected by the similarities or differences of the group 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-

- there are four states in nature- material order, plant order , animal order & knowledge order
- these states are interdependent. Through interdependence, these four states are complementary to each other to ensure a proper order in nature.
- any type of inconsistency in the system can be found through disharmony in any of these four states.

## □ Objectives of the lesson

1. Students will be able to understand the meaning of “Complementarity” in nature.
2. Students will be able to understand the interrelation among all the four states of nature.
3. Students will be able to understand the importance of human beings as complementary to nature.

## □ Proposed Duration

At least five days or till the teacher is satisfied.



## Day 1

### Story: The Convocation

## □ Objective

To draw the attention of the students towards the usefulness of everything.

## □ Beginning of the Class

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

## □ Experiences at Home

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

## □ Line of Discussion:

There is a definite purpose for everything in nature. If we are not able to understand that purpose, it's our incompetence. The significance of that particular thing is not diminished if we are not able to recognize its importance.

The purpose of a thing is simply its participation in the bigger system. And the purpose of a thing is its utility or its value. Nothing is worthless in nature. To respect a thing is just to understand its value.

Through this story and the questions it has been tried that students learn the purpose of everything and they get motivated to use them wisely.

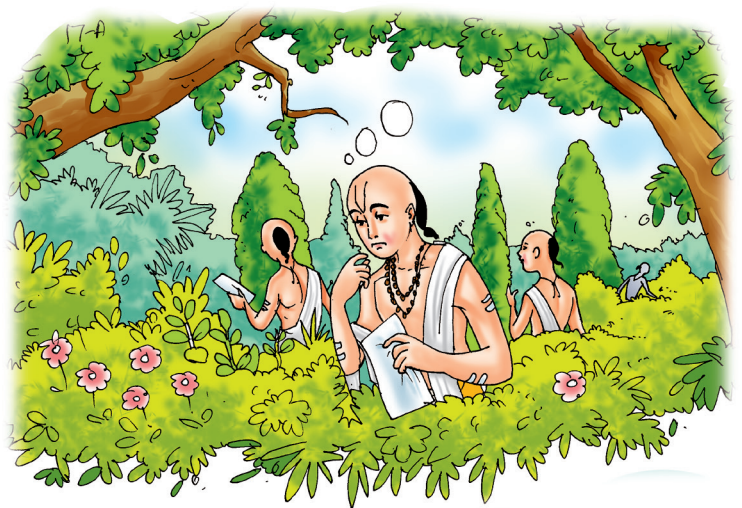
## STORY

A Guru imparted education to his disciples in his Gurukul for twelve years. Before convocation, the Guru asked his disciples to bring a list of the useless plants from the plants in and around the Ashram.

All the disciples happily went out and brought the list of useless plants as per their perspectives.

One of the disciples brought a blank page and presented it before the Guru. The Guru asked, "What's the matter? Why didn't you make a list of the useless plants?"

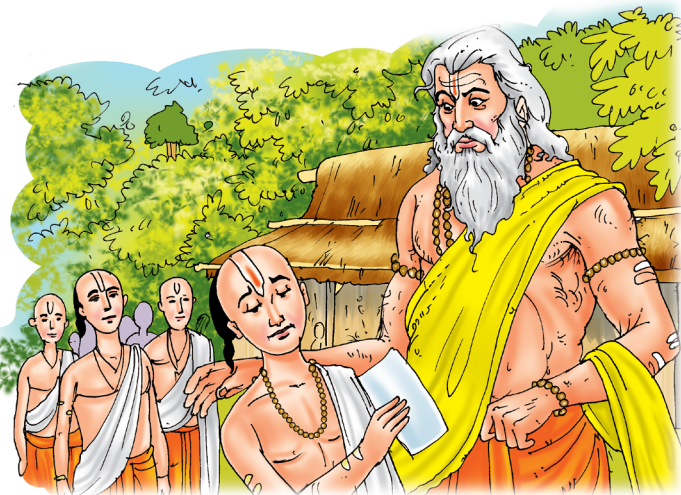
The disciple said, "Guruji! In my opinion,



every plant has some or the other quality. It hasn't grown in nature without any purpose. Everything in nature has its own importance. The plants or herbs which are useless for us, are useful for some animals or some ayurvedic doctors. There are various medicinal qualities even in seemingly useless plants. If we have not been able to recognize some plants at present, it doesn't make the plant useless. Hence in my opinion no plant is useless"

The Guru declared to his other disciples, "Your education isn't complete yet. Only he will be awarded the degree.

### □ Questions for Discussion:



1. Have you ever made better use of any such thing which you earlier considered useless? How? Share in the class.
2. Which articles around you seem to be useless? Make a list of such articles. Discuss in small groups where those items mentioned in each other's list can be used.

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

- Narrate this story to your family at home and find out the views and experiences of the member of your family.
- Find out such articles at home which are no longer in use. Discuss with other members of the family, in which other places can they be used now e.g. old- broken plastic cans, water tanks, cooler tanks etc can be used as pots for growing medicinal plants or vegetables etc.

### ☐ **End of Class**

At the end of the class, the students should be asked to sit quietly for a minute or two and reflect on what caught their attention and what they understood in today's class.



## 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 where in teacher may also keep.
- Teacher may adopt various methods like role play, story-telling etc for the same.
- Students would be ahead to share similar experiences they have had at home.

### ☐ **Questions for Discussion:**

1. Everything in nature has utility. How do you consider yourself useful?
2. How do you want to make yourself fit or useful for society?
3. What efforts are you putting in to make yourself fit or useful for society?
4. My utility is my identity." Agree or disagree. Discuss.

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

Students will discuss with their family; how do they consider themselves fit or useful for society. What extra efforts can they put in to enhance their utility for 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 3

### Activity: Complementarity in nature and Utility

#### □ Objective

Students will be able to see complementarity in 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.

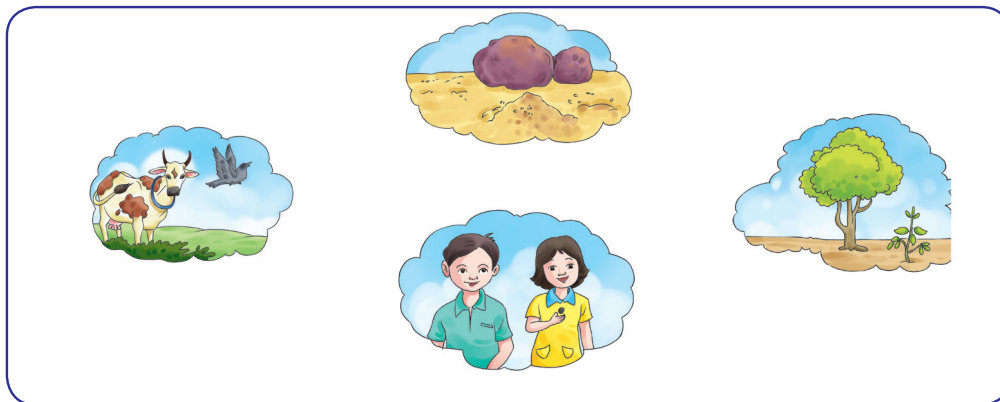
#### □ Experiences of home

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

### ACTIVITY

#### □ Steps of the Activity

- The teacher will ask the students, "What were the four states that we read last year. Can anyone tell which were those four states and what are their features?"
- Response of some students to be taken. If the students are not able to answer, remind them of the four states by mentioning their names. (Matter, life, knowledge)



- Now divide the class into small groups of 5-6 students each.

- In these small groups let the students discuss how these four states are interdependent.
  - How is the Matter state related to the other three states?
  - How is the Spirit state related to the other three states?
  - How is the Life state related to the other three states?
  - How is the Knowledge state related to the other three states?
- After the discussion ask one student from each group to present the conclusion of their discussion.

### ☐ Questions for Discussion:

1. Which among these states is not complementary to the other 3 states?
2. Is human able to complement other states? If no, why? If yes, how?
3. What consequences do we see of human beings not being complementary to other states?
4. How can human beings be complementary to other states?

### ☐ Observe, Ask and Explore at Home

Students will ask the members of their family and find out what all things we are getting from nature. Also, find out where and how much our participation contributes to the prosperity of nature. They can write this in their Happiness diary as well.

### ☐ End of the Class

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



## Day 4

### ☐ Beginning of the Class

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

### ☐ Recapitulation and Experiences at Home

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

### ☐ Questions for Discussion

1. Which problems in nature do we come across these days?
2. Who is responsible for the imbalance in nature or disharmony in nature (like – pollution, global warming etc) which is prominent today?
3. Is this imbalance affecting us also? If yes, how?
4. What are the solutions to the problems of imbalance in nature?

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

Students will share the class discussions with the members of their family at home and discuss what they can do to remove the disharmony in nature like pollution, global warming etc. Students will make a list of these solutions and note them down in their 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 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 of home**

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

### **Questions for the Assessment**

1. Which aspects caught your attention during the discussions held last week?
2. How do you contribute/ have contributed to maintain balance and harmony in all the four states in nature?
3. Besides self-contribution to the prosperity of nature, how have you been able to take help from others like - your family, friends, and members of your society or have inspired others for this?

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

Students will share with their family their efforts for maintaining the prosperity of nature and discuss where and how other members can be supportive in 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.



## □ Note for the Teacher

In the previous lessons, we have learnt that-

- nature has complementarity.
- the four stages of nature are entirely complementary to each other.
- there is a need for human beings to align themselves with this complementarity of nature.

Now this lesson aims at an attempt to bring the attention of the students to the fact that the entire planet Earth is the home of mankind. The exploitation of its resources is neither in favour of the present generations nor in the favour of the future ones. When we observe the beauty and organisation in nature it naturally creates a feeling of appreciation in our hearts. As a result, a feeling of conserving it rather than destroying it develops in our psyche. We talk about Sustainable Development Goals (SDGs) these days. Here we will try to inspire the students to live with the same sense of understanding and intimacy. So, that the students accept the responsibility of conserving, decorating and improving this earth.

## □ Objective

- Students will be able to see the Earth as home to all mankind.
- Students will be able to appreciate the beauty of nature that they may observe in their daily lives.
- Students will be able to accept their responsibility in improving and decorating the Earth, their home.

## □ Proposed duration

At least five days or till the teacher is satisfied



## Day 1

### Story: Our Home

## □ Objective:

To enable students to pay attention to the need to appreciate and conserve the beauty 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 done at home.

## ❑ Line of Discussion

Based on the discussion of this story, the students will be made to focus on the fact that if we are aware and clear about our needs then we would not abuse or exploit nature. Besides this, we will be able to connect with nature if we observe the beauty and organization in it. As a result, we will not only appreciate nature but also, participate in its conservation.

## STORY

On his way to home, Rohit's father gave the good news to everyone that finally he had bought a piece of land on which they would be able to construct their own house. Now they all will be free from the bounds of the rent system. Everyone started discussing the design of the future house. They all went to see the plot. Rohit and his sister Divya took multiple rounds of that 50-yard plot. Mother and father were busy deciding on the fate of the Neem tree that was growing on the plot. They thought to get it uprooted and planted elsewhere. It was merely 10-12 feet tall, and the trunk had also not grown thick. The second thought that came to their mind was to get it cut as the earlier option would cost them more. It was ironic that due to the scorching sun, they were all sitting under the shade of the same tree whose fate they were contemplating. Sometime later, Rohit and Divya also joined them. They were thirsty and drank water. Divya said, "Brother look! There is a squirrel on the tree!" Rohit said, "Yes! We can see two nests also!" The parents' attention was grabbed by the excitement-filled talks of the young ones. They also started observing the antics of the squirrel. Father let slip a few words, "Let us enjoy all this till our house is constructed."



When Rohit asked what he meant by those words, his father told him that they would not be able to construct a big house if the tree remained on the plot. Rohit replied that they had lived in a 25-yard house on rent that too on a single floor. No matter how small the new house, it would be bigger than their rented accommodation. Divya said, "Yes Mummy and Papa! It will be good for the houses of the squirrel and the bird as they will not be destroyed."

Mother smiled and said to father that the house would be made in such a way that the homes of their kids' friends also remain intact.

Now the house is ready. Only a few lower branches of the tree were cut. The family now has 5 more members; the nest of the bird has got young birds and one or two more squirrels have come from somewhere.

### ❑ Questions for Discussion

1. Small houses have many problems. In such a case, was it appropriate to not cut the Neem tree? Why? Why not?
2. If the family has such needs that the whole plot of the land is required to build the house, how can the plants and animals of nature be taken care of in such a case?
3. What are the ways and means that people may employ to adorn their homes and the surrounding area?
4. What efforts do you take to adorn and improve your home?

### ❑ Observe, Ask and Explore at Home

Find out who is involved in maintaining the natural beauty or increasing the greenery of the neighbourhood where you live.

### ❑ End of the Class

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



## 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 where in teacher may also keep.
- Teacher may adopt various methods like role play, story-telling etc for the same.
- Students would be ahead to share similar experiences they have had at home.

### ❑ Questions for Discussion:

1. Do you go or want to go to parks or open, green spaces for spending time or walking? Do you feel like doing any such thing Why? Why not?
2. Have you seen or heard of someone taking care of nature? Share your information about such people.

3. Have you ever done something that has enhanced or preserved the beauty of nature around you? What are those activities which help to do this?

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

Find out about those efforts and activities which your family may take up to help in the enhancement or maintenance of the beauty of nature around you.

### **End of the Class**

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



## Day 3

### Activity: Architect

#### **Objective**

Students will be able to see the Earth as the home to all mankind.

#### **Beginning of the 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 done at home.

## ACTIVITY

#### **Steps of the Activity:**

- Ask the students to take out a drawing sheet or A4 sheet or a plain sheet of paper.
- Now the students will be given a time limit of 15 minutes to draw anything that they want to see in or around their home, eg:
  - (a) How many rooms do they want in a house?
  - (b) What facilities do they want in the house?
  - (c) What do they want to see when they open the window?
  - (d) What do they want in front of the door?
  - (e) What else do they want around the house?
  - (f) Write another similar wish related to their house.
- Whatever they want to draw they must have a reason behind their choice.

- Now the students will share their ideas and reasons for their choices with their partners.
- Students will share whatever they like in the other person's responses and keep them in mind.
- Now the teacher will ask the students to share in the class and will write their sharing on the board. In case of repetition, the teacher puts a tick mark as many times as the repetition occurs.
- The teacher will ask the students to share some of the reasons for their responses.

#### □ **Questions for Discussion:**

1. If you all decide to build your houses near each other, what will you keep in mind before doing so?
2. When others are building their house, what expectations do you have from them?
3. How will you ensure the proper usage of the road in front of your house and the other common areas?

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

Discuss in your family how the people living in your neighbourhood make use of the common areas.

#### □ **End of the Class**

In the end, students 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. Are there enough resources for everyone to survive on this earth? Explain why you feel so.
2. Which natural resources are available uniformly for everyone on Earth?
3. Is the planet Earth home to everyone uniformly or only for those who are prosperous? What is the basis for this natural equality?
4. When one person is travelling by car, he is polluting the air outside his vehicle because of which the people standing on the road breathe in the polluted air whereas the one sitting inside is breathing clean air. In such a case, in what ways can the person sitting in the car work for the well-being of the people standing on the road?

5. Suggest 2-3 ways by which basic needs like fresh and clean water, air and food can be made available equally for all people living on the Earth.

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

Discuss with the members of your family as to what are the areas similar to the above example of the traveller travelling by car and polluting the air, where you can contribute in some way, big or small.

### **End of the Class**

In the end, students 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 done at home.

### **Questions for assessment of Students:**

1. Who in your family did you find taking care of nature this week?
2. How does your family contribute to improve the environment?
3. Which aspects of your life came to your attention during this week's discussions?

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

Observe how many of your efforts this week were against and how many were in favour 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.



# Our Environment: Our Responsibility

## □ Note for the Teacher

From the previous lessons, we have learnt that-

- earth is the home of all mankind.
- nature is complete and beautiful in itself.
- it is our responsibility to take care of our home that is Earth

In this lesson, we will observe how we are exploiting the natural resources like land, water, forest, animals etc. for our own selfish needs. This is polluting the air, water and soil. Maintaining a balance between these resources is the key for maintaining the natural order and prosperity of mankind.

We will also be able to identify the efforts which may help in reduction of pollution in nature. There is also an attempt to differentiate between the value and cost of various things so that the students may get motivated to use resources judiciously.

## □ Objective

1. Students will be able to identify the causes of air, water and soil pollution.
2. Students will become aware of those acts of theirs that pollute the Earth.
3. Students will be able to understand the difference between the cost and the value of various things.
4. Students will get motivated to use resources judiciously in their daily lives.

## □ Proposed duration

At least five days or till the teacher is satisfied.



## Day 1

### Activity: Our Environment

#### □ Objective:

To motivate students to participate in maintaining cleanliness in the environment

#### □ Beginning of the Class

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

## ❑ Experiences at Home

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

## ACTIVITY

## ❑ Steps of the Activity:

- Divide the students in smaller groups.
- One student from each group is to be given the responsibility to note down the points discussed in the Happiness Diary.
- Each group will discuss the following three aspects of environmental pollution (air, water and soil)
  - The causes of environmental pollution
  - Those responsible for it.
  - Ideas and suggestions to prevent and reduce environmental pollution.
- Each group will present to the class the ideas discussed in the group.

## ❑ Questions for Discussion:

1. Which acts of yours harm the environment?
2. Through which actions of yours are you mindful not to pollute the environment?
3. What are the effects of environmental pollution in our lives?
4. What steps can you take to prevent environmental pollution?

## ❑ Observe, Ask and Explore at Home

Students will discuss at home the actions that harm our environment. Discussion may also be carried out to know the effects of environmental pollution in our daily lives.

## ❑ End of the Class

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



## Day 2

### Activity: The Difference between Value and Price

## ❑ Objective

To help the students to understand and differentiate between the value and price of things and to motivate them to use resources judiciously

## □ Beginning of the period

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

## □ Recapitulation and Experiences at Home

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

## □ Steps of the Activity

- The teacher will show a pen to the students and will ask the difference between its price and its value and takes response from a few students.
- If the students are unable to answer appropriately, the teacher will ask how much money does the pen cost and what is it used for?
- Through discussion the teacher will clarify that the value of something is due to its utility. Whereas, the price is the amount or object we pay in order to obtain that thing.
- After clarification of the above points students will be divided into smaller groups and asked to fill the following table after a discussion of 8-10 minutes.
- The teacher will draw the table on the board and will ask each group to draw it in their Happiness diary and complete it.

S. No.	Object	Price	Value
1.	Pen	Rs. 10	Used for writing
2.	Water Bottle (1Ltr)		
3.	Petrol (1Ltr)		
4.	Shoes (which you have)		
5.	Rice that you cook at home (1 Kg)		

- After the completion of the table the students discuss it in the class. There is no need to repeat the points already covered.

## □ Questions for Discussion

1. What differences do you see in Price and Value?
2. What are those things that you use in your daily lives whose price you know but are not aware of their value?
3. Do you agree with the idea that everything in nature has its own value? If yes, what value do you associate with yourself?
4. What are the things that you value more than the others and why?
5. Share about one such object / facility which you tend to misuse as you are not aware of its value. What can this result into?



## ☐ Observe, Ask and Explore at Home

Students will discuss the value and price of various things available at home with the members of their family.

## ☐ End of the Class

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



## Day 3

### Story: Environment Buddies

#### ☐ Objective:

To make students aware of the environment and the harmful effects of use of plastic.

#### ☐ Beginning of the 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 done at home.

#### ☐ Line of Discussion

The use of plastic and polythene is very dangerous for both our environment and our health. Some people use polythene bags and plastic cups for tea in the tea shops. Hot tea melts the polythene bag and harmful chemicals mix with tea. This is causing many serious problems.

Some people throw garbage in polythene bags. Sometimes animals end up swallowing harmful polythene bags while searching for food items in the heaps of garbage. This way polythene enters their body causing serious ailments and sometimes even death.

Some people burn garbage, including plastic. Its toxic smoke is very dangerous for health. Plastic does not even decompose easily. It persists for thousands of year, slowly degrading our environment. The objective of this discussion is to motivate the students to be aware of such activities and consciously adopt an eco-friendly lifestyle.

## STORY

This is the time when Shayra was studying in seventh grade. 'Environment Day' was celebrated on June 5 in her school. On this occasion the school had organised many Environment Conservation activities and programmes. Shayra had participated in a Panel Discussion on the topic "Plastic and our Health". Since she had studied extensively on the topic, she put forth her points with seriousness and concern.

After this day, there was a big change in Shayra's life. Whenever she observed anyone using plastic cups for hot liquids she would start counselling them about the harmful effects of plastic. She felt quite upset whenever she saw animals eating from the garbage heap. She would get seriously concerned when she saw the drains in her colony clogged with plastic waste.



One day she talked to her friend Payal about this. They both decided to plan something and started to take small steps from their own homes. They decided to eliminate single-use plastic items from their houses. Everyone in their families agreed to their plan and supported the girls in spreading awareness for the cause outside of their homes as well. They both started collecting plastic from nearby colonies and parks. They started talking to neighboring families to create awareness about harmful effects of plastic.



After two weeks, some influential people from the society also got involved in this drive and started this campaign of spreading awareness on the topic in the neighborhood as well. People started calling them 'Environment Buddies'. Shayra felt very content when she could devote time for environment conservation every week. She had an idea

that every problem has a solution only an initiation is required.

### ❑ Questions for Discussion:

1. Have you ever taken any steps to conserve the environment? If yes, share about the efforts you made.
2. What harmful effects does plastic have on our environment?
3. What effect does burning of plastic waste and keeping hot things in plastic cups or containers have on our health?
4. What single-use plastic items do we use in our daily lives?

## ☐ Observe, Ask and Explore at Home

Students will discuss with the members of their family the harmful effects of plastic on our environment.

## ☐ End of the Class:

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



## Day 4

## ☐ Beginning of the Class:

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

## ☐ Recapitulation and Experiences at Home

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

## ☐ Questions for Discussion:

1. For what various purposes do you use plastic bags?
2. Can plastic bags be replaced by environment friendly bags that do not harm the environment?
3. How can you contribute to keep your environment clean?
4. In some places, its use is seen despite the government imposing a ban on polythene. What solutions do you suggest for this problem?
5. What suggestion would you like to give to the Environment Ministry of your state in order to formulate a policy on the protection of the environment?

## ☐ Observe, Ask and Explore at Home

Students will discuss with the members of their family about substituting plastic bags with environment friendly options.

## ☐ End of the Class

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



## Day 5

### ASSESSMENT 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 done at home.

#### □ Questions for Assessment

1. This week, did you do something that you knew harmed our environment, yet you did it?
2. After discussing this lesson, have you made any changes to your actions which were earlier harmful for the environment? If yes, share them.
3. Have you observed any activity that has harmed the environment? If yes, discuss the thoughts and feelings that came to your mind after seeing such a thing.
4. After the discussion on value and price, did you observe any change in your perspective while using a commodity? If yes, give examples to explain your viewpoint.

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

Students will discuss with the members of their family about the harmful effects that plastic has on our environment and substituting plastic items with environment friendly options.

#### □ End of the Class

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



## □ Note for the Teacher

In the previous lessons, we learnt that-

- there is complimentarity in nature but humans are yet to be complimentary.
- natural resources are our priceless resources.
- the Earth is our home and we have to conserve, protect and beautify it.

In this lesson, we shall try to understand how we can participate in maintaining balance in nature. How we can best utilize the priceless heritage of natural resources and save them. Why is it important to do so?

## □ Objective

1. Students will be able to identify the causes of air, water and soil pollution.
2. Students will be aware of their actions that cause pollution.
3. Students will be inspired to use natural resources appropriately in their daily life.

## □ Proposed duration

At least five days or till the teacher is satisfied.



## Day 1

### Activity: Morality

## □ Objective:

To motivate the students to protect their body, mind and wealth and make better use of 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 done at home.

## □ Line of Discussion

All of us want to live with comfort and prosperity. To meet this target we have the facilities and resources like body, mind and wealth. Body, mind and wealth are also known as resources. Policies are made for the preservation and proper use of resources. The person who abides by these policies is called a “Moral person” and the one who does not follow them is known as “Immoral”. Hence, “Morality” is just following these policies to preserve and best utilize the resources that are body, mind and wealth.

Through discussions try to draw the attention of the students towards the times when they live morally and when immorally in their day-to-day lives.

## ACTIVITY

### □ Steps of the Activity

- Ask all the students to make two columns in their Happiness diaries.
  - In one column they will write down their daily activities in which they take care, protect and make proper use of things and facilities, for e.g. keeping the books properly. They can give it the Title -”Moral Tasks”
  - In the other column, they will write down their daily activities in which they are reckless and often misuse things and facilities, e.g. – write something on the desk in their class. They can give it the Title -” Immoral Tasks.
- Let the students relax and think for about 5 minutes. After 5 minutes ask the students to write them down in their happiness diary.
- Now ask them to share their work either in pairs or in small groups.
- The teacher can draw two columns on the board and write down the work of the students. The same type of work can be written only once.

Moral Tasks	Immoral Tasks

### □ Questions for Discussion:

1. Besides your work, which one of your friends work would you like to do?
2. What are the consequences of the misuse of things? Share by giving an example e.g. water, electricity, paper, plastic etc.
3. How can you help to preserve your school facilities?

## ☐ Observe, Ask and Explore at Home

Make a list of the things at your home that are no longer in use, but can be of some use 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.



## Day 2

### ☐ Beginning the 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 of the following tasks do you perform?
  - (a) Consuming more water than needed.
  - (b) Throwing the garbage in the neighborhood.
  - (c) Burning the garbage of the house.
  - (d) Making excess use of polythene.
  - (e) Burning crackers during festivals or celebrations etc.
2. Also, mention what are the negative effects of such activities (done by us) on the environment.
3. At which places do you find the misuse of natural resources?
4. Whose responsibility is it to preserve public property? Why?

## ☐ Observe, Ask and Explore at Home

Students will discuss with the members their family about the activities done by them that pollute our environment. Can these activities be done in such a manner that the environment is not polluted?

## □ End of the Class

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



## Day 3

### Story: The fever of the Earth

#### □ Objective

To make the students aware of the challenges of global warming and the role they can play in its solution.

#### □ Beginning the 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 done at home.

#### □ Line of Discussion

Presently human beings are worried about the consequences of Global warming and Climate change, and the root cause of all these is the disillusioned mindset of man.

Hence, it is the need of the hour that the students' attention has to be drawn towards the system and laws of nature.

## STORY

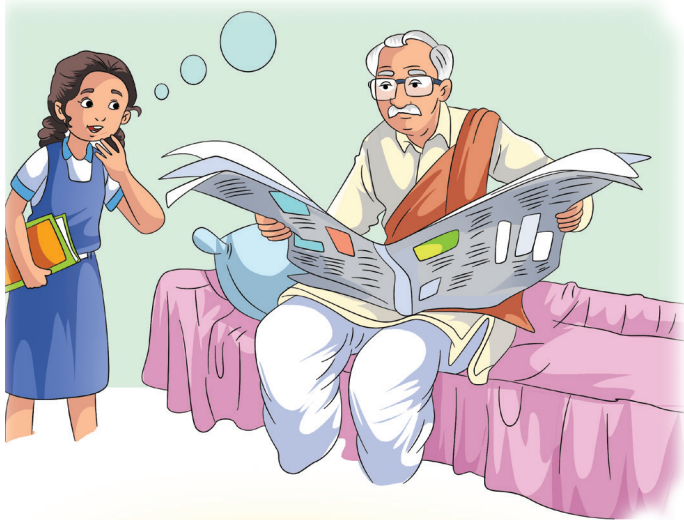
Shikha had come to her maternal grandmother's house during vacations. One day her grandfather (Nana ji) was sitting on the charpoy (cot) in the courtyard of the house and was reading the newspaper. Shikha was also sitting nearby, doing her homework. A headline in the Newspaper caught her attention again and again "GLOBAL WARMING: A BIG CHALLENGE"

Shikha asked her grandfather what this global warming was. Her grandfather kept the newspaper aside and replied in a serious voice, "Dear Shikha! This is our Earth's fever which is a result of our mistakes."

Shikha also became serious and asked her grandfather, which one of those mistakes was committed by us that







caused our earth's sickness. Nana ji told her that this has been due to not adhering to the system of the earth. Our Earth is also like our body. In our body, blood and other things keep the body's temperature balanced. This helps in the proper functioning of our internal body parts. Similarly in the inner layers of the Earth, things like –Coal, Petroleum etc help in maintaining the balance of Earth's temperature. All useful natural resources are available on the Earth's surface itself but we are digging deep inside the Earth's layers and extracting a large quantity of coal and petroleum from the mines. These are used as different types of fuels. The gases that are generated after burning them increase the Earth's temperature all the more. Thus our Earth is suffering from fever.

Shikha was listening to the information given by Nana ji, very attentively. Although she had now understood the reason for the fever, yet she had no clue about its cure. So she asked Nana ji, "Nana ji, who is the Earth's Doctor?"

Caressing his hand on Shikha's head Nana ji replied, "The Earth's doctor is sitting beside me and doing her homework."

### ❑ Questions for Discussion:

1. Why might Nana ji have called Shikha, the Earth's doctor?
2. Can there be some other reasons for the Earth's fever? If yes, then what are those reasons?
3. Who, according to you, is responsible for the Earth's fever?
4. How can the Earth's fever be cured?

### ❑ Observe, Ask and Explore at Home

The students will narrate this story in their family and discuss- which of our actions is the cause of the Earth's fever.

### ❑ End of the lesson

In the end, students 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 the 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 keep.
- Teacher may adopt various methods like role play, storytelling etc for the same.
- Students would be ahead to share similar experiences they have had at home.

### □ Questions for Discussion:

- Do you think that somewhere you are also responsible for the Earth's fever? If yes, how?
- What could be the consequences if the frequency of the Earth's fever increases?
- Except for coal and petroleum, what else could be the sources of fuel which will not cause pollution? (Hint: Solar energy, energy from water, wind energy, energy from Bio-gas etc)
- What can you do at your level for curing the Earth's fever?

### □ Observe, Ask and Explore at Home

Students will discuss at home what they can do at their own level for curing the Earth's fever.

### □ End of the lesson

In the end, students 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 done at home.

## ❑ Questions for Assessment

1. Which aspects caught your attention after the discussions of this lesson?
2. What did you do for the conservation of Natural resources like air, water, flora, fauna etc after the discussions of this Lesson?
3. Mention one of your activities where you have stopped misusing things.
4. Which points have you started keeping in mind for decreasing the Earth's temperature?

## ❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family members the household chores which lead to disharmony in the four states (material, flora, fauna and human beings) of nature.

## ❑ End of the lesson

In the end, students 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 7, the following four feelings/ values have been detailed out to explore, experience and express:

1. Trust
2. Respect
3. Gratitude
4. Affection.

The above values have been covered in 20 sessions.

## Fundamentals of Expressions

- All sessions will have the objective of expressing feelings (universal human values) only.
- The expression will be centred around the students' own experience of living in relationships. Behaviour, work and feelings are all a part of living.
- There will be no discussion or counselling in the expression class. Similarly, one is not expected to ask questions like what do you think about this? What do you want to do? What will be done in this condition? What will be done ahead etc. The stories of Happiness class are reflection oriented, the activities are thought oriented and expressions are feeling oriented.
- The questions in the expression section are based on the following four criteria.

In their relationships,

1. What do the students see? (observation)
  2. How do they behave? (behaviour)
  3. What responsibilities do they perform? (responsibility)
  4. What do they feel? (feeling)
- The activity would usually be based on earlier week's experience, but in some situations, earlier experiences can also be shared.
  - The questions given in all the sessions are only suggestions. The teachers can create and ask questions based on the above-mentioned criteria.

## How to express?

Proposed pedagogies: It is important to adopt different pedagogy for various questions in order to ensure participation of all students. For this, the following methods may be adopted-

- Individual expression.
- Sharing their experiences in pairs.
- Sharing their experiences in small groups.

## Ways of expression

- Usually, students are encouraged to make individual oral expressions in front of the class. Sometimes, depending on the requirement of the class or the question posed, students may be asked to express themselves in pairs or in small groups.
- Other means of expressions like writing (letter, card, diary, etc.), role-play, drawing a picture or symbol or sign language may also be adopted depending on the need of the question or a special requirement of a student.

## Class strategies

- There are some questions that can be put to each student. There are some that can be put to only those students who have an experience related to those questions.
- Don't follow the same sequence for asking questions. You can sometimes start from the back of the class or the centre as well.

- If you feel that a student is not sharing his/her experience and just repeating the responses heard, encourage him/her to share his/her own experience or change the question.
- If a question has more than one part, go to the second only after the student has answered the first part.
- If a student finds it difficult to understand a question, the teacher will make it clear.
- Another way of asking a question can be putting one question to 8 to 10 students and putting another one to the next 8 to 10 students. After this, the third question can be asked or the first can be repeated. Some questions may remain the same for everyone.
- One day/period will be devoted for each session. The teacher can continue with the session until he/she is satisfied.

## **Dos and Don'ts**

- Each session has learning objectives and a note for the teacher which are meant only for teacher's reference. Don't share them with the students.
- Let the students think of their responses and come up with the answers themselves. Don't try to explain the answer or advise them.
- The role of a teacher is to ask questions and to provide a comfortable environment for the honest expressions of students.
- The work given for the next expression session can be done in the happiness diary/notebook, written on the chart and put up on the happiness wall or elsewhere in the class so that students can keep looking at it.
- Encourage all the students to share their experiences. The students who feel uncomfortable sharing their expression before the class may be given an opportunity to share their experiences with their classmates or in smaller groups.
- Don't comment negatively on any of the students' expressions else the students may hesitate to participate in future. It is also possible that the next time, the students may not share their experiences honestly.
- The teacher's encouraging and loving behaviour can be the most effective for creating a safe space for students to actively participate.



## Objective

To 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:

#### A. 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 with 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 experience 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 lack self-respect and therefore they try to get that 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.

## 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 “respect” it means the right evaluation. Accepting a human being similar and equal to us without making any kind of discrimination is the right evaluation or “respect”. 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 on the basis of caste, color, creed, religion, gender, position, language, money etc, that person feels humiliated. The person who makes these discrimination 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 favor 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 etc. 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.

Five sessions have been included in this handbook to explore experience and express the feeling of respect.





# RESPECT VALUE

## SESSION 1

### Objective

To focus students' attention to the utility of self and the value of respect.

### Proposed duration

At least one period or till the teacher is satisfied.

### Beginning of the Class

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

### Note for the teacher

Every human being feels a sense of self respect only after his usefulness. In this session such questions have been added which will focus students' attention on their usefulness within their families.

### Points for Expression by Students

1. In the last few days, in which work did the members of your family felt the need of your help? Share one of your family felt the need of your help? Share one or two such works? (for e.g. bringing somethink from the market, helping in the kitchen)
2. In the last week, how did you help your siblings? How did you feel after helping them?
3. Did you help any of your friend or neighbour last week? How did you feel after helping them?

### Task for Next Expression Day

Till the next expression day, try to assess your feelings whenever you are helpful 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 VALUE

## SESSION 2

### Objective

To draw the attention of students to self utility and the value of respect inherent.

### Proposed duration

At least one period or till the teacher is satisfied.

### Beginning of the Class

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

### Note for the teacher

This session is expected to enable the students to revisit the moments of self respect in their life and they are able to feel the sense of respect towards themselves in its true form. They shall realise the feeling of self respect and when do we feel it.

### Points for Expression by Students

1. What's the good thing you heard about yourself this week? Who said it and how did you feel on hearing it?
2. Who did you say a nice thing about this week? What was it and how did you feel about saying it?
3. Has someone ever told you a good quality about you that you think you don't have? What was it and how did you feel on hearing it?

### Task for Next Expression Day

Till the next expression day, try to assess your feelings whenever you are helpful to others

### End of the Class

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



# RESPECT VALUE

## SESSION 3

### Objective

To direct the attention of students towards disrespect inherent in discrimination and value of respect inherent in equality

### 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

Discrimination is offensive to everyone. The one who is discriminated against feels bad but when we treat someone as equal in all respects, we both feel a sense of happiness.

The objective of this session is to help students see the disrespect inherent in discrimination and value of respect inherent in equality.

### Points for Expression by Students

1. Whom do you respect? Why?
2. When do you feel better- when you are discriminated against or when you are treated equally?
3. When did you feel respected and why?
4. Have you ever felt humiliated/ disrespected? When and why?

### Task for Next Expression Day

Till the next expression day, try to assess the times when you did not like your behaviour with someone.

### End of the Class

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



# RESPECT VALUE

## SESSION 4

### Objective

To feel a sense of respect for others.

### Proposed duration:

At least one period or till the teacher is satisfied.

### Beginning of the Class:

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

### Note for the teacher:

All humans want to be respected; no one wants to be insulted. Still sometimes knowingly or unknowingly we end up committing the act of disrespecting someone. Any person who is insulted feels as humiliated as we feel on being insulted.

The objective of this session is that the students are always alert and under no circumstances humiliate anyone in their relations.

### Points for Expression by Students

1. Share an incident when you thought your behaviour with someone was good, but later you realized that it was not so.
2. Have you ever disrespected anyone unknowingly? Why did you do it? How do you feel about remembering this incident?

### Task for Next Expression Day

Till the next expression day, try to note the ways and times when you expressed respect towards your parents or elders.

### End of the Class

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



# RESPECT VALUE

## SESSION 5

### ❑ Objective

To motivate students to express respect for others.

### ❑ Proposed duration

At least one period or till the teacher is satisfied.

### ❑ Beginning of the Class:

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

### ❑ Note for the teacher:

We may pretend to respect a person by showering him/her with praises and flowers but we can never truly respect a person unless we consider him/her to be as good as us or better than us. When there is no real feeling in the mind and yet we make insincere attempts to express these feelings in an out worldly fashion, it is called pretence.

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 a sense of respect by touching the feet, someone by bowing to the person etc.

The purpose of this session is to enable students to feel and express the sense of utmost respect for others in true sense without any pretence.

### ❑ Points for Expression by Students:

1. In what ways do you show respect to your parents and elders in the family?
2. Has it ever happened when in spite of having respect for others, you have not been able to express it? If yes, give reasons.
3. It is enough to have a sense of respect towards the other person or is it also important to express it? Why?

### ❑ Task for Next Expression Day

Till the next expression day, try to introspect how you feel when someone helps 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.

**Objective**

To be able to see the role of elders, our parents, teachers, members of the family, elders in the neighborhood etc. in our lives and feeling and expressing gratitude towards them.

**□ Note for the Teacher**

Many people contribute towards our progress in life. When we accept their contribution and support from within, we feel grateful towards them. This brings stability within us which we feel as happiness.

When we feel grateful towards someone, our behaviour towards them is humble, and we remain disciplined from within.

If someone's behaviour is indecent towards us, there is a great possibility that either we have not contributed to their growth or they are unable to identify that contribution.

Whenever we are happy, we want to share our happiness with people close to us. This makes us even happier. When a person is troubled, they may want to be alone, but when a person is happy, it is unlikely that they'd want to be alone. When we feel an emotion, we have the desire to express it. One who expresses an emotion is called a person.

If we see the efforts behind the invention or discovery of the facilities we use today like food, clothing, mobile phone, bus, train etc., we will feel indebted towards those who worked on its innovation and refined it to its current form. To feel this debt is gratitude. To be grateful does not mean to just say the words 'thank you'. When we genuinely 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 VALUE

## SESSION 1

### ❑ Objective:

To draw the attention of students towards the contribution of 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

Many people contribute towards a person's progress and happiness. When one is unable to see this, one feels that they are self made or have achieved whatever they have with their own efforts. They think that society has not done anything for them so what they have to return? This is an extremely confining thought which does not inspire one to participate in making the world a better place.

The purpose of this session is to help students to see how many people contribute to their happiness, directly or indirectly.

### ❑ Points for Expression by Students

1. This week, what kind of support did you get from your family?
2. What is the contribution of the members of your family in bringing the food that you eat to your plate?
3. From where does this food reach the market? Who all contribute to bring food from field to market?
4. Who all contribute to keep your surrounding clean?

### ❑ Task for Next Expression Day:

Till the next expression day, try to observe who all from school and family help you and how?

### ❑ End of the Class:

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



# GRATITUDE VALUE

## SESSION 2

### ❑ Objective:

To draw the attention of students towards the contribution of 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

In the progress of a person and happiness, there is a contribution of many people and institutions. School is one of those important institution which has be formed for the welfare of the student. The objective of this session is to bring the attention of the student towards the usefulness of school and its contribution.

### ❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of the suggested questions.

1. Who all helped you in students this week? How did they help you?
2. Tell one thing about a person from school because of who you are able to study well.
3. Who all have contribute in making and bringing this desk here on which you all are sitting?

### ❑ Task for Next Expression Day

Till the next expression day, try to observe that when did you recieve help and when not now did you feel in both the situations?

### ❑ End of the Class

In the end, he students would sit quietly for 1-2 minutes and reflect upon their learning and understanding from today's class.





# GRATITUDE VALUE

## SESSION 3

### ❑ Objective

To express the feeling of Gratitude.

### ❑ Proposed Duration

At least one period or till the teacher is satisfied.

### ❑ Beginning of the Class

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

### ❑ Note for the Teacher

When someone helps us in the time of need, we feel good about it. Not only this, even later when we think about it, we continue to feel good about their timely contribution. This happens with everyone because it is a natural outcome. When we live according to the laws of nature we operate with a sense of stability.

This brings us happiness. When someone reaches out in time of need, both, the one helping, and the one being helped, feel good.

On not doing so, both feel discomfort.

The Objective of this session is to help students to see how they feel when they accept the help extended by someone.

### ❑ Points for Expression by Students

1. Recall an incident, when you were in need but no one helped you. Sharing that incident, tell about your feelings at that time.
2. Recall an incident, when you were helped by someone at the time of need. How did you feel then and how do you feel now when you remember that incident.

### ❑ Task for Next Expression Day:

Till the next expression day, try to observe your behaviour in the presence of those who help in your progress and well being.

### ❑ End of the Class:

In the end, the students would sit quietly for 1-2 minutes and reflect upon their learning and understanding from today's class.

# GRATITUDE VALUE

## SESSION 4

### Objective

To develop clarity on the meaning of gratitude.

### Proposed Duration

At least one period or till the teacher is satisfied.

### Beginning of the Class

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

### Note for the Teacher

When someone helps us in the time of need, we feel good about it. Not only this, even later when we think about it, we continue to feel good about their timely contribution. This happens with everyone because it is a natural outcome. When we live according to the laws of nature we operate with a sense of stability.

This brings us happiness. When someone reaches out in time of need, both, the one helping, and the one being helped, feel good.

On not doing so, both feel discomfort.

The Objective of this session is to help students to see how they feel when they accept the help extended by someone.

### Points for Expression by Students

Students would be given opportunities to express themselves with the help of the suggested questions -

1. What do your parents do for you? How do you express your gratitude towards them?
2. Express your gratitude to the member of the family who helped you during this week. How did he/she help you?
3. Share an incident when any elder person of your family helped you but you were unable to express your gratitude why?
4. Have you expressed your gratitude towards your classmate during this week? To whom you have expressed gratitude and why?

### Task for Next Expression Day

Till the next expression day, try to observe when you help others to be happy.

### End of the Class

In the end, the students would sit quietly for 1-2 minutes and reflect upon their learning and understanding from today's class.

# GRATITUDE VALUE

## SESSION 5

### ❑ Objective

To make students understand the meaning of the emotion of gratitude.

### ❑ Proposed Duration:

At least one period or till the teacher is satisfied.

### ❑ Beginning of the Class

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

### ❑ Note for the Teacher

We cooperate with end each other to progress in our life when we accept this cooperation whole-heartedly then we feel happy that we have done something for our betterment. In fact grateful, after acknowledging this, that someone has done something recognise it and be able to feel and express it in practice for our betterment. Acknowledging their work an expressing gratitue towards them is an expression of gratitude.

Through this session, the meaning of the feeling of gratitude will become clear to the students, so that they can.

### ❑ Points for Expression by Students

1. Share one incident when your elder helped you or guided you but you did not realise at that line, that they are helping you.
2. From whom are you getting support for whaqtenes you want to do in life?
3. Remember one person who has contributed a lot for your fulfilment. How is your behaves forwards that person? share.

### ❑ Task for the Next Expression Day

By the next expression session, try to find out that when have you helped others in being happy.

### ❑ End of the Class:

The students would sit quietly for 1-2 minutes and reflect upon their learning and understanding from today's class.



# GRATITUDE VALUE

## SESSION 6

### ❑ Objective

To motivate students to contribute for the happiness of others with the feeling of gratitude.

### ❑ Proposed Duration:

At least one period or till the teacher is satisfied.

### ❑ Beginning of the Class

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

### ❑ Note for the Teacher

For all the facilities (food, clothes, mobile, bus, train etc) we are using today, if we look at the contribution and hard work of the people from their discovery or invention to their sophisticated form, then we feel indebted to them. When we accept the contribution from our heart forever, only then we feel a sense of gratitude. When this happens, we will not only preserve these legacies, but will also start contributing towards the development of the society. This is the only way to our happiness and this is also the meaning of life.

The objective of this session is to inspire the students to contribute or participate in the happiness of others with a sense of gratitude.

### ❑ Points for Expression by Students

1. How did you feel when your good work got accepted by others? Share with an example.
2. (a) You helped someone but that person didn't value it. How did you feel.  
(b) Will you still do something for that person's welfare? If yes why? If no, why not?
3. Parents and other members of the family take care of you. Do you also take care of them? How?
4. Can gratitude be expressed only by saying "Thank you"? How do you express gratitude?
5. Share one thing that you did for your family or society in the last week.

### ❑ Task for the Next Expression Day

Help someone from your class family or neighbourhood in learning or understanding something this week and share your experience in the next week.

### ❑ End of the Class:

The students would sit quietly for 1-2 minutes and reflect upon their learning and understanding from today's class.

# GRATITUDE VALUE

## SESSION 7

### Objective

Students will be able to express their feeling (gratitude) in the form of their participation.

### 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

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.

In this session, students will be encouraged to actively participate with the feeling of gratitude.

### Points for Expression by Students

1. In what tasks do you help your parents during this week? How?
2. What did you do during this week for your classmates during this week?
3. How could you help the members of your school family (other than students) during this week?

### Task for Next Expression Day

Till the next expression day, try to see on what occasions could you appreciate the contribution of the society in your life.

### End of the Class

The students would sit quietly for 1-2 minutes and reflect upon their learning and understanding from today’s class.



**Objective**

To be able to possess, feel and express trust in self and for each other in family, friends, school and society.

**□ Note for the Teacher**

Trust is seen in two ways

**1. Self confidence**

Whenever we are able to understand something well or do something competently then we do not have fear or nervousness in our mind. The assurance of understanding and doing the thing correctly gives us stability which we feel in the form of happiness. When we have clarity about something then only we are assured about it. Our mind relaxes only when we are sure about the certainty of things. Uncertainty and obscurity make our mind unstable which we experience in the form of a problem or difficulty. Every person has unlimited potential to think and understand. When a person understands his/her basic potential and refines it in order to explain and teach his competencies then he gains confidence to live happily. This is what we feel in the form of self confidence.

**2. Trust for each other**

The natural desire to stay happy and to prove helpful in keeping others happy on this earth is the basic desire of all people. Despite the desire to do so, we are neither able to stay happy all the time nor are we able to prove helpful in keeping others happy. This is the condition of others too. If we observe the setup of nature then we will see that air, water, soil, rocks, animals, birds, trees, plants etc are all complementary to each other. In contrast, if we look at human beings, we find that they are not yet able to complement each other and hence all the problems exist. As per the laws of nature it is essential for everyone to complement each other in order to be happy.

If we look inward with a calm mind then we would realise that all of us want to be happy and play a part in others' happiness as well. Despite the desire-to do this, it is not easy to understand how to stay happy and keep others happy. This inability to understand becomes the reason for our sorrow. This sadness gets converted into anger at times. For example, when a child is irritable for some reason and we do not understand how to make it happy or calm, then we get angry at the child. We get angry more because of our incompetency rather than the child's mistake.

In this way we can say that because of our incompetency we are unable to stay happy and also to be an aide to keep others happy. Here, ability or right understanding refers to the fact that our attention is constantly towards the basic desire (to stay happy) of others. We constantly pay attention to where the other person is at, what is his understanding and his situation. The other person's ability can be rightly judged by paying attention. We can also know that the other person has committed a mistake because of lack of understanding and not intentionally. Also, it shows how other people can develop the ability to do

things right. This is the result of having the right understanding or ability. If we keep the basic desire of a person in mind, and when a mistake is committed by that person, we can notice the lack of ability and then we can help in making that person improve the ability. On the contrary if we are not able to judge the ability of that person and doubt his/her basic intention then instead of helping, we become angry or oppose that person. For example, when a young child wets its bed we do not doubt its intention instead we see its mistake as lack of ability and help it. But when that child wets its bed even after growing up we doubt its intention. We get angry at the child even though it still committed the error because of lack of ability. For sure, the child does not do it deliberately.

In this way whenever we doubt someone's intention then we either get angry or oppose that person. We ourselves feel troubled and trouble others also. In contrast when we do not doubt the other person's intention, then we see his/her mistake as a lack of ability and prove helpful or complement that person. In relationships, when we do not doubt the basic desires of other people then we can easily carry on with the relationship with trust.

The feeling of trust is the foundation of all our relationships. This feeling can also be called the basic feeling in relationships. We can feel others' feelings only if there is trust (in a relationship). When we trust others then our behaviour towards them is of collaboration, that is, we always want to assist them.

We know trust as confidence, reliance, belief, faith etc.

Five sessions have been kept to explore experience and express the feeling of trust.



# TRUST VALUE

## SESSION 1

### ❑ Objective

To understand the value of self confidence.

### ❑ 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

At times before doing or learning any particular thing we are not confident that we would be able to do it. However, at times, we are confident about doing certain things.

In this session we have to take the students' focus as to when they are confident about doing things and how they feel when they are confident.

### ❑ Points for Expression by Students

1. What are the tasks that you were scared of doing earlier but now you are not afraid of doing them. How did this happen? (For example, riding a bicycle, cooking food, playing some sport etc)
2. Which work, art, skill or talent have you learnt recently? Before learning it and after learning it properly what change did you feel inside you? (for example, learning to ride a bicycle, paint, playing harmonium, any special sport etc)
3. Think and tell about an incident when you could not understand a topic properly in class whereas your classmates understood it. How did you feel then?
4. Which lessons or topics of any particular subject are you confident that you can explain to your classmates or friends?

### ❑ Task for Next Expression Day

Till the next expression day, try to observe how you feel when you do not trust 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.



# TRUST VALUE

## SESSION 2

### Objective

To understand the value of self confidence.

### 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

Just the way we always want to be happy and prove helpful in keeping others happy, similarly others also want the same. Despite wanting this, at times we fail and at times we succeed in keeping others happy. This success or failure depends upon circumstances, understanding and ability. The same applies to others too.

### Points for Expression by Students

1. Narrate an incident when you suffered a loss because of a member of your family or a friend. How did you feel then?
2. Have you ever suffered a loss because of some other person (who is not a friend or relative)? If yes, then how did you feel then?
3. When did you feel the worst, on suffering a loss? If yes, by whom?

### Task for the Next Expression Day

Till the next Expression Day, try to see how you feel when you doubt the intention of others.

### End of the Class

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



# TRUST VALUE

## SESSION 3

### ❑ Objective

To inspire students to express the value of trust towards others.

### ❑ Proposed Duration

At least one period or till the teacher is satisfied.

### ❑ Beginning of the Class

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

### ❑ Note for the teacher

When someone commits a mistake then a doubt rises on his/her integrity. As a result we get angry towards that person. It is worth paying attention to the fact that whenever we doubt someone's intention we always express anger or oppose that person. On the contrary, when we do not doubt someone's intention then we do not get angry at that person. We become their supplements or their aides in helping them to improve upon their mistakes. The objective of this session is to enable students to see each other's mistakes in terms of lack of ability and become each other's complement and improve each other's ability.

### ❑ Points for Expression by Students

1. Narrate an incident when you made a mistake and somebody doubted your intention. How did you feel then? Why?
2. Have you ever doubted someone's intention when they made a mistake? Why did you think like that?
3. Who are the people you get angry at when they commit a mistake? Why?

### ❑ Task for the Next Expression Day

Till the next Expression Day try to see who are the people you always agree with.

### ❑ 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.



# TRUST VALUE

## SESSION 4

### Objective

To inspire students to express the value of trust towards others.

### Proposed Duration

At least one period or till the teacher is satisfied.

### Beginning of the Class

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

### Note for the teacher

Who are the people you cannot trust and who are the people you can easily trust? If we look at these questions then we understand that there are certain factors that can lead to the above mentioned circumstances. We will also try to find out why we want others to trust us.

### Points for Expression by Students

1. Who are the people you believe in everything they say? Why?
2. Think about that person whom you trust a lot. What are the reasons for trusting them?
3. Do you wish to be believed in? Why should someone trust you? Give reasons.

### Topic for the next Expression Day

Till the next Expression Day try to see how you feel when others do not trust you. Also, how do you feel when you do not trust someone.

### 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.



# TRUST VALUE

## SESSION 5

### ❑ Objective

To explain the meaning of feeling of trust.

### ❑ Proposed Duration

At least one period or till the teacher is satisfied.

### ❑ Beginning of the Class

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

### ❑ Note for the Teacher

When we are assured about the basic intention of others in our relation with the other person then we feel stability. Having a doubtless state of mind is known as feeling of trust for each other.

The objective of this session is make students understand the meaning of the value of trust so that they cooperate with each other without having doubts on each other's basic intentions.

### ❑ Points for Expression by Students

1. Make a list of the people you feel you can trust. Share it with others.
2. Has it ever happened to you that someone broke your trust? How did you feel then? Share your experience.
3. Narrate an incident where you did not trust someone. How did you feel then?

### ❑ Topic for the next Expression Day

Till the next Expression Day, try to see how you behave, when a person you trust commits a mistake.

### ❑ 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.



**Objective**

To explore living with mutual cooperation and happiness among 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 this number of the 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 create a gap in the feeling of affection which hurts a lot/ is quite painful. Hence for a blissful life, it is very important to have a feeling of affection for our loved ones. Along with this, to increase the scope of happiness the extension of affection is also important so that the entire distance /alienation should vanish. 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, eg -brother, sister, friend, etc, from that very moment, meeting or remembering the 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, for happiness even if we don't need them for some work.

After being assured of the basic desire of a person (happiness), the feeling of trust develops for him/her. On the basis of that trust, accepting him/her as a person similar to us, the feeling of respect is generated. Thus the feeling of affection generates only after having Trust and respect for him.

In nature everything is interrelated, that is why, in order to live happily, there is no programme in isolation. Rather there is the provision to be done collectively, together. 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.

When we are with the feeling of affection for others, we remain committed to them, means, we stand by them through thick and thin.

Three sessions have been kept to explore, to experience and to express the feeling of affection.



# AFFECTION

## SESSION 1

### ❑ Objective

To let the students experience the feeling of affection towards their siblings and their friends.

### ❑ Proposed duration

Minimum 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 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 the scope of happiness the extension of affection is also important so that the entire distance /alienation would vanish. Each individual is connected to/related to one another in one form or the other. The moment we accept that connection or relation, we experience the feeling of happiness.

The main aim of this session is to draw the attention of the students towards the fact that for whom do they feel a sense of belongingness.

### ❑ Points for Expression by Students

1. For which of your friends do you have the strongest sense of belongingness why?
2. When you are very happy, with whom do you want to share your happiness?
3. Have you also ever experienced that someone did help you though, yet he wasn't happy about it? How did you feel when you come to know this and why?
4. If your friend or some stranger asks for your help, do you feel the same in both the situations or feel different? Why?

### ❑ Task for the next Expression day

Till the next expression day, explore and try to find out, on which occasions do you feel the sense of belongingness and how do you express it?

### ❑ End of the Class

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

# AFFECTION

## SESSION 2

### ❑ Objective

To make the students experience the feeling of affection towards their friends, classmates and siblings.

### ❑ Proposed duration

Minimum 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 don't get angry with the persons with whom we have the sense of belongingness. On the contrary, we behave differently with the persons whom we consider alien/stranger/someone else. When we have affection for someone, we remain committed to them. Means we stand by them through thick and thin.

The objective of this session is to motivate the students to lead a happy and blissful life through affectionate behaviour within relations and thus expand the limit of happiness.

### ❑ Points for Expression by Students

1. Has this ever happened that you have denied lending your notebooks or books to some of your classmates in need but have lent the same to your friend without even asking for it?
2. How do you behave with your younger brothers and sisters when they do some wrong/commit mistakes— you explain them lovingly or you scold and get angry? Why?
3. Share any such incident when you had committed some mistake and you had been scolded and humiliated for it? How did you feel then? Why?

### ❑ Task for the next Expression Day

Till the next day expression day, explore and try to find out, with whom do you share your happiness or sorrow/ problems? Why do you share with them only?

### ❑ End of the Class

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



# AFFECTION

## SESSION 3

### ❑ Objective

To make the students understand the meaning of the feeling “Affection”.

### ❑ Proposed duration

At least one period or till the teacher is satisfied.

### ❑ Beginning of the class

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

### ❑ Note for the teacher

When we accept a relationship with some person, eg-brother, sister, friend, etc, we experience the feeling of affection for them. Now our heart fills with happiness to see or to remember that person.

Even if we don't need them for some work, we desire to meet such persons (for whom we have the feelings of love) for happiness.

The objective of this session is to ensure that the students understand the feeling of affection so that with this sense of belongingness for their loved ones they can lead a happy life.

### ❑ Points for Expression by Students

1. When you are very happy or in some big trouble, with whom do you share your happiness or problem? Why do you share with them only?
2. Share something about one of your siblings or friends, the very thought of him/her changes your spoiled mood and you become happy. Why?
3. If your friend does some harm to you by mistake or some other student does so, do you feel the same in both the situations or feel different? Why?

### ❑ Task for the next expression day

Till the next expression day explore and try to find out, how do you feel when you don't behave affectionately with others?

### ❑ End of the Class

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