

Grade VIII

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 - 8 (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)

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MESSAGE

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

I am feeling extremely happy to present the 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 imbibed into it.

I wish all these stakeholders a brighter future.

Nandini
Nandini Maharaj

Dr. RITA SHARMA
Director SCERT



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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.

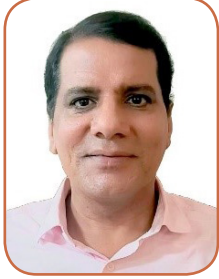
With warm regards

(Dr. Rita Sharma)

Dr. Anil Kumar Teotia
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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.

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

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

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

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

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

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

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

With warm regards

Dr Anil Kumar Teotia

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

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Brief Outline of Happiness Curriculum

Why Happiness Curriculum?

Context and Introduction

Every child in the world is born as a curious being, he is a seeker of justice and happiness, willing to indulge in all right kinds of behaviour and acts 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 practise of paying attention to all our thoughts, emotions, and activities happening within and without”.

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

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

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

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

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

CONCEPT

Happiness is the underlying aspiration behind all human activities. On this point, there is unanimity among the human race. There are some questions which relate to every child or an adult. The questions like: Is happiness something to be understood, experienced or achieved or does it come to us on its own? Do we have the possibilities of happiness within us or outside?

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

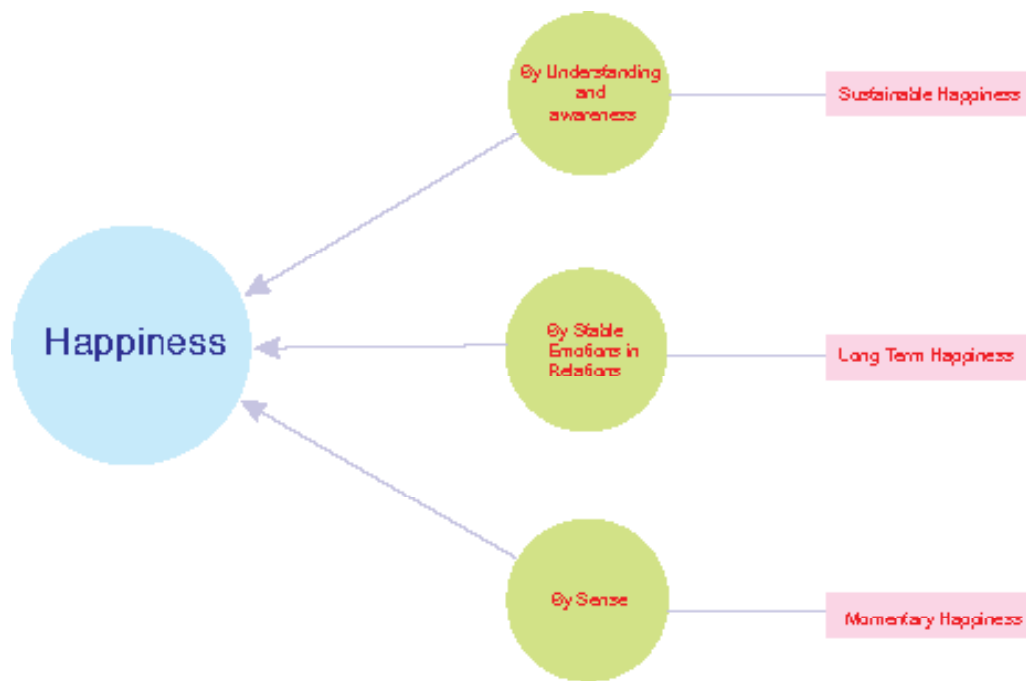
Generally, we derive happiness with the fulfilment of our desires. Many of our desires are fulfilled through our five senses like: when we play a game, listen to good music, eat delicious food, smell a flower etc., we have a sense of satisfaction and happiness derived through these sensory pleasures.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

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

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

HAPPINESS TRIAD

- **Through our senses:** This is a kind of pleasure that we derive through our five senses, which include senses of sight, sound, touch, smell and taste. We find that we derive happiness by eating good food, watching a movie, and listening to your favourite music. But this happiness derived from sensory pleasures is only for sometime. The happiness derived from eating a sweet, watching a good movie lasts from a few seconds to a few hours. So such happiness is considered short-term or momentary happiness..
- **Through stable feelings in relationships:** In all our relationships, we expect to get affection, care, love, gratitude, trust and respect. These emotions give value to our relations. So these are termed as values. We expect that all of us will show these values with our fellow beings in our behaviour. This expectation cannot be met with any material or worldly goods, only expressing our emotions for each other can fulfil this. We get happiness when our expectations for these emotions are met. Whenever we express our affection, trust, respect and gratitude towards someone, we feel happy. This happiness lasts with us for a longer duration. So this is known as long-term or deeper happiness. This deeper happiness affects our mind for longer times, and this helps us to live in all relationships.
- **Through understanding and Awareness:** This happiness relates to our being aware of our thoughts, being mindful of our actions, and being in a state of no conflict, and harmony within. This kind of happiness relates to our being wise. We reach this state when we solve a problem, learn something new, understand a concept and understand its meaning. Such kind of happiness stays within a sustained way, so this is known as Sustainable Happiness. Hence, Sustainable happiness includes clarity of thoughts, deeper understanding of self, focusing on reality, thinking deeply, understanding the cause and purpose, and connecting all these things to our life.



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

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



Note for the Teachers

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

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

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

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

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

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

Expression Section: Under this section, on the last working day of the week, students will be given an opportunity to express their feelings. They will also share the positive changes experienced in their lives so that they can inspire each other. Questions for the expression section have been framed in a way that

the students can see the roles of others in their progress and also inspire themselves towards contributing in the growth of others. In this way, the teachers will be able to evaluate the changes in the thinking and behaviour of the students.

Weekly Implementation of Happiness Class

Nursery & K.G.

Monday	Thursday
Mindfulness	Mindfulness

Classes: 1- 2

Monday & Saturday	Tuesday - Friday
Mindfulness	Story & Activity

Classes: 3- 8

Monday	Tuesday - Friday	Saturday
Mindfulness	Story & Activity	Expression

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

Time Distribution of Happiness Class

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

Mindfulness Activities to be done daily in Happiness Class

Beginning of the Class

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

□ Objective

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

□ Note for the Teacher

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

□ Steps of the Activity

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

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

Dos and Don'ts

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

End of the Class

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

Objective

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

Steps of the Activity

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

Do's and Don'ts

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

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



MINDFULNESS ACTIVITIES TO BE DONE DAILY IN HAPPINESS CLASS

Beginning of the Class

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

❑ Objective

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

❑ Note for the Teacher

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

❑ Steps of the Activity

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

- Whenever you are comfortable, you may open your eyes.

Dos and Don'ts

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

End of the Class

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

Objective

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

Steps of the Activity

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

Dos and Don'ts

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

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



Mindfulness Section

□ MINDFULNESS- An Introduction

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

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

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

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

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

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

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

□ What is Mindfulness?

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

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

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



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

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

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

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

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

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

□ Methodology for Mindfulness Class

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

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

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

□ Discussion on Mindfulness

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

□ Objective

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

□ Proposed Points for Discussion on Mindfulness

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

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

□ **Example: Mindful Eating**

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

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



Session 0: Introduction to Mindfulness

Time Distribution

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

□ Beginning of the class

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

□ Discussion on Mindfulness

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

ACTIVITY

INTRODUCTION TO MINDFULNESS

□ Objective

The objective of this activity is to introduce mindfulness to the students

□ Steps of the Activity

- ◆ At the beginning of the mindfulness class, the teachers can discuss the following with the students:
- ◆ 'Welcome to the Happiness Class. As all of you already know, last year too you had the Mindfulness class on the first day of the week. Similarly, this year too, you will have various mindfulness related activities on the first working day of the week.'
- ◆ Would anyone like to tell the class what Mindfulness means to you?
- ◆ How did the practice of Mindfulness help you last year?
- ◆ Now, sit in a comfortable position. You may straighten your back.
- ◆ Ask the students to close their eyes for the next one minute and let the thoughts that are coming to their minds flow. (wait for 1 minute)
- ◆ Now. open your eyes and share your thoughts of the last 1 minute by raising your hands.
- ◆ Were your thoughts related to past moments or happenings?

- ◆ Were some of your thoughts related to the planning or worries for forthcoming moments?
- ◆ Were your thoughts related to the moments in the present? (Usually, our thoughts are either related to the past or future while we are actually working in the present.)
- ◆ Are you Mindful or is your mind full? (with the help of the given picture, notice the difference.)
- ◆ The meaning of being mindful is to have a complete focus on the present.
- ◆ Mindfulness is the basis of happiness.
- ◆ To have your mind full means you're distracted by multiple thoughts and are not aware of the present.
- ◆ It is important to know the difference between being Mindful and mind full. Being mindful means to work with complete awareness while mind full means drifted by the thoughts.
- ◆ Hence, to live in the present, to be aware of yourself and to be alert is mindfulness.



☐ **Points for sharing Experiences**

1. What differences can you notice between these two pictures?
2. Whether your mind remains full with thoughts or you remain mindful most of the time?

☐ **Dos and Don'ts**

- ◆ The teacher would give equal opportunities to the students to express themselves.
- ◆ Listen to the students patiently.
- ◆ Neither praise nor criticise any of the students.
- ◆ Do not compare the experiences of the students as every student has their own unique experience.

☐ **Benefits of Practising Mindfulness:**

- ◆ Retaining students' concentration during the class whether they are studying in school or at home, mindfulness ensures they are focussed and retain concentration.
- ◆ Listening to the teachers carefully.
- ◆ Reducing feelings of stress, sadness, worry, loneliness.
- ◆ Ensuring that if we are focussing on the work at hand, we will complete it quickly and that too in a better way and without stress.

☐ **Practice 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**

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



Session 1: Mindful Seeing

(Mindful Seeing)

Time Distribution

1. Beginning of the class: 2-3 minutes
2. Discussion on Mindfulness: 5-7 minutes
3. Mindfulness Seeing: 10 minutes
4. Sharing Experiences: 5 minutes
5. End of the class: 1-2 minutes

□ Beginning of the class

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

□ Discussion on Mindfulness

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

ACTIVITY: MINDFUL SEEING

□ Objective

The objective of this activity is to develop the ability of the students to see things around them mindfully.

□ Steps of the Activity

- ◆ Dear students! Today Mindfulness activity, Mindful seeing will enable us to see things around us mindfully.
- ◆ Students! What all you can see around you (for e.g. – table, chair, board, books, duster, pen, window, fan, door etc?)
- ◆ Slowly, pay attention to the desk you are sitting in-
 - Can you see the four legs of the desk?
 - Are all the desks the same?
 - Is your desk broken or is there any scratch?
 - Is the entire desk the same colour?
 - Is the desk hard or soft?
 - Is it rough or smooth?
- Are you able to notice anything else?
- Now you all can pay attention to your book too. Take any book and focus on the different aspects of it:

- Is it heavy or light? big or small? Which colour is its cover of?
- What is written on its cover and With what colour?
- Now you can open any of the pages of your book (wait for 5 seconds)
- What is the colour of this page?
- Are the letters big or small?
- Is the font shiny/attractive?
- Now focus on anytime that seems attractive to you (pause 5 seconds)
- Now pay attention to its shape, colour, place, material etc.
- Now continue this process of paying attention for 2-3 minutes.
- Now pay your attention to your sitting posture once again.



Points for sharing Experiences

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

Practice at Home

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

End of the Class

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



SESSION 2: Mindful Eating

Time Distribution

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

ACTIVITY MINDFUL EATING

□ Objective

The objective of this activity is to sensitise the students to eat with attention.

□ Material Required

For this activity, teacher can give the students some thing to eat in class. Teacher can arrange the biscuits/toffees for all the students before hand.

□ 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 gently. If you have a problem in closing the eyes then just look downwards”.

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 focussed 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 you become more aware about 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 the gratitude towards all of them at 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 it wanders away.

Now take it close to your nose and notice its smell.

Pay attention if you have memories associated with it.

Also notice when you smell it, do you feel any taste in the mouth?

Now put this food in your mouth with full attention and feel it in your mouth and start chewing it. Feel its taste and notice if it changes with chewing.

Feel how it travels from your mouth to the belly and also how you are feeling.

Now focus on your breathing.

You may open your eyes slowly, when you feel like doing it.



☐ **Points for sharing Experiences:**

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

☐ **Dos and Don'ts**

- Teacher would provide opportunities to students to express.
- Listen to their thoughts politely.
- Neither praise nor criticise any student.
- Do not compare any of the experiences shared by students, as every student has his/her own experiences.

☐ **Practice at Home:**

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

☐ **End of the Class**

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



Session 3: Mindful Listening: Silence

Time Distribution

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

□ Beginning of the class

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

□ Discussion on Mindfulness

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

Activity: Mindful Listening while Observing Silence

□ Objective

The objective of this activity is to make the students aware of the silence in their environment

□ Steps of the Activity

Dear Students, today, during the activity of mindful listening, we will be aware of the silence and try to listen to it.

Now, sit in a comfortable position. You may straighten your back.

Ask the students to close their eyes gently. If someone is finding it difficult to close their eyes, they can look downwards. Ask the students to focus on the various sounds in their surroundings. These sounds can be of the fan, the traffic outside, of someone talking or laughing.

Ask the students to gradually concentrate on the silence between these sounds. Ask them to carefully listen and feel the silence and focus their attention on this silence.

If anyone feels distracted they may become aware about it and try to bring their focus back on the silence.

If you could not listen to silence, don't bother.

Now, become aware of your sitting position. You can open your eyes whenever you feel comfortable.



Points for sharing Experiences

1. How was your experience?
2. By focussing first on the sounds and then on silence, what change did you experience within you?
3. Was it difficult to listen to silence? What could have been the reason behind it?
4. Have you ever experienced silence in your surroundings before?

Practice at Home

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

End of the class

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



Session 4 : Breath Star

Time Distribution

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity: Breath Star

□ Objective

To become Mindful of the breath going in and out of the body.

□ Steps of the Activity

Give the following instructions and start the activity

- ◆ Sit in a comfortable position.
- ◆ Now spread the fingers of one hand so that the shape of your hand will look like a star. This is your star hand.
- ◆ Now use the index finger of your other hand to draw the outline of your star hand.
- ◆ While taking a deep breath in, use the index finger of your other hand to trace the outline of the thumb of your star hand, from the bottom to the top.
- ◆ While releasing your breath out, bring your finger from the top of the thumb of the star hand in between the thumb and index finger.
- ◆ While taking in a deep breath, trace the index finger of the star hand from top to bottom.
- ◆ While exhaling, trace the outline of the finger from the top of the index finger to the middle finger.
- ◆ While continuing this pattern, trace the fingers of your star hand till you take 5 slow deep breaths.
- ◆ Repeat this activity with the other hand also.



☐ Points for sharing Experiences

1. While doing this activity did you focus on your breathing also ?
2. What difference did you find in breathing like this and normal breathing?
3. What are the benefits of deep and mindful breathing?

☐ Practice at Home

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

☐ End of the Class

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



Session 5 : Mindful Skin Sensation

Time Distribution

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

☐ Mindful Skin Sensation : 5-7 minutes

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

☐ Discussion on Mindfulness

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

Activity: Being Mindful of the Skin Sensation

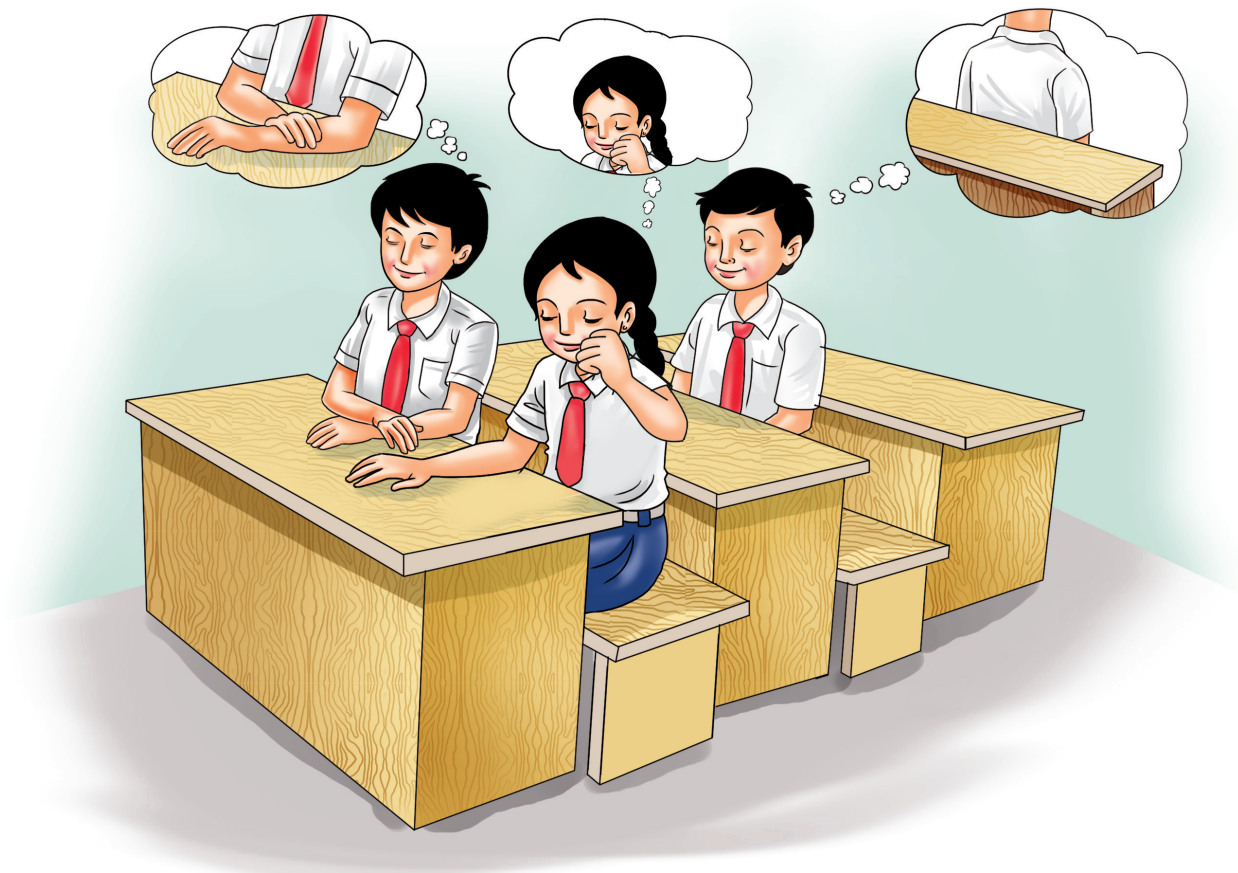
☐ Objective

To become mindful of the touch of the skin of the body.

☐ Steps of the Activity

Teacher will demonstrate the following experiment to the students:

- ◆ Dear students, in today's Mindfulness activity we will become mindful of touch.
- ◆ Leave all the work and sit in a comfortable position.
- ◆ Keep your back straight and close your eyes gently. If you have any problem in closing your eyes, you can look downwards.
- ◆ Now feel the temperature of the skin of your face and see if it is warm or cool.
- ◆ Now become mindful of that part of your body which is touching another thing or surface. Feel the impact, if it is hard or soft. Is the pressure more or less? For example, how do you feel, while your feet are in your shoes and while wearing a uniform.
- ◆ Now become mindful of any itching, trembling, pain etc on the skin of your body.
- ◆ Now bring your attention towards breathing.
- ◆ You may open your eyes when you feel comfortable.



Points for sharing Experiences

1. How are you all feeling?
2. How is the temperature of the skin of your face?
3. How do you find the surface you are sitting on?
4. How did your body respond during this activity?
5. What can be the benefits of practising this regularly?

Practice at Home

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

End of the Class

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



Session 6: 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: 5 minutes
5. End of the class: 1-2 minutes

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity: Body Scan

□ Objective

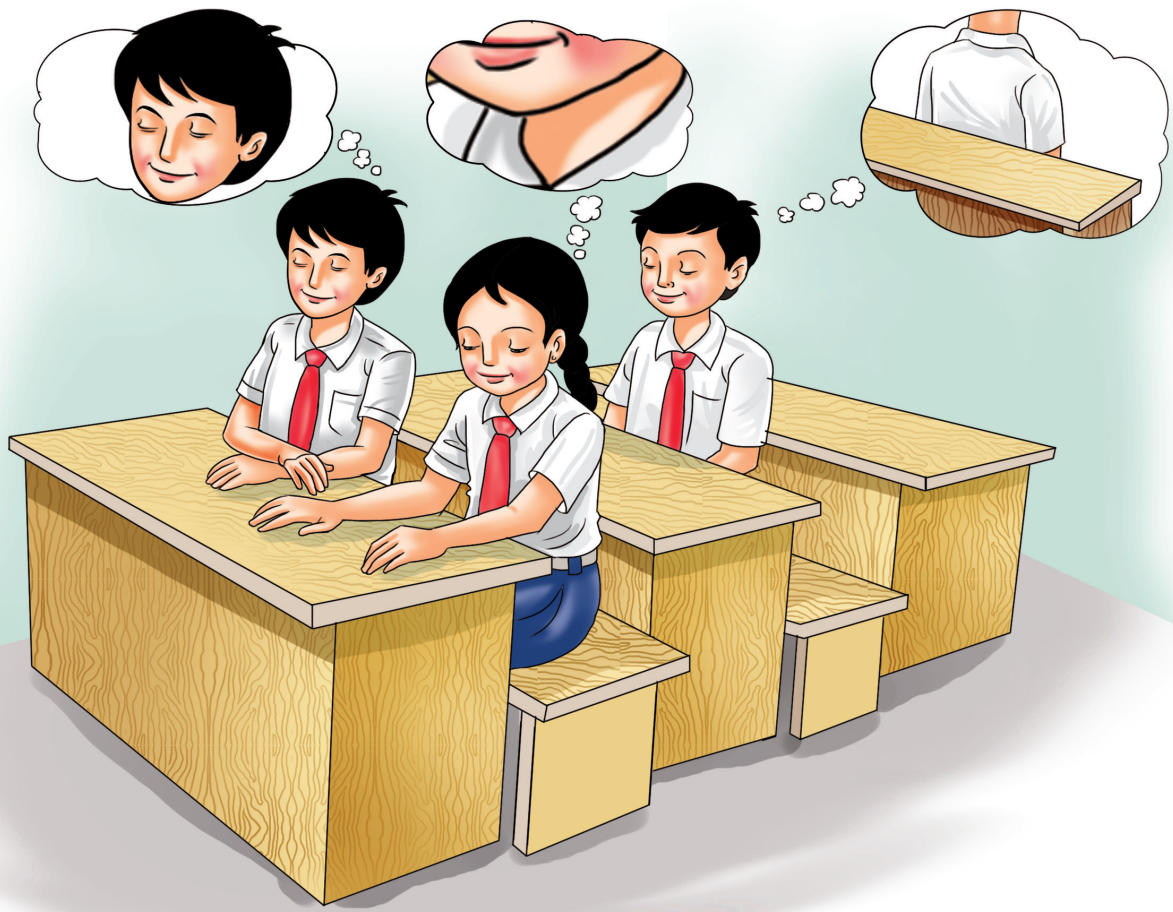
To make the students aware of their physical sensations.

□ Steps of the activity

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

- ◆ The exercise that we will practice 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., we can pay attention to our body also.
- ◆ In this activity, we will draw attention to the various parts of our body, and be aware of how we feel.
- ◆ Today, in the body scan we will be aware only of the different parts of our body. We won't try to be in any stress or tension.
- ◆ Leaving all the work aside, sit in a comfortable position.
- ◆ Straighten your back and gently close your eyes. If you have any problem in closing your eyes, you can keep them open and look downwards.
- ◆ With the next breath, bring your attention to your head and try to know if you are feeling any sort of tension in 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 shoulders 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.
- ◆ With the next breath, bring your attention to your arms and hands and notice how you are feeling there.
- ◆ Now, bring 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, take your attention to your heartbeat 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, draw your attention towards your belly and feel if there is any change in the belly when you take a deep breath? Does the stomach inflate during inhaling and deflate during exhaling? 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 part 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 back to your body.
- ◆ Bring your attention to your feet with the next breath and feel the touch 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, become aware of your sitting position. Gradually, bring your attention back to your class. You can open your eyes whenever you feel comfortable.



☐ **Points for sharing Experiences**

1. How are you feeling?
2. What did you experience about your body today?
3. Did you feel any sort of restlessness in your body or any sensation in your muscles? If yes, please share.
4. Were you benefitted by being aware of your body? If yes, share it.

Note: If convenient, this activity can be done in two parts.

☐ **Practice at Home**

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

☐ **End of the Class**

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



Session 7 : Mind Jar

Time Distribution

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity: Mind Jar

□ Objective

To understand the impact of uncomfortable thoughts and feelings on mind

□ Material Required

- ◆ A transparent bottle
- ◆ A handful of chalk powder or mud, water

□ Steps of the Activity

Teacher will demonstrate the following experiment to the students:

- ◆ Show the students a bottle half filled with water. Ask the students if they can see through it. Is the water in the bottle stable and clean?
- ◆ Tell the students that this is the situation of our mind, when we are peaceful and stable.
- ◆ Now, fill a handful of mud or chalk powder in the bottle or ask the students to do so and close the lid tightly.
- ◆ Now shake the bottle. Ask the students to observe carefully as the mud or chalk powder mixes with the water. Ask again how the water looks now? (Students can now see that, the water is not clean. It has become dirty and muddy).
- ◆ Tell the students that when we get upset, angry, worried and uncomfortable, we are unable to think clearly and to decide the right or wrong.
- ◆ Now, keep the bottle on the table and ask the students to focus on their breath and take five deep breaths.

- ◆ Now, observe the bottle for a while and pay attention to how they are feeling.
- ◆ Ask the students to pay attention to where the mud/chalk powder is going in the bottle.
- ◆ When most of the mud/chalk powder particles settle at the bottom and the water starts appearing clean, you can end the activity and move towards the discussion.



□ Points for sharing Experiences

1. What happened after mud/chalk powder was put in the water?
2. In which situations does our mind feel uncomfortable and worried?
3. After leaving the mud/chalk powder in the water for a while, how did the water appear at the end?
4. How can we stabilize our mind?
5. Do you feel when our mind is calm like this water, we feel good? Why?

(Hint - When we are under stress, we often get carried away by our feelings and do something wrong. But if we start paying attention to our breathing, we would be able to take a better decision with a calm mind in that situation)

□ Practice at Home

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

□ End of the Class

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



Session 8 : Classification of Feelings

Time Distribution

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity: Classification of Feelings

□ Objective

To become mindful of the difference between comfortable and uncomfortable feelings.

□ Steps of the activity

Give the following instructions and start the activity

- ◆ The teacher can make the following table on the blackboard

Comfortable feeling	Uncomfortable feeling
Happiness	Anger
Love	Hatred
Joy	Jealousy

- ◆ Students, there are some feelings that make us feel good and some feelings that do not make us feel good.
- ◆ Can you tell which feelings make us comfortable and which make us feel not so comfortable? (The teacher will write the responses of the students in the above table)



□ **Points for sharing Experiences**

1. Why is it important to know what we are feeling?
2. What did you learn (new) about your feelings today?
3. Which feelings are you comfortable with?
4. Which feelings are you uncomfortable with?
5. What can we do if we feel uncomfortable?
6. Do you think only students can have uncomfortable feelings?

□ **Practice at Home**

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

□ **End of the Class**

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



Session 9 : Gratitude

Time Distribution

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity: Gratitude

□ Objective

To bring the focus of the students towards the feeling of gratitude and to help them experience that to be happy, it is important to be grateful to others. It is important to express gratitude so that the people making contributions in our lives feel respected as all human beings are satisfied after their value is recognised.

□ Steps of the Activity

Teachers will tell the students that through this activity, we will focus on any one person who is very important to us, and then we would express gratitude towards that person.

- ◆ Ask the students to sit in a comfortable position.
- ◆ Ask them to straighten their backs and close their eyes gently. If anyone has any problem in closing their eyes, they can look downward.
- ◆ Ask the students, for a few seconds, to be aware of the person to whom they are thankful or for whom they want to express gratitude. They will focus upon the times spent with that person.
- ◆ Ask the students to focus on where they are with that person and what they are doing with that person.
- ◆ Ask the students to be aware of that moment. Try to remember it and feel it.
- ◆ How do they feel about their relationship and in the company of that person?
- ◆ They will focus upon the kind of feelings they are experiencing at that moment and if they are getting caught by the feelings, they can concentrate on their breathing.

- ◆ They can express their gratitude to that person with their next breath.
- ◆ What kind of sensation do they feel, when they are expressing their gratitude to that particular person?
- ◆ Try to know in which part of the body, you are feeling that sensation of gratitude?
- ◆ For a while, be with this sensation. With each breath you take, this feeling goes on increasing.
- ◆ Tell the students to gradually bring their attention back to their sitting position and whenever they are comfortable, they may open their eyes.



□ Points for sharing Experiences

1. How are you feeling after this activity?
2. Whom were you grateful to and why?
3. What will happen when you express gratitude towards others?
4. What can be the various ways in which you can express gratitude?
5. Can we express our gratitude to one person only?

□ Practice at Home

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

□ End of the Class

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



Session 10 : Gatekeeper

Time Distribution

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity: To watch the thoughts like a Gatekeeper

□ Objective

To become watchful of one's thoughts.

□ Steps of the Activity

Dear students, in today's mindfulness activity we will take your focus on being watchful of one's thoughts through the Gatekeeper.

- ◆ Today we will take our focus inwards and become watchful of our thoughts. Let the thoughts come as they flow and pay our attention towards them.
- ◆ There is no need to change or stop the thoughts. It is also not required to categorise the thoughts as good or bad or change their pace.
- ◆ Focussing on the thoughts does not mean you have to stop them.
- ◆ Now we can watch our mind like a gatekeeper and the feelings that are coming into it, like guests. As a gatekeeper greets each guest with a smile, similarly we can watch each thought like a guest and welcome it like a guest.
- ◆ Practising like this, we will try to realise how many thoughts visit our mind.
- ◆ Now we will leave all work and sit in a comfortable position.
- ◆ Straighten your back and close your eyes gently. You can look downwards if you feel uncomfortable in closing them.

- ◆ Breathe simply and normally and be watchful of your breath. Do not change your breathing pattern in any way. Do not increase or decrease the pace of your breath.
- ◆ Just the way breath is going in and coming out on its own, similarly thoughts enter and exit our mind on their own. These thoughts can be related to the past, the future day or any incident. Let these thoughts flow and observe with a calm mind. Do not try to stop these thoughts. Let the thoughts come as they are.
- ◆ While practising this if you feel any restlessness or commotion, do not judge it. You can bring your thoughts towards your breath.
- ◆ You can consider your mind to be a gatekeeper and your thoughts to be guests. Just the way a gatekeeper watches the guests calmly, observe your thoughts as they flow.
- ◆ Whenever your mind is caught in a cyclone of emotions, bring your consciousness towards your thoughts and repeat in your mind, “I am conscious towards every breath, I inhale. I am watching each breath politely, as it comes and goes.”
- ◆ With your next breath, take your mind back towards the way you are sitting and become conscious of the sounds in the environment. Move your toes slowly and open your eyes, whenever you feel comfortable.



☐ **Points for sharing Experiences**

1. How are you feeling after this practice?
2. Could you observe the various thoughts flowing in and leaving your mind?
3. What did you find about your thoughts?
4. Was it easy or difficult to watch your thoughts? Why?
5. Were you able to accept each thought without judging it?

☐ **Dos and Don'ts**

- ◆ Teachers will give full opportunity to the students to express themselves.
- ◆ Teachers are expected to listen patiently to the thoughts of the students.
- ◆ Do not praise or criticise any child.
- ◆ Do not compare the experiences of students as each child has his/her own experience.

☐ **Practice at Home**

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

☐ **End of the Class**

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



Session 11 : Seeing Our Strengths

Time Distribution

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity: Seeing Our Strengths

□ Objective

To make the students recognise their qualities.

□ Material Required

- ◆ Paper
- ◆ Crayons

□ Steps of the Activity

The teacher will ask the students to focus upon their qualities through the activity seeing our strengths under mindfulness.

Today, we are going to practise mindfulness through a new activity.

Ask the students to sit in a comfortable position.

Ask them to straighten their backs and close their eyes gently. If anyone feels uncomfortable in closing their eyes, they can look downward.

Ask the students to focus on themselves with the next breath, they inhale and reflect upon the qualities, they have or what they are good at, what their strengths are. We all have some or other strengths, try to recognise them.

If they have recognised their strengths, they will think about them.

Ask the students to draw their attention to their feelings and how they are feeling after recognising their strengths.

Ask the students to gradually bring their attention to their sitting position and whenever they are comfortable, they may open their eyes.



Points for sharing Experiences

1. Were you able to recognise your strengths? Share.
2. Did you find it difficult to recognise your strengths? Share.
3. How do you feel after recognising your strengths?
4. How did you feel during this activity? Share.

Practice at Home

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

End of the Class

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



Session 12 : Progressive Muscle Relaxation

Time Distribution

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

The teacher will conduct 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 attention of the students to their bodies.

□ Steps of the Activity

Teachers will tell students that through the activity Progressive Muscle Relaxation, their attention will be drawn to their bodies.

In this activity, we will draw our attention towards the tension and relaxation being generated in our muscles.

Tell the students that this process would be done with each muscle for about five seconds.

It is important for them to breathe normally during the process.

Ask them to sit in a comfortable position

Ask them to straighten their backs and close their eyes gently.

If anyone has a problem in closing their eyes, they can look downward.

Ask them to focus only on their body.

If they feel distracted, they will bring their attention back to their body.

We will do this from the belly to the feet.

It is better to take off shoes for this activity.

Ask them to take a deep breath, wait for a few seconds.

Ask them to release it gradually. Now once again, while breathing in, let them observe if their belly is expanding and their lungs are getting filled with air.

Ask the students that as they exhale, they will imagine the stress leaving their body. They will inhale again and then exhale.

Now ask the students to press their belly and tighten the muscles. Hold the breath for five seconds and then release.

Ask them to repeat the process.

Let them feel the difference between stressful and relaxed situations. Ask the students to feel the increasing relaxation in their body.

Ask the students to press their knees together and tighten the muscles of their feet. Let them tighten it as much as they can and feel the increasing tension in the muscles.

Now let them slowly take the knees apart and feel the increasing relaxation in their muscles.

Now, stretch your toes towards you and feel the increasing tension in the calf muscle. Let them wait for 5 seconds and relax.

For any reason, if they are not able to do this process with their feet, let them stretch their fingers towards themselves and feel the tension in their wrist.

Let them take the weight of their feet downwards and feel relaxed while loosening them.

Now curl your toes downwards. Wait for 5 seconds and relax.

Let them imagine a wave of relaxation sweeping from their head to their toes.

Now ask them to take a deep breath.

Let them breathe in and slowly breathe out.

Now they are relaxed, calm and stress-free. Let them feel this relaxation in their whole body.

Let them count from 1 to 4 mentally and then back from 4 to 1. Whenever they are comfortable, they may open their eyes.



Points for sharing Experiences

1. How are you all feeling after this activity?
2. When you tried to tighten your muscles, how did you feel?
3. When you relaxed your muscles, how did you feel?
4. What was the difference between tightening and loosening the muscles? (Hint: When we are stressed, our body and muscles also feel the stress. With the practice of Progressive Muscle Relaxation, our body learns to relax and our mind is calm).

Dos and Don'ts

This activity can be done in two parts as per convenience.

Practice at Home

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

End of the Class

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



Story and Activity Section

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

A burning question in front of us is what type or what genre of stories would be included in the Happiness Curriculum? Since childhood, we have been listening to stories full of fantasies, fictional characters, talking animals, talking plants, etc. Such fantasies and fictional stories are not included in this curriculum because, we want to bring the focus of the students towards realities of life, which is only possible through real life stories. To inculcate positive values in students, this book includes real life inspirational stories. The objective of including stories in this curriculum is different from those in a language curriculum. These stories are included in this curriculum, so that the students may be able to ignite their thought process and have reflective thinking in their lives.

□ Things to be Kept in Mind While Narrating The Story and During The Discussion After The Story.

- ◆ Stories would be told with proper gestures and expressions so that students don't lose interest and can relate themselves to characters.
- ◆ The stories would not be narrated with breaks or in parts.
- ◆ It's not a language class so, language pedagogies would not be used in the class, instead the stress would be on the values of the stories.
- ◆ The discussion to be done after the narration of the story in Happiness Class is very important. Hence, more time would be devoted to the questions of the discussion.
- ◆ The questions for discussion are a very important step to take the story in the proper direction; if the students are moving towards the objective, then more questions would be put up.
- ◆ Do not try to tell the objective or the motive of the story, instead provide opportunities to the students to draw their own conclusions.
- ◆ Instead of asking them, what have they learnt, ask them if they have felt like any character of the story at any time? What would they do in such a situation? Or what they would like to do in future?
- ◆ The stories are very concise so, don't try to add or delete anything from the story as it would change the whole essence of the story.
- ◆ It would be interesting to note, how the students relate themselves with the story.
- ◆ Some specific instructions like, "observe, ask and explore at home" are given at the end of each story. Their objective is that the students would discuss the story at home and in their vicinity and draw the correct conclusions.

- ◆ If there are more than two parts of a question, then one part would be completed before moving towards the other.

❑ **Minimum Two Days Are Prescribed for The Story.**

- ◆ The story would be narrated on the first day and then discussion has to be conducted with the whole class as a large group.
- ◆ Students would be asked to narrate the story to their parents, siblings, neighbours, friends, etc. and also discuss the questions with them.
- ◆ Special instructions for the next day have been given as, “Recapitulation and Experiences at home”. Provide the students opportunities for recapitulation, discussions on experiences at home and draw their conclusions.

❑ **Building Proper Environment In The Class.**

- ◆ All the students would be given the opportunity to express themselves.
- ◆ There are no wrong or right answers so, accept all the answers of the students wholeheartedly.
- ◆ Each student would understand that everybody’s response is significant.
- ◆ The environment of the class would be supportive and encouraging, so that students would feel free to express themselves.

❑ **Instructions for Conducting Activities**

Activities invite the participation of the whole class, that is why the students take great interest in them. The knowledge gained by activities is life-long, as it is the experiential learning of the students, which is based on their own life experiences.

Keeping in mind all these advantages of activities they are included in the happiness curriculum. In general, anything that is being practically done in front of the students and the activities in which they are involved themselves, makes learning easy for them.

The activities are designed in such a way that, they are in accordance with the mental level of the students of a particular age; also these activities encourage them to think. Students’ thought process would be ignited and they would be able to think and discuss about them.

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

Activities can be done easily in the classrooms and no special equipment is needed for them. Teachers can easily conduct these activities without any resources.



□ Things to Keep in Mind While Conducting Activities:

- ◆ The 'objective' of the activity and 'note for the teacher' is for the teacher's clarity. Don't read them out to the students.
- ◆ Before conducting the activity, please read and be clear about the 'objective' of the activity and 'note for the teacher'.
- ◆ The complete procedure of the activity would be done after reading and understanding it.
- ◆ The students would be given opportunities to feel free and express themselves without any prior recommendation of what is right or wrong.
- ◆ At the time of discussion, teachers would take care of the fact that, all students would participate in the discussion.
- ◆ For encouraging students, teachers would actively participate in the activity.
- ◆ Give the students ample time to reach to their own conclusions. Don't give them your decision.
- ◆ Activities would be conducted for achievement of the objectives as per the circumstances and they can be moulded for the same. Better techniques can also be adopted for better conduction of activities



□ Notes for the Teacher

In the previous lesson, we learnt that-

- ◆ the aim of our life is to be happy.
- ◆ whatever we do, we do it with an intention to be happy.
- ◆ material things are important to stay alive but they do not ensure constant happiness.
- ◆ the primary purpose of education is to enable human beings to live happily so that they can contribute towards helping others to lead a happy life.
- ◆ human beings are the embodiment of body and mind. Both have different needs.

If we think deeply, we will find that every living being has a natural desire to survive. Here, survival means maintaining the physical body. This desire is seen equally in both humans and animals. In animals, we see that maintaining the physical body is the driving force behind all their efforts.

However, this is not sufficient for humans. Survival is important for them, but not sufficient. Humans are hedonists by nature and therefore all humans are in constant search of comforts. Human beings need food to survive but, it has to be earned respectfully. They desire respect and recognition but above all, they want to live a complaint free and confident life filled with harmonious relationships. It means, they want a life full of happiness, peace, satisfaction, and joy. This is what 'Living' means here. This is the ultimate goal of human life.

But due to lack of clarity, they start thinking of themselves as mere physical entities and all their efforts are directed at earning their livelihood and enjoying worldly pleasures. As a result of their struggle with competition and the conflict prevalent around them, they lead a life that is full of stress, deprivation, unrest, and dissatisfaction. Such people are neither happy themselves nor capable of keeping others happy. Through this living, we will try to help the students to understand the difference between survival and living and also to understand, that their decisions that increase their problems.

□ Objectives of the Lesson

1. Students will be able to identify that, their desire to be happy is continuous.
2. Students will be able to understand that, all their efforts are directed toward achieving happiness.
3. Students will be able to identify the areas, where their self-centred decisions aggravate their problems.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Story: Meenu's elephant

❑ Objective

To draw the attention of students towards the natural order of things around them imperative for living.

❑ Beginning of the 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

Problems like hunger and starvation persist in the world because, man has neither understood himself nor the nature around him. While some people do not recognise their strengths others are unaware of the purpose of life.

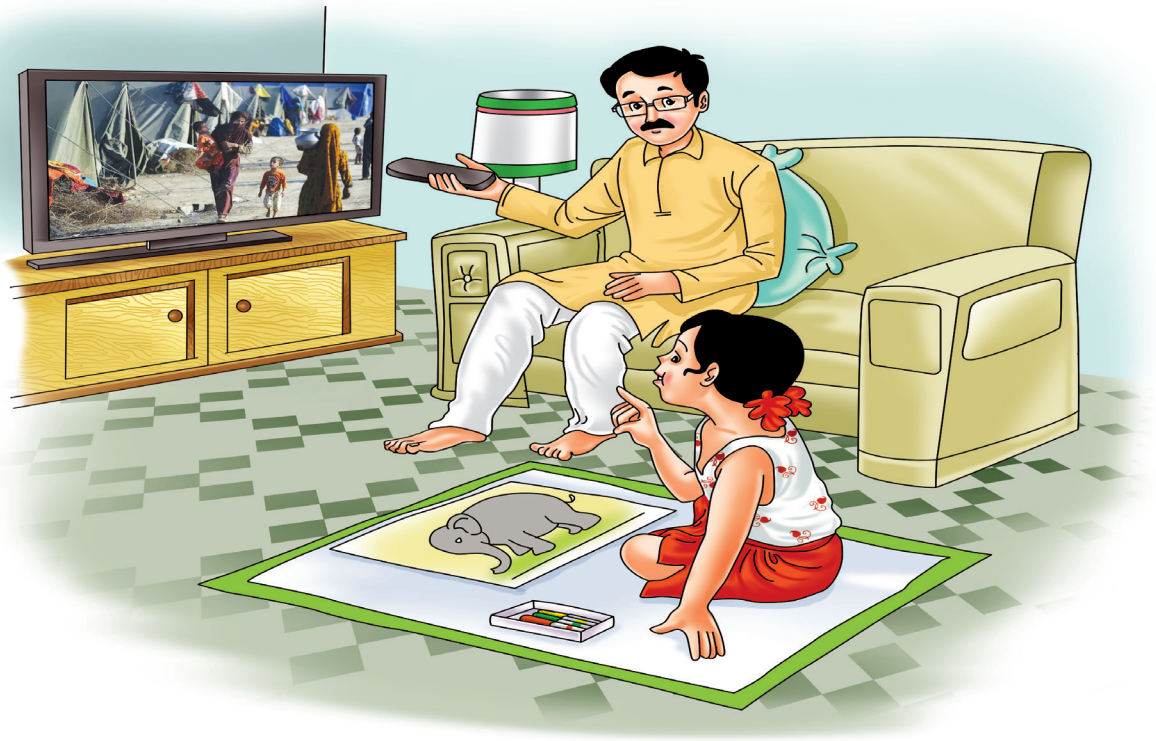
There is a provision in nature for the availability of air, food, and water which are imperative for our survival. Also, humans are capable of producing far more than one consumes. We need to inspect, where we are failing as, so many people are finding it difficult to even survive.

STORY

Meenu's father was listening to the news on the television post dinner. Meenu was sitting beside him and drawing an elephant on a sheet of paper. It was being told in the news that every minute, 11 people die due to starvation all over the world. After hearing this Meenu stopped drawing and got lost in thought.

Noticing that Meenu had been lost in herself for so long her father asked, "What is the matter, Meenu? What are you thinking?" Meenu said, "Father, I do not understand why such a large number of people are not able to survive in this world due to lack or shortage of food while my elephant" She didn't complete her sentence.

Meenu's father asked her to continue, what she was saying. Meenu said, "I am thinking, how such a big elephant who eats many times more than human beings survives when it neither grows any food nor gathers it like humans."



On hearing this serious thought Meenu's father switched off the television. Seeing the picture of the elephant in Meenu's hands, he too got lost in thought.

❑ Questions for Discussion

1. According to you, why is the survival of humans in this world becoming difficult and stressful?
2. What are the things humans cannot survive without? (Hint- air, water, food)
3. How has nature ensured availability of things necessary for the survival of human beings?

❑ Observe, Ask and Explore at Home

Students will discuss with their parents and try to understand that if there are enough resources available for the survival of all living beings in nature then what is the reason for the problem of starvation in humans alone.

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

□ Questions for Discussion

1. Are some humans making the survival of others difficult? If yes, how?
2. Are some humans proving helpful in the survival of others? If yes, how?
3. Giving examples from your own life, explore the difference between the results of hiding your mistake and accepting your mistake.

□ Observe, Ask and Explore at Home

At home, the students would discuss with members of their family and try to understand how they can prove helpful in the survival of others. They will write this in their 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: Surviving and Living

□ Objective

Students can understand the difference between surviving and living. They can have clarity of how they can be helpful in the survival of others while living happily themselves.

□ Beginning of the Class

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

❑ Discussion on Mindfulness

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

❑ Line of Discussion

In this world of cut-throat competition, a person does not hesitate in defeating or creating problems in another person's life to ensure his/her own survival. The teacher is expected to ensure that students realise that it is not possible to be happy without ensuring the happiness of others. Therefore, to survive one must ensure that we help others to survive. The teacher will help the students reflect on difficulties that they are creating in the survival of others and where they are proving to be helpful in the same.

Every human being desires to remain in a constant state of happiness, that is, every human being always wants to remain happy. Whatever they do, they do it for happiness. At times it is seen that a man does a particular work for happiness but, there is no surety that the particular work will always give them happiness. Sometimes instead of giving them happiness, it adds to their problems. Why is it so? Here, it is expected from the teacher to draw the students' attention towards the fact that, we do any task to stay happy, but when we try to seek happiness in competition and struggle to collect maximum things, then bitterness, complaint, stress, and mistrust seep into our relationships. On the other hand, whenever our behaviour with others is one of cooperation and we are helpful in the survival of others, there is harmony in our relationships and we live a complaint-free and stress-free life enthusiastically.

ACTIVITY

❑ Steps of the Activity

The teacher will write the following phrases in a box on the blackboard-

- ◆ Breathe, eat, drink and sleep, Run after amenities, living with trust, living with enthusiasm, striving for livelihood, complaint-free life, Suffering in relationships, Happy from heart, grappling with competition and conflict, living cooperatively helping others in their happiness, full of complaints, continue living with a mindset of deprivation /scarcity, living with a mindset of prosperity, living with harmonious relationships.
- ◆ The teacher will divide the board into two columns - surviving and living.
- ◆ The students will write the above-given phrases in the relevant column in their happiness diary.

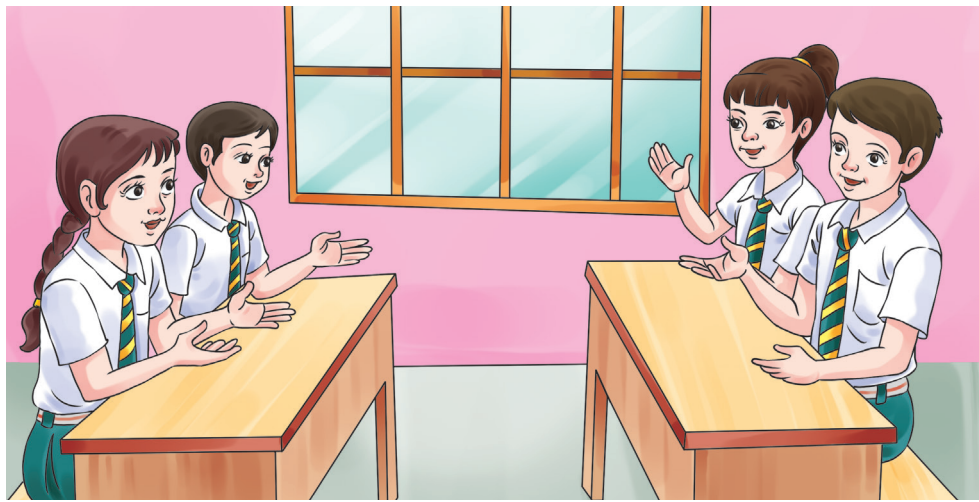
Surviving	Living

- ◆ Now divide the students of the class into small groups. Students will discuss among themselves and try to find out if their classification is the same as others in their group or if there are differences. If there are differences, they will discuss them among themselves to find out the reason for the same and try to reach a conclusion agreed upon by all.

- ◆ In the end, the teacher will write the correct classification on the board with the help of students' responses.

□ Questions for Discussion

1. Do you want to be happy sometimes or your desire to be happy is always there? Explain with examples.
2. Why do you think a person spends his whole life earning money and gathering maximum facilities?
3. Do you think having a lot of money and amenities ensures lifelong happiness? If yes, how and if not then why?
4. What can be done to live a festive (enthusiastic) life every day?



□ Observe, Ask and Explore at Home

At home, discuss with members of your family and try to find out what efforts they make for their own and their family's happiness. Do these efforts keep them and members of their family constantly happy?

□ 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. According to you, what are the reasons for competition and conflict between humans?
2. How does this competition and conflict affect interpersonal relationships?
3. Will competition and conflict be there forever or is there an alternative to it? If yes, then what is it?
4. Organise a class discussion on the topic 'Life is a struggle or life is a continuous celebration'.

❑ **Observe, Ask and Understand**

At home, repeat this activity with members of your family and discuss how they feel when they contribute to other people's happiness. What impact does it have on their relationships?

❑ **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 at home.

❑ **Points for Assessment**

1. Has it ever happened that you did some work for happiness but you ended up creating more problems for yourself? Why did this happen? Share with the class.
2. Which efforts did you make this week that helped in other people's survival?
3. Which actions of yours gave you happiness and also made others happy, this week?

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

At home, the students will discuss with their parents and make a collective list of all their actions for the week and identify the actions which were meant for survival (competition-struggling, facilities-to accumulate material things) and those which were meant for living.

❑ **End of the Class**

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



□ Notes for the Teacher

In the previous lesson, we learnt that-

- ◆ the duration for which a materialistic thing can keep a person happy.
- ◆ the things we do to stay happy and things we do to look happy.

In this lesson we will be able to understand the difference between the happiness we derive from physical facilities (amenities), relationships, and understanding. Every human being wants to remain in a constant state of happiness. Whether we do something for others or behave in a certain way or others do something for us or behave in a certain way, we constantly seek happiness. We feel happy when we understand what we read. We will see that happiness that comes from understanding is permanent. We will understand these states of mind differently and know when our mind feels happy. We will identify the situations when our happiness is momentary, long-lasting, or permanent. We will also find out when we rely on people and things for our happiness. This is how we will be able to differentiate the happiness we derive from physical facilities(amenities), relationships, and understanding.

□ Objectives of the Lesson

1. Students will be able to understand the difference between happiness resulting from physical facilities/ convenience, relationships, and understanding.
2. Students will be able to identify, when they are dependent upon people and things to become happy.
3. Students will be able to know that, the happiness derived from understanding is permanent.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Story: Rabia's Needle

□ Objective

Students will be able to know that only the efforts done in the right direction lead to 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

With the help of discussion on this story, an attempt is made to draw students' attention towards the recognition of the circumstances when they depend on people and things to be happy. If this understanding is developed, then our efforts will be in the right direction, and we will get self-recognition thereby boosting our confidence. Happiness is a state of mind achieved through excogitation. With this understanding, we remain unaffected by external situations. Due to this, we start paying more attention to our own progress rather than being jealous of other people's progress.

In this way, students will be able to realise that the happiness achieved from understanding is permanent.

STORY

There was a village where people always used to criticise each other. This was the major reason for their sorrow. A pious woman Rabia also lived in that village. She always used to find new ways to teach.

One evening, she was searching for something in front of her house. Few passersby saw Rabia searching for something. They asked her "What have you lost?". Rabia said, "I have lost my needle". They thought that the woman was old and also had poor eyesight. So, they decided to help her. Collectively they started searching for the needle. Suddenly, one of them realised that it was very difficult to search for such a small object without knowing where it had been dropped. It was very difficult to keep on searching for the same on the entire road. He said to Rabia, "O mother, at least tell us where the needle has actually fallen?" Rabia said, "The needle has fallen inside the house."



Hearing this, the villagers were taken aback. They thought that she had gone mad. They told Rabia that if the needle had fallen inside the house, then she needed to look for the needle inside house. Rabia said, "I am also aware of that, but there is darkness inside the house, so I am looking for it here."

The villagers started laughing. They said, "It seems that you've lost your senses. Even if there is no light in the house, you will have to search for it in the house only." Now it was Rabia's turn to laugh. Rabia said

"Son, you talk very sensibly. But I have taken the same approach you took. The villagers said in surprise "What does that mean?".

Rabia explained, "Every day, I see you people looking for happiness in others. And when you don't find it you criticise them. But happiness is inside you. You seek happiness in others' behaviour, gifts, praises, benefits, etc. but your happiness is lost inside you only. Look for happiness where it is lost."

The villagers realised that Rabia was only pretending to look for the needle to make them understand.

❑ Questions for Discussion

1. In this story, if Rabia had spent more time looking for the needle, would she have found the needle? If yes, then how? If no, then why not?
2. In this story, how would the villagers feel about criticising each other? Share your thoughts.
3. Have you ever criticised your friend's or relative's weakness to others? How did you feel about that? Share your thoughts.
4. Consider which of the following might be the reason for criticising someone's weakness as a discussion-
 - a. That weakness is not acceptable to you, or
 - b. You compare yourself to others and you feel good for not having that weakness, or
 - c. Any other reason?

❑ Observe, Ask and Explore at Home

Narrate the story to your family, and discuss with them the reasons for happiness and sorrow that got their attention after listening to the story. Involve all the members of your family in the discussion.

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

❑ **Questions for Discussion**

1. What ways do you adopt to be happy and for how long does that happiness last? Explain with the help of examples.
2. Remember an incident when, to complete a task, you had
 - a. all the means, but no understanding of how to complete the task. In that situation, how happy were you and why?
 - b. all the means and understanding of the task. In that situation, how happy were you and why?

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

Ask all members of your family about different ways they adopt to be happy, and the ones give long-lasting happiness. All the members of the family will participate in the discussion with examples.

❑ **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

Being Happy: Reason and Duration

❑ **Objective**

To draw the attention of students towards various basis of our happiness and the duration of that happiness.

❑ **Beginning of the Class**

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

❑ Line of Discussion

All our efforts are for our own happiness. Whatever efforts we make for the happiness of others, we do it because eventually, it makes us happy. Everyone has different reasons to be happy. But if we think deeply, the reasons can be divided into the following three parts:

A. Materialistic happiness = Momentary happiness in sensory pleasures

B. Happiness in Relationships = Deeper happiness of harmony in feelings and relationships.

C. Happiness of understanding = Sustainable happiness due to wisdom or clarity in thoughts.

The purpose of this activity is to draw the attention of the students towards the present basis of their happiness. Also, to clarify the basis of continuous happiness to them.

❑ Experiences at Home

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

ACTIVITY

❑ Steps of the Activity

The teacher will divide the student of the class into small groups.

- ◆ Students of each group will discuss among themselves and try to make a list of things, relationships, and incidents in their notebooks that made them happy. The teacher encourages the students to make as long a list as they wish to.
- ◆ After 5-7 minutes, the teacher will ask the students to share their lists. The teacher will divide the points from their list on the board under the following three headings:
 - a. Happiness from physical facilities/Materialistic happiness.
 - b. Happiness from relationships.
 - c. Happiness from understanding.
- ◆ As students read their lists, the teacher writes these examples into the appropriate column. Students in other groups will only read those things from their list that haven't been written on the board yet.

Happiness from physical facilities/ Materialistic happiness- when we derive happiness from materialistic things	Happiness from relationships- when we derive happiness from relationships	Happiness from understanding: When we derive happiness by understanding something
Chocolate	Studying with friends	Understanding a chapter of mathematics, like the number system

Happiness from physical facilities/ Materialistic happiness- when we derive happiness from materialistic things	Happiness from relationships- when we derive happiness from relationships	Happiness from understanding: When we derive happiness by understanding something
Bicycle	living in harmony	Understanding the ratio of ingredients while cooking
Ice Cream	playing with siblings	what to become in life- its clarity
Rajma-Rice	Spending time with parents	Ability to take decisions for self
New Clothes	Outing with family	Learn to ride the bicycle

◆ The teacher concludes this activity by differentiating happiness into three types

First- When we derive happiness from amenities, which is also called “feeling good” - Materialistic happiness

Second - When we derive happiness from relations, which is also called “harmony” - happiness from relationships

Third- When we have clarity within us, which is also called “wisdom/ understanding” -happiness from Understanding.



❑ Questions for Discussion

1. Do you think there's a fourth kind of happiness? If so, include it in this table. (The teacher to check if the suggestion by the student falls within these three or it will have to be written separately)
2. What difference do you find in these three kinds of happiness? Share.

❑ Observe, Ask and Explore at Home

- ◆ At home, students along with the members of their families, will prepare a list of things they derive happiness from – things, relationships, or incidents under the following headings-
 - a. Happiness from physical facilities/ Materialistic happiness
 - b. Happiness from relationships
 - c. Happiness from understanding
- ◆ Discuss with the family if they think there is a fourth kind of happiness.

❑ 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.

❑ Line of Discussion

- ◆ Recapitulate the story activity done in the previous class with the help of students.
- ◆ Use the questions discussed in the previous class and ask the students to rethink.
- ◆ Based on the feedback received from their homes, students will hold discussions in small groups. Some ideas can be presented in the class.
- ◆ The teacher is requested to write the main points of the previous day's activity on the board using a table.

- ◆ Students will examine more deeply the duration of happiness from
 - Gifts, new things, new books, new shoes etc
 - Chatting with siblings and friends
 - Playing with siblings
 - When family and friends understand our feelings etc
 - Comprehending
 - Comprehending the meaning of any word
 - Understanding a mathematical or scientific concept
 - Resolving a problem
 - Taking the right decision when confused
 - Solving a dispute wisely
 - Understanding the financial situation of parents etc

□ Questions for Discussion

1. What is the difference between these three types of happiness?
2. Do you find a difference in their duration? How long does each kind of happiness last?
3. From all the three columns, which happiness is -
 - a. momentary?
 - b. long-lasting?
 - c. continuous and forever?
4. Where have you been looking for happiness till now?
5. Does your happiness sustain for a long time in that way, or do you have to do something else to become happy again?
6. Based on the above discussion, ask students which kind of happiness has a better possibility of lasting longer. And then ask students if the following is true:
 - a. Happiness from physical facilities = momentary/ short-lived happiness
 - b. Happiness from relationships = long-lasting happiness
 - c. Happiness from understanding = continuous/forever happiness

□ For the Clarity of the Teacher

Happiness from Physical facilities/ amenities (momentary happiness) - Children may argue that some physical facilities give momentary happiness, but some things give long-lasting happiness. For instance, the happiness of eating chocolate is momentary, but the happiness derived from new clothes, or a new bicycle can last for many years. Then, why were they not categorised under long-lasting happiness?

Make students understand that the happiness from physical facilities/amenities is either until it is new or perishable, till we do not see its new or better model. As soon as we see a new model or something

attractive with others, our happiness begins to diminish. Similarly, in case the items get destroyed, the happiness disappears.

Happiness from relationships (Long lasting happiness)- There can be confusion in this also. Some students may suggest that even happiness from relationships is also continuous and forever. They are somewhat right, but make it clear to them that, while being happy in a relationship, we are happy with the other person's behaviour. If they behave or talk as we wish, we are happy, and as soon as they behave adversely, our happiness vanishes. That's why in comparison to materialistic happiness, happiness from relationships seems to be constant and sustainable, but this happiness is derived from the behaviour of another person, which is not constant.

Happiness from understanding (constant and forever) Make it clear to the students that understanding itself gives happiness and that whenever we understand something, it lasts forever. For instance, if someone understands that $2+2=4$, then he understands it forever. Likewise, if somebody understands that water quenches thirst and fire hurts, then it lasts forever. It could be understood from one more perspective. If we understand the financial situation of our parents once, then it never bothers to us that our parents do not spend as much money on us as parents of other children.

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

Discuss with members of the family the most likely changes that will bring long-lasting happiness. Youngsters and elders, all members of the family will participate in this discussion.

❑ **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 at home.

Points for Assessment

1. During this week's discussion, did you notice where you mostly search for happiness? Share.
2. What would you like to change in yourself, so that you could be happy for a longer period? Share with an example.
3. Did you find happiness when you were dependent on someone or something for your happiness? If yes, for how long did that happiness last? Share with an example.
4. What would you like to change in your life based on the discussion with the class and family this week?

Observe, Ask and Explore at Home

Discuss with the members of your family that in the family, we eat together, get everybody's affection as well, all the needs of the body are fulfilled, still, why we are not 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.



□ Note for the Teacher

In the previous lesson, we learnt that-

- ◆ the difference in the happiness we get from physical/materialistic facilities, relationships and understanding,
- ◆ the needs of the body and mind are different,
- ◆ basic amenities like food, water, shelter, etc. are the needs of the body.

In this lesson, we will try to understand our needs in-depth and gain clarity. We will also analyse the popular belief that desires are unlimited whereas the resources are limited. Is it possible that our needs are not unlimited but certain and we have sufficient resources to fulfil them? We will discuss whether only money is needed to live a happy and prosperous life or money is also needed.

□ Objective of the Lesson

Students will be able to understand that-

1. the needs of the body are limited and there are enough resources in nature to fulfil those needs.
2. needs of the mind or desires are unlimited and to fulfil these the ability of understanding in every person is also unlimited.
3. emotional needs cannot be fulfilled through physical resources/means similarly physical needs can also not be fulfilled with emotions alone.
4. whether money is a necessity or a requirement for a happy and prosperous life.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Activity: Our needs and resources to fulfil them.

□ Objective

To test and verify the popular belief that our needs are unlimited and the resources to fulfil them are limited.

□ Beginning of the Class

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

□ Experiences at Home

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

□ Line of Discussion

We often read and hear that our needs are unlimited and the natural resources to fulfil them are limited. This belief needs to be properly examined because this thought leads to insecurity which in turn motivates people to waste their life in running after and hoarding money and amenities/ physical comforts. In today's time majority of the people believe this notion and it forms the basis of people's decisions. The reason for faith in this belief is the lack of clarity that materialistic items and amenities are only the means of achieving happiness and not the source of happiness. We often observe that people are not happy despite having all the physical amenities. There is still some emptiness somewhere in their life. This leads to an understanding that real happiness lies somewhere else. On thinking deeply we realise that the needs of the body are limited and can be counted and measured. We can easily live even in the absence of some of these but the needs of the mind are constant and we do not accept even the slightest deficiency in these. The needs of the mind cannot be fulfilled with physical resources but with the right mindset and feelings.

ACTIVITY

□ Steps of the Activity

- ◆ Teacher will write this belief on the board - "Our needs are unlimited and resources are limited"
- ◆ Ask students if they have ever read or heard about this. How many students agree with the statement and how many disagree with it? Discuss this statement for some time. Write the examples of unlimited needs given by students on the blackboard.
- ◆ After having a class discussion for some time, the teacher will write on the board, separate lists of materialistic needs and emotional needs

Materialistic needs	Emotional needs
food, clothes, shelter/house, vehicle, mobile, TV, etc.	respect, security, peace, happiness, love, etc.

- ◆ Now ask the students to discuss if their materialistic needs can be counted. Which among these are limited and which are unlimited?
- ◆ For example-If a person eats 10 chapatis in a day and he lives for 100 years, he will need $10 \times 365 \times 100$ chapatis in his whole life. This can be counted and is not unlimited.
- ◆ What is the maximum number of clothes that a man can wear in his whole life? Even if he buys new clothes every month it can be counted. This again is not unlimited.

- ◆ How many houses does a person need to live in? This too can be counted. This is not unlimited. Cars, mobile, etc. can also be counted.

Note: This discussion will draw the students' attention towards the fact that our materialistic needs are not unlimited. (if the students have yet not paid attention to this fact the discussion can be taken further. The teacher will not draw any conclusions from his/her side)

- ◆ Now another discussion on 'the needs of the mind' is to be done with the students. For example: How much parental love is needed?
- ◆ How much respect and trust are needed?

Note: This discussion will draw the students' attention toward the continuity and unlimited nature of the needs of the mind. (If the students have still not paid attention to this the teacher can take the discussion further. The teacher is not to draw any conclusions from his/her side.)



❑ Questions for Discussion

1. Which of our needs are unlimited (in case the students don't respond the teacher can give cues; needs of the body or needs of the mind)
2. How are the needs of the body fulfilled?
3. How are the needs of the mind fulfilled?

Hint- the emotional requirements of the mind are not fulfilled by material resources but by the right understanding.

4. Can the (emotional) needs of our mind be fulfilled by materialistic things? For example, if you are very thirsty and someone gives you a glass of water but after reproaching you, will you be able to drink that water? (If you are very thirsty maybe you will drink that water but what kind of thoughts will come into your mind?)
5. Are the natural resources available on earth required to fulfil our physical needs limited? If yes, why? If not, why not?

(Hint- during the discussion it can be pointed out that if the physical resources are not misused and hoarded, then there are enough natural resources on earth to fulfil our physical needs. Similarly, a person is capable of producing far more than their consumption or requirement)

❑ Observe, Ask and Explore at Home

The students will discuss with the members of their family and garner their thoughts on whether the natural resources to fulfil our physical needs are scarce or sufficient.

❑ 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

Activity: Is money essential or supplementary?

❑ Objective

To bring the students' attention towards the point that money is not a physical object but only a means to achieve physical objects.

❑ 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

In today's times money is given a lot of importance. Majority of people spend their life earning and spending money. At times they even ignore their relationships for the same. This activity would direct students' attention towards the fact that money is only a medium for fulfilling our physical needs. Apart from this students will also note whether all needs are fulfilled by money or there are some needs that are not fulfilled by money.

Students will develop clarity regarding whether money is essential or supplementary.

ACTIVITY

❑ Steps of the Activity

- ◆ Divide the class into groups of 5 to 6 students each.
- ◆ Before starting the activity make the same number of slips of paper as the number of groups you are going to make. Write one of the following questions on each slip of paper.
- ◆ Each group is to be given one slip of paper and asked to discuss the same for 8 to 10 minutes.
- ◆ What is money?
- ◆ What is money used for?
- ◆ In our everyday life, do we need money or do we need the things we can buy with money?
- ◆ If the things that I want to buy with that money are not available anywhere then what would be the importance of money at that time. Discuss.
- ◆ The things we need will be available by having money or is the availability of those things also important? For example, if I want potatoes can I have them only by having money, or first, the production of potatoes is important?
- ◆ Make similar questions depending on the number of groups.
- ◆ Every group will present the findings of the discussion in 1 to 2 minutes in front of the whole class.

❑ Questions for Discussion

1. Do we get things with money or do we get them because someone produces/makes them?
2. What are the things that can not be purchased with money? (if the students are not able to answer questions, the teacher may help them by giving hints such as trust, honesty, affection, respect etc.)
3. Do you think that we are harming nature for earning more money? Make a list of such actions.

4. If we keep harming the environment in the desire of earning money, then what will be the consequences?
5. Can we buy clean air, a serene environment with money? Why/Why not?

Observe, Ask and Explore at Home

Students would discuss with their parents whether money is also needed in life or only money is needed in life. What are the things that cannot be bought with money?

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 big is the circle?

Objective

The students will become aware of their needs.

Beginning of the Class

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

Experiences at Home

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

Line of Discussion

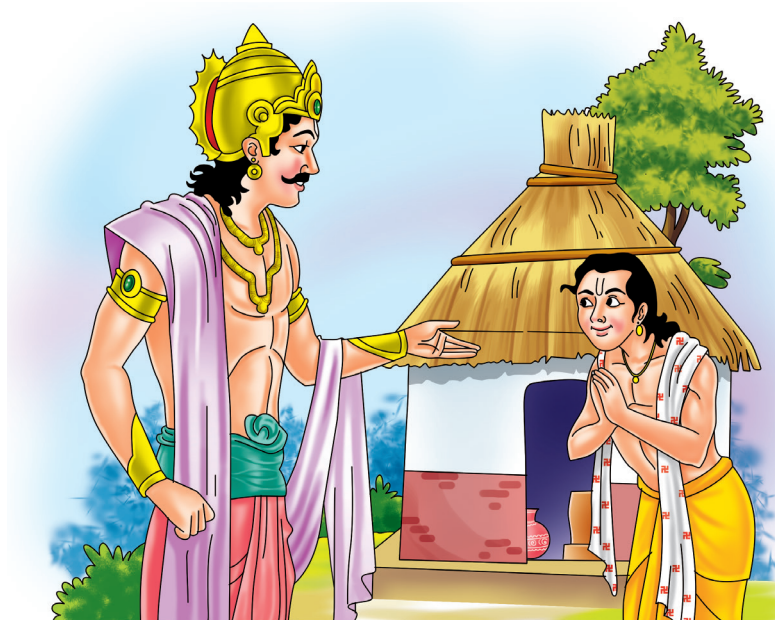
Human beings accept their desires as their needs and without thinking work tirelessly day- night to fulfill those desires. If there is clarity regarding human needs such mistakes can be avoided. In this story, the students will be able to understand through discussion that by identifying our needs clearly, we live with a feeling of contentment in life and do not misuse natural resources. Through discussion, the students will also be able to understand that the needs of our bodies are limited and that nature is fully capable of fulfilling them. We can be happy in the long run if our needs are properly identified.

STORY

Once, on the occasion of his birthday, a king invited all those people to a feast, who did not have a permanent place to live. After the feast, the king declared that the land outside the capital, around the lake could be claimed by building a fence/ an enclosure. Whatever land one encloses that much land would be theirs. Along with this, it was also declared that the person who encloses the maximum land, will be appointed to a high position in the king's court. A time of one week was given for this task.

Everyone worked hard through the day and the night and tried to claim maximum land by building fences around their claimed pieces of land. Even after occupying more and more land everybody looked sad upon seeing that their land was less than that of others.

After one week the king gave orders to measure all the enclosures. While measuring the land the king saw that one person had made a hut without any enclosure and kept some of his belongings in it. A glimpse of happiness was also visible on his face. The king asked him why he had not made any enclosure. That person replied- " My lord when my requirement is being fulfilled by this much land then why do I need to occupy more land? Whatever land one may own, it always seems less. That is why I have kept my belongings on the land I need. I did not feel the need to build an enclosure because instead of considering a small part of land as my own I consider the whole Earth as mine.



The king was very happy to hear this and at the same time seeing his wisdom. He also appointed him to a high position in his court.

❑ Questions for Discussion

1. Unlike other people, that person did not occupy a lot of land. Share your opinions on the same.
2. Have you ever collected something and kept it with you even when you did not need it? Share.
3. For what purposes do we need land?
4. How can we decide how much land a family or a country need?

❑ Observe, Ask and Explore at Home

Students will narrate the story to the members of their family at home and ask if they too have accumulated something in excess of its need. 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.



Day 4

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. Imagine that you have a very big house but none of your friends or family are with you. In such a situation what thoughts will come to your mind and why?
2. The whole Earth is a single entity but we have divided it into fragments/ parts in the name of countries. What are the problems that mankind is facing because of this?
3. 'Whole Earth is a family' - We want this and speak like this but it is not visible in our lives. What is the reason for this?
4. What will be the outcome if all the people on Earth became one big family?
5. When you think big, how do you feel? Explain with the help of an example from your life.

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family the advantages and disadvantages of keeping more things than required.

❑ 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 at home.

❑ Points for Assessment

1. What did you like best in this lesson and why?
2. Did you try to fulfil any emotional need through physical/ materialistic resources/ things? If yes, then share your experience. For example- buying an expensive item for garnering respect.
3. What efforts have you taken to fulfil your emotional needs?
4. What have you noticed about money after discussions in this lesson?

❑ Observe, Ask and Explore at Home

At home, students will discuss with members of their family what they can do to fulfil 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.



□ Note for the Teacher

In the previous lesson, we learnt that-

- ◆ all our efforts are aimed at fulfilling the needs of the body or the mind.
- ◆ the needs of the mind are continuous and the needs of the body vary from time to time.
- ◆ needs of the mind are unlimited and the needs of the body are limited.
- ◆ our efforts are for the fulfilment of our needs or satisfying our ego and showing off.
- ◆ our emotional needs cannot be satisfied by physical resources and our materialistic requirements cannot be fulfilled by emotions alone.

We do not panic while doing the work we are fully competent in. We are able to do that work confidently. We can see it as an example of high morale. However, there is some work that we are not able to do properly. While doing them we feel hesitation, fear, or nervousness because we do not have confidence in our abilities. This can be seen as having weak morale or a lack of morale altogether. So, in a way, having faith or self-confidence is the only way to have a high morale. Confidence comes from learning and understanding things properly.

Thus, we can increase our morale through learning and understanding.

□ Objectives of the Lesson

1. Students will be able to identify their beliefs in themselves as their morale.
2. Students will be able to understand the importance of high morale in their progress.
3. Students will be able to easily find solutions in adverse situations by the sheer force of their willpower.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Story: Never Give Up

□ Objective

To motivate the students to move forward in every situation.

❑ Beginning of the Class

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

❑ Experiences at Home

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

❑ Line of Discussion

Many times it is seen that despite having physical disabilities some people can achieve great accomplishments with the help of strong willpower. For example-Helen Keller, Stephen Hawking, Sudha Chandran, etc. On the other hand, some people get too anxious in adverse situations even after having high physical strength. These people are not aware of their mental abilities.

Through this story and questions, an attempt has been made to draw the students' attention towards the power of mind so that it is clear to them that physical strength and morale are two different realities. This will instil confidence in every student and make them believe that they can succeed in life with the power of strong will.

STORY

At the age of 21, a famous scientist Stephen Hawking got afflicted with a dangerous disease. In this disease, all the body organs stop working gradually. The fear of death of the patient due to closure of the respiratory tract looms large.

Instead of being afraid of the disease, he challenged it and started going to Cambridge University in a wheelchair. The doctors declared that he had only a few days to live. A few other doctors clearly told him that he will not survive beyond 2 years. On hearing this Stephen Hawking said, " I will live for not just 2 years or 20 years but a full 50 years. I want to live and reach my goal. "

Today the whole world knows that he proved his word right. He died at the age of 76 years. Not only this, he defeated the incurable disease with his willpower but also made the world marvel at his scientific abilities.

Today if a part of a person's body gets damaged, they get despondent. If some endeavour is not successful, they start getting disappointed. But Stephen Hawking showed the world that nothing is impossible if you



have strong willpower. Many of his body organs had stopped working completely because of this disease. His hands, legs, tongue, all had degenerated but despite this, he made many important discoveries with the power of his brain alone. Even today his scientific discoveries are helping us to understand so many mysteries of the universe.

❑ Questions for Discussion

1. Give an example from your life when somebody told you that you could not do a particular work and you proved that person wrong by completing that work?
2. You must have seen such people around you who despite being physically disabled are capable of doing their work efficiently. What could be the reason for this?
3. “In life, great achievements are made due to the strength of the body or due to the strength of the mind” -Discuss.

❑ Observe, Ask and Explore at Home

Students will try to find out if despite being physically disabled somebody has done some great work.

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

❑ Questions for Discussion

1. Give an example from your life when there were obstacles in your way but you did not give up and succeeded in accomplishing a task.
2. When faced with obstacles, who motivates you? How does that motivation affect you?

3. Can we increase our morale ourselves? If yes, how?
4. 'Every win and loss depend on your mind' How? Discuss.

☐ Observe, Ask and Explore at Home

Try to find out if someone around you has accomplished something great despite being physically disabled.

☐ 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: My willpower is my responsibility.

☐ Objective

To draw the students' attention to the fact that having confidence in yourself is having morale and great accomplishments in life can be achieved through high morale.

☐ Beginning of the 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

Students will be divided into small groups and ask them to make two columns in their happiness diary-

- ◆ First column for those tasks which they are able to do easily. For example, riding a bicycle, drawing, playing a game of their choice, etc.
- ◆ Second for the tasks that they want to do but are not able to do while some other classmates are able to do them.
- ◆ In the end, the students will share their lists in small groups.

❑ Questions for Discussion

1. What are the tasks that you are able to do confidently that help you in maintaining your high morale?
2. What is the reason behind being able to do certain tasks without any fear and with full confidence?
3. How do you feel while doing the tasks you are good at?
4. Do you feel that the tasks you are not able to do today, you will be able to do in the future? If yes, how? If not, why not?

❑ Observe, Ask and Explore at Home

At home, ask the members of your family if there were certain tasks that they could not do earlier but can easily do them now?

❑ 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. Have you ever faced an adverse situation with ease and your morale remained high? Explain with an example.
2. In which areas do you feel your morale is low/weak?
3. Discuss how you can boost your morale in these areas?

❑ Observe, Ask and Explore at Home

Discuss with the members of your family about instances when they were able to face adversity with ease and their morale remained high.

❑ 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 at home.

❑ Points for Assessment

1. Tell us about those tasks in your life that you thought you would not be able to do but later you were able to do them. Also, tell us how this was possible.
2. Give an example from your life when somebody else helped to boost your morale.
3. Share an example from your life when you made conscious efforts to boost your own morale.
4. Share an incident from this week when in an adverse situation you were able to find a solution with ease.

❑ Observe, Ask and Explore at Home

Talk to your members of family and neighbours to know their thoughts and experiences on what can be done to boost one's morale. Write it in your happiness diary 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.



□ Note for the Teacher

In the previous lesson, we learnt that-

- ◆ students could identify self-confidence as their willpower.
- ◆ students were able to identify the role of willpower in their progress.
- ◆ students were able to move towards finding solutions in adverse situations with the help of the power of their mind.

In this lesson, we will try to examine some of our beliefs. One of these beliefs is that anger is a natural state. Is it so? In addition to this, we will try to examine another belief that having something special gives us recognition. These are the factors that motivate us to show off and we become victims of pride or vanity.

While being aware of this, it is necessary to see the real basis of our identity and usefulness. This will lead to increased efforts to be good instead of only looking good.

□ Objectives of the Lesson

- ◆ Students will be able to identify their anger as an unnatural condition.
- ◆ Students will become aware of show off and arrogance in their work behaviour.
- ◆ Students will be able to understand that real recognition comes from being useful to society and not by showing off.
- ◆ Students will be able to make informed decisions without any pressure or influence from others.
- ◆ Students will be able to differentiate between being good and looking good.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Activity: Anger, a menace

□ Objective

To identify anger as one's incompetence and motivate to be aware of one's beliefs.

□ Beginning of the 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

All our decisions are based on our beliefs and we are not even aware how many things we consider right in the absence of proper knowledge. For example- in everyday conversations we say that being angry is natural. Through this activity, we will try to understand if anger is natural or unnatural.

On what basis is it decided if something is natural or unnatural? Normally, natural things are acceptable to everyone and they happen on their own without making any effort for them. Anger is neither acceptable to the person who's angry nor to the one at the receiving end of it. We may feel that it happens on its own. But, if we observe deeply, we'll find that most of the time anger doesn't come on its own, rather it manifests itself in front of a weaker person. Mostly we get angry when we are unable to handle or accept any situation or we are incapable of doing a task and are under pressure to do it. So anger is not natural to human beings. It is just a display of human's incompetence. In one situation, some people may get angry while some competent people can handle the situation wisely without getting angry.

Human beings' basic nature is to stay happy. Everyone wants to stay happy all the time and indeed it is possible to stay happy forever, but because of lack of wisdom and ability, not everyone has been able to achieve their basic nature 'always be happy'.

Through this activity, those students have been given an opportunity to analyse their belief that anger is natural and everyone suffers from it, only the extent is different and at times it is even fair.

ACTIVITY

□ Steps of the Activity

- ◆ The students will be divided into the following three groups. Students will choose their group themselves based on their beliefs.

Group 1: Agree group	This group will consist of those students who believe that anger is natural.
Group 2: Disagree group	This group will consist of those students who believe that anger is unnatural.
Group 3: Not sure group	This group will consist of students who are not able to decide or those who believe that it cannot be decided whether anger is natural or unnatural

- ◆ All the students will gather in their groups and discuss in favour of their opinion for 5 to 7 minutes. Any one student will write down the facts from the discussion in a notebook.

- ◆ After the stipulated time is over, every group will take turns and spend 2-3 minutes to present the arguments in their favour.
- ◆ The teacher will make three columns on the board and write the main points from each group.
- ◆ After all the presentations, if a student's opinion has changed they would be allowed to change their group. It would now be seen how many students favour each group's opinions.
- ◆ Students would now be asked to return to their original seats while continuing to ponder over the issue.



❑ Questions for Discussion

1. Do opinions change when we think deeply about something? Give an example from your life.
2. What role do beliefs play in our life? (Ans- our opinions, behaviour, and efforts are according to our beliefs)

☐ Observe ask and Explore at Home

All students will be divided into groups of 10. They will be asked to conduct a survey. Every student will ask the following questions from at least 10 people and note down their responses.

1. Is anger natural or unnatural?
2. Do you believe it is appropriate to be angry with others for making mistakes? Yes/ No, Why?
3. Do you consider it appropriate for others to get angry at you when you commit an error? Yes/No, Why?

Every group will compile the responses of 100 people that are part of their survey and present them in the class. The teacher will compile the survey of all the groups with the help of the group leaders and share the compiled data in the class.

☐ 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 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

The teacher will ask students to gather in their respective groups as per the previous activity. Each group will be asked the following questions one by one. Answers to each question will be taken from different students and answers will be taken in 1-2 words only.

Group 1

- ◆ Can we dislike our own behaviour?
- ◆ Is anger acceptable to the person on whom it is inflicted?
- ◆ When do we get angry- when we are not able to do some work or when we can do that work?

- ◆ Can we live in a constant state of anger?
- ◆ Do we get angry when we are unable to handle a situation or even when we have the confidence?

Group 2

- ◆ Is this normal or abnormal when we are angry?
- ◆ Does anger make us healthy or unhealthy?
- ◆ Do we get angry only in front of a person weaker than us or even in front of someone who is powerful than us?
- ◆ When we get angry in front of a person weaker than us - is it a depiction of our weakness or strength?
- ◆ When anger is used to get some work done, do we respect more the person who is getting angry more?

Group 3

- ◆ Whom do we like more-people who use anger to get work done or people who get things done by explaining them?
- ◆ Is work done through anger or through wisdom and ability?
- ◆ How will a person's ability increase – by getting angry or by explaining things?
- ◆ Can something be done through explanation rather than getting angry?
- ◆ Is it better to get things done by spoiling relations?

Note:- After getting more clarity on questions and change in their opinion, student would be given another opportunity to change their group and notice that do believe change by thinking on them deeply?

□ Questions for Discussion

1. If you make a mistake, what will you want- would you like to be humiliated by getting angry at you or would you like to be corrected with affection. Why do you want this?
2. When we do not want anybody to get angry at us then why do we get angry at others?
3. Does everyone get angry in the same way in the same situation?
4. Is anger natural or an expression of our incapacabilities? How?
5. "Intimidation and getting angry" is a sign of weakness and lack of ability. Discuss.

□ Observe, Ask and Explore at Home

Go home and ask the members of your family what their beliefs are. Has any of their old beliefs changed? If yes, what was the reason for the same?

❑ 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 : Turban of 10000 Gold coins

❑ Objective

To motivate students to be aware of things that feed their ego.

❑ Beginning of the Class

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

❑ Experiences at Home

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

❑ Line of Discussion

When a person starts considering himself the best, then this illusion is called arrogance. Humility grows with knowledge. Anger grows along with arrogance. If the number of our near and dear ones is increasing with time, it proves that our understanding is increasing and if the number

of near and dear ones is decreasing then it proves that our arrogance is increasing. A wise person lives with self-respect earned through his behaviour toward others, his thoughts, and his usefulness. An insensible person expects to get respect from pretence, he considers others to be confused while he himself is confused. Through this story, students have been motivated to be aware of the things that feed their arrogance.

STORY

A clever man took a cheap and colourful turban worth 100 rupees to an Emperor's Court. Looking at the turban the king asked, "What is the price of this turban?" The man replied, "1000 gold coins." The emperor laughed and asked, "How is it for 1000 gold coins?" The Wazir asked the emperor to be cautious of the clever man. When that man said that he was leaving, the emperor enquired, "Why did you come and why are you leaving?" He said that he had asked the same question from the man he had bought that turban from, how the turban was worth 1000 gold coins. The man had told me that there is an emperor in this world who can give 5000 gold coins for



this turban but it seems this is not the court of the emperor I am looking for. I will have to go to the court of some other emperor. On hearing this the emperor said, "Give 10000 gold coins to the man and buy the turban." When the man was leaving the court a courtier went up to him and asked him the secret behind selling a Rs 100 turban for 100 gold coins. The man whispered in the courtier's ear, " Friend, the secret is man's weakness." The courtier asked, " What is a man's weakness?" He replied, "Man's weakness is ego. Man thinks that he is the best. I nourished the emperor's ego by implying that he is the best and was able to sell the turban worth 100 rupees for 100 gold coins."

❑ Questions for Discussion

1. Have you ever bought something expensive for showing off? What and why?
2. What are the qualities that you lack or are deficient in yet you claim to have them? Why do you do this?
3. Do these efforts of yours have the desired impact on others? If not, what could be the reasons for the same?
4. Do you feel insecure /fearful because of these pretences? If yes, what are your fears and why? If not, then why not?

❑ Observe, Ask and Explore at Home

At home, discuss the story with other members of your family and try to find out their views and experiences.

Along with this, what are the thoughts and actions other people are living with? What do they do to nourish their arrogance?

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

❑ Questions for Discussion

1. Why do we buy expensive items?
2. Does buying expensive items for recognition and respect serve the intended purpose? If not, then why do we do it?
3. What are the factors for building a lasting reputation in society?
4. What do you do to build your identity?

❑ Observe, Ask and Explore at Home

At home, discuss with the members of your family whether they wish to prove their identity. What do they do to prove their identity?

❑ 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 at home.

❑ Points for Assessment

1. Did you get angry this week? What did you do then?
2. Which beliefs of yours caught your attention this week for which your thoughts are now getting changed?
3. Has your attention this week been drawn towards such beliefs, the basis of which was not known to you before but now you have found them to be correct after analysing?
4. Which of your beliefs do not seem right to you but still you are not able to leave them. Why is it happening?

Observe, Ask and Explore at Home

Today make a list of those beliefs of your family regarding which you wish to get clarity. You can continue to discuss and contemplate these issues with suitable person in the coming days.

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-

- ◆ we have to be aware of pretence and arrogance in our work.
- ◆ our permanent identity is because of our usefulness rather than our pretence.
- ◆ decisions can be taken after thinking without succumbing to outside influence or pressure.
- ◆ there is a clear difference between 'Being Good' and 'Looking Good'.

Try to draw students' attention toward the fact that facilities and resources are necessary for Happiness but these alone cannot make a person happy. When a person is internally happy, that is, happy in his/her mind, then he/ she will be happy and content even with fewer amenities.

We mostly talk about the character and behaviour of other people but we hardly think about our own self in those terms. Try to draw students' attention towards the fact that the factors that influence our thoughts in daily life are justice, truth, etc.

□ Objectives of the Lesson

1. Students will be able to see and identify their hopes, thoughts, and desires.
2. Students will be able to identify whether the constant analysis going inside our minds is guided by self-vested interests, likes and benefits, or universal values like justice, truth, and religion.
3. Students will be able to see that our thoughts shape our opinions and our opinions, in turn, shape our happiness and sorrows.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Story: Palace inside the Mind

□ Objective

To draw the students' attention to the fact that there is no possibility of long-lasting or permanent happiness in amenities.

❑ Beginning of the Class

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

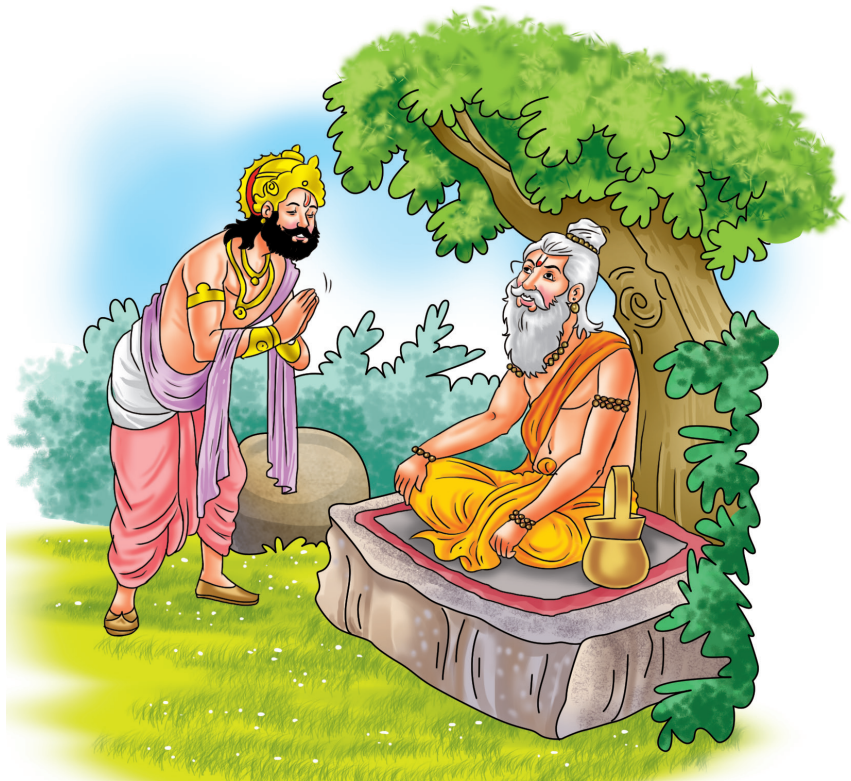
❑ Experiences at Home

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

STORY

In a Kingdom, a Saint had been living under a tree for a very long time. That Saint was very renowned. People used to come from far and wide to meet him. Due to this the King also felt that he was a very acclaimed Saint. One day the King went to meet the Saint.

The King was impressed by the wisdom of the Saint and requested the Saint to live with him in his palace and not under the tree. The Saint said that he would live wherever the King asked him to live. The King was a little surprised by the Saint's reply. He thought that the Saint would say that a King's palace is not appropriate for a Saint. Contrary to the King's expectation this Saint agreed to live in the palace immediately. The King was a little shocked by this but as he himself had requested so he had to take the Saint to the palace. The King provided all the facilities to the Saint- like carpeted floor, soft mattresses to sleep on, and delicious food to eat. The Saint calmly availed himself of these



conveniences. The King was confused. He doubted the austerity of the Saint. He expected the Saint to refuse the mattresses and instead sleep on the floor; eat simple food and not delicacies. But not even once did the Saint say that he did not need these comforts. After some days the King asked the Saint, "Sir, I have a doubt. I want to know if you were happier under the tree or in this palace amidst all the comforts and conveniences." The Saint asked what happiness had to do with the palace. The King thought that the Saint had become habitual of living in the palace. He said that since both of them lived in the same palace there was no difference between a hedonistic person like him and an austere person like the Saint.

The Saint asked the King to accompany him outside the palace to understand the difference. The King went outside the palace with the Saint. When they had come a long way from the palace the King said, "Sir, now tell me." The Saint replied, "Let's go a little further." By now it was midday and the sun's heat had become unbearable. Troubled by the summer heat the King asked again, "Sir, at least tell me now. We

have come a long way and we have to go back to the palace too." The Saint said, "Look, you have already experienced the life of Place.

Now live with us, only then will you get the answer to your question." The King replied that he couldn't go with the Saint leaving his palace and kingdom like that. On hearing this the Saint said that was the difference between a Saint and a hedonist. A hedonist's desires stop him from moving forward but there is nothing like these selfish desires in a Saint's mind which prevent him from moving forward. While I was living under the tree, my desires were not consumed by the tree. When I was staying in the palace I was not overwhelmed by the palace. Since the place has overpowered your desires, therefore it stops you from leaving it.

❑ Questions for Discussion

1. In the story the Saint said to the King, "What do palaces have to do with happiness?" Can one be happy by simply getting an opportunity to live in palaces?
2. Is it possible that a person can be happy even by living in a hut and a person may not be happy even after living in a palace? Share your thoughts.
3. Can the comforts of a palace keep a person happy without having happiness in their heart and mind? Discuss.

❑ Observe, Ask and Explore at Home

At home, discuss the story with other members of your family and try to find out their views and 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.

❑ Recapitulation and Experiences at Home

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

❑ Line of Discussion

Through this story, the student's attention can be drawn to the fact that getting amenities and using them is not a wrong thing at all but being upset if they are taken away is a sign of weakness. A strong person is not one whose life is full of comforts nor is that man who abstains himself from them. In fact, a strong man is one who does not despair in the absence of these comforts and keeps moving forward even if such comforts are taken away. The happiness achieved by such a person is permanent.

❑ Questions for Discussion

1. Can one live happily in the presence or absence of materialistic facilities or amenities? How?
2. How much are desires dependent on material comforts?
3. How will you develop the ability to be happy and move forward even if there is a lack of amenities?

❑ Observe, Ask and Explore at Home

Discuss with your family what facilities around us can stop us from moving forward if they are taken away from 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 3

Activity : Let's know ourselves

❑ Objective

To make students aware of their own image.

❑ Beginning of the Class

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

❑ Experiences at Home

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

ACTIVITY

□ Steps of the Activity

- ◆ Ask the students of the class to sit in groups. Every group will have 10 to 15 students. The groups will sit in a circle or two rows near each other.
- ◆ All the students will sit quietly for some time and think about themselves. They will write some of their qualities in a notebook like helpful, affable etc.
- ◆ Now all the students will take out one blank page from their notebook. They will write their name on top of it and pass it to the student sitting on their right side.
- ◆ The student who gets the page will write one good quality about the student whose name is written on the page. This has to be done anonymously.
- ◆ Keep rotating all the pages in this way so that each student can write one good quality about every student in the group.
- ◆ The teacher will also join this activity and find out what the students think about them.
- ◆ All the students will read what their group members have written about them on their papers and then share one or two qualities with the class.

□ Questions for Discussion

1. How did you feel after reading the things written about you? Why?
2. What are the qualities that others have written about you but you yourself never thought about them? Do you agree with them? How do you feel about these qualities?
3. Who amongst you had thought about yourselves before this? What did you think? Share with the class.
4. If we keep thinking about ourselves in this way, how is it going to benefit us?

□ Observe, Ask and Explore at Home

Repeat this activity with your family and discuss it, that what are the things been told which you had never noticed.

□ 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: Body Image

❑ Objective

Students will be able to identify their basic personality without being influenced by others and to accept differences in physical structure.

❑ Beginning of the 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

Alina was a class 8 student. She wanted to be like the most popular girl of the school, Naina. Naina was a senior in her school and studied in grade 11. Alina was very impressed by her stature, beauty and her overall personality. Often, after the school used to get off, when Alina noticed Naina with her friends, she would think that one day she would become like Naina. But, how? This question bothered Alina a lot.



The more she desired to be like Naina, the more she disliked herself because she was nothing like Naina. Slowly, Alina started despising her small height, physical build and her beauty even more.

One day, she reached home while thinking of becoming like Naina and locked herself in a room. She weighed herself and realised that she was 58 kg. She was even more disappointed and thought that she would never be able to reduce to 45 kg. According to her, that was the ideal weight of the girls of her height. She reduced her food intake. During the day, she used to say that she had eaten at school. At night, she used to eat so slowly that everyone believed that she was eating a lot. However, she hardly ingested a few bites. Despite this if she felt that she had eaten in excess she would immediately rush to the bathroom

and vomit the food. This became her daily practice. This used to give her the relief that she was not eating a lot. In Spite of doing all this her weight came down to 52 kg only. Noticing this, she further reduced her intake of food and took it down to 50 kg but she still considered herself to be fat.

Lack of nutrition made her feel dizzy often and she became irritable. Her eyesight became weak and she was not able to do well in her studies. Alina was a part of the school's basketball team but she was not able to play now as she did not have enough strength since she was not eating enough. Even though Alina was losing weight, she was feeling fatter. One day, Alina fainted in the school and then her parents and teachers discussed and decided to consult a doctor. They came to know through the doctor's report that her body was deficient in blood and she was severely malnourished.

❑ Questions for Discussion

1. Why did Alina consider herself to be fat despite losing weight?
2. What could have been the harmful effects of Alina's efforts?
3. What advice would you give if a known person makes efforts like Alina?
4. Have you ever been influenced by and tried to be like another person? Discuss.
5. What characterises our personality - our appearances or our qualities? Discuss.

❑ Observe, Ask and Explore at Home

At home, narrate and discuss the story with other members of your family. Also, try to find out if someone from your family ever tried to become like someone else.

❑ 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 at home.

Points for Assessment

1. Were you able to see your internal hopes, thoughts, and desires from this week's discussion?
2. Think over whether the constant analysis going inside our minds is guided by self-vested interests, likes and benefits, or universal values like justice, truth, and religion.
3. From this week's discussion, were you able to pay attention to how our opinions are shaped by our way of thinking and how our opinions in turn shape the happiness and sorrows in our life? How?

Observe, Ask and Explore at Home

Discuss with your family about the incidents when they pay more attention to their relationships rather than materialistic things.

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.



A Wise Person is a Happy Person

□ Note for the Teacher

In the previous lesson, we learnt that-

1. students can see the hope, thoughts and desires inside themselves.
2. students can see that the constant analysis going on inside them is guided by self-vested interests, likes and benefits, or universal values like justice, truth, and religion.
3. student can see that our opinions are shaped by our way of thinking and how our opinions in turn shape the ups and downs in our life.

□ Objectives of the Lesson

1. Students will identify a responsible person as a wise person.
2. Students will be able to understand that being sensible has no relationship with physical appearance, post, gender, financial condition etc.
3. Students will be able to accept the responsibility of understanding the system in family, society, and nature.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

STORY: My Conduct is my Identity

□ Objective

To enable the students to fulfil their responsibility towards society and nature by recognising a wise person as a responsible person.

□ Beginning of the Class

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

□ Experiences at Home

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

❑ Line of Discussion

- ◆ We often observe that if the things written in the books do not come into our practice then there is no use of remembering them.
- ◆ Only that person has an effect on others who himself practises what he preaches. Everyone is able to have faith in them. Such a person has healthy relationships with all.
- ◆ With the help of this story and questions, students can be inspired to apply and put into practice the knowledge that they have acquired.

STORY

A slogan writing competition was organised in a school during the cleanliness drive- Swachhata Pakhwada. The topic of the competition was, “ My school is my responsibility”

All the participants assembled in a big hall to participate in the competition. The principal explained the objective of the competition to the students. At the end of the stipulated time, all the students submitted their entries and went for lunch.

A student of class 7th Surbhi was still in the hall. She observed that at the start of the competition, the hall was neat and clean but now it was littered with pencil shavings, pieces of crayons, waste paper etc. The teacher noticed that after submitting her entry Surbhi was picking up the garbage left behind and putting it in the dustbin.

The next day, during the morning assembly all students were waiting for the announcement of the results. The Principal announced that this time only one award will be given. The jury had unanimously decided the winner- Surbhi, 7th B. Students started looking at each other in surprise. They felt that Surbhi’s slogan was not good enough to get the first prize. That’s why narrating the whole incident the Principal said that cleanliness was visible in the thoughts of the participants but not in their conduct.

Since cleanliness was visible in Surbhi’s conduct, she had been selected for this prize. On hearing this, the whole school premises echoed with applause.



❑ Questions for Discussion

1. What things do you hear people around you saying but do not see that reflecting in their behaviour?
2. Tell us about the things that you tell others to do but are unable to do yourself or don't implement yourself.
3. What are the things around you for which you can take responsibility but do not do so? Why?
4. Share some things that you want to do but are not in your practice at the moment? (like not getting angry, waking up on time in the morning, keeping your surroundings clean, etc.)

❑ Observe, Ask and Explore at Home

At home, narrate the story to other members of your family and try to find out their views and experiences. Discuss with members of your family the things we expect from others but do not do the same ourselves.

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

❑ Questions for Discussion

1. Who influences you more- those who only speak good things or those who not only speak good things but also do good things? Why?
2. Give examples from everyday life where some works are very important for us and our environment yet many people do not do them? Also give reasons for not doing these, for example, not carrying a shopping bag while going to market, separating wet and dry garbage, cleaning stagnant water spots to avoid breeding of mosquitoes, etc.

3. A man is not what he says but he is what he does. Do you agree or disagree? Discuss.

(Hint- a person gives a speech on honesty but is himself dishonest. What are your thoughts about such a person?)

❑ Observe, Ask and Explore at Home

Discuss with your family and friends about the things which are very important for us or the environment but they do not do 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 3

Activity: Who Will Be Benefited?

❑ Beginning of the 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

- ◆ To make the students aware of the importance of forgiveness.
- ◆ To draw students' attention to the fact that what we expect from others on making mistakes, the same is expected of us also.

❑ Experiences at Home

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

❑ Line of Discussion

We mostly get influenced by the negative behaviour of others and make ourselves unhappy. Some people in their foolishness become the cause of our problems once but we who consider ourselves wise, become sad repeatedly by remembering that incident again and again. Being influenced by foolishness is also foolishness only. Not being influenced by the foolishness of others is “forgiveness”. In this activity, students have been motivated to not get affected by the wrong behaviour of others by understanding the true meaning of forgiveness so that their behaviour with others is also modest and dignified.

ACTIVITY

□ Steps of the Activity

Part 1:

- ◆ Ask all the students to sit quietly and comfortably.
- ◆ Everyone will close their eyes and take five deep breaths slowly.
- ◆ Now ask them to feel their state of mind.
- ◆ Then ask them to think of someone who has made them unhappy or created problems for them at some point in time.
- ◆ Think about the behaviour of that person for a minute or two. Also think about the punishment that they deserve.
- ◆ Now ask them to feel their state of mind once again.
- ◆ Now ask them to open their eyes slowly and ask the following questions-

□ Questions for Discussion

1. How did you feel when you thought about the person who once created problems for you?
2. Did your thinking like this make any difference to that person now?
3. Has thinking like this made any difference to you / affected you now?
4. That person hurt you once, but how many times did you hurt yourself by thinking about that person again and again?
5. Did that person hurt you more or did you hurt yourself more?

Part 2:

- ◆ Once again ask the students to close their eyes slowly and take five deep breaths.
- ◆ Now think, “Sometimes even I make mistakes due to ignorance. I want to be forgiven for these mistakes.”
- ◆ Now think, “That person too may have committed the mistake in ignorance.”
- ◆ Forgive them in your heart for a couple of minutes. Also think about their virtues and good deeds.
- ◆ Now once again ask the students to feel their state of mind.
- ◆ Now ask the students to open their eyes slowly and ask the following questions-

❑ Questions for Discussion-

1. Who among you was able to forgive that person completely who had committed a mistake? (Ask the students to raise their hands)
2. Will forgiving them have any effect on that person now?
3. How are you feeling after forgiving that person?

❑ Observe, Ask and Explore at Home

Students will repeat this activity with members of their family at home and ask them if there is a person whom they would like to forgive. If yes, then talk to 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 4

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. What do you expect others to do when you make a mistake?
2. Who is harmed by not practising forgiveness? How? (Hint - Students' attention can be drawn to the harmful effects of mental stress on the body.)
3. What is the benefit of forgiving someone?
4. "Positive thinking is beneficial for self and negative thinking is harmful for the body." How? Conduct a discussion in the class.

Observe, Ask and Explore at Home

At home, the students will discuss with their family “Positive thinking benefits the thinkers, and negative thinking harms the thinkers.” 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 would be given the opportunity to share their experiences of reflections and discussions at home.

Points for Assessment

1. Were you able to put into practice the things you considered doing in your mind?
2. What kinds of work have you started doing responsibly, by doing which others have also been helped?
3. Share how you felt about forgiving others for their mistakes and what changes you find in your thoughts and your state of mind.

Observe, Ask and Explore at Home

The students will discuss with the members of their family whether they were able to forgive others mistakes. How they felt by doing 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.



□ Note for the Teacher

In the previous lesson, we learnt that-

- ◆ a responsible person is a sensible person.
- ◆ sensibility has no relation with colour, race, caste gender, power, position, and wealth
- ◆ responsibility is fulfilled by understanding the system of family, society, and nature.

The practice of being aware of your feelings and thoughts is to ensure self-harmony, that is, to ensure order. When a person is organised in themselves, they can help to maintain order in their family. But the important question is how does one see the structure of the family. It is also an important issue to fulfil one's roles and responsibilities while living affectionately in the family. The objective of this chapter is to draw students' attention toward these things.

□ Objectives of the Lesson

1. Students will be able to identify the family as a necessity.
2. Students will be able to move from the perspective of my specific family to 'the whole world is my family'.
3. Students will be able to see the role of 'world family' in their progress.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Story: Raveena's Birthday

□ Objective

To draw the attention of students towards the role of the family in a person's happiness and fulfilment of needs. Also, to make them realise that the whole world is a big family.

□ Beginning of the Class

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

❑ Experiences at Home

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

❑ Line of Discussion

A person's family is his own little world. Whatever we are able to achieve in our life, it is only with the help and support of the family. Our family considers our upbringing as its priority. It selflessly takes care of all our needs till the time we are able to take care of ourselves.

STORY

Raveena is a student of class 8. Her father is a famous cloth merchant. They have a house help, Meena Didi, to help with the household chores. Meena didi has a daughter named Pinki who is a student of class 4. Raveena's birthday is coming in next month. Her parents are busy preparing for the birthday celebrations. Arrangements are being made for new clothes, new toys and a splendid birthday party for Raveena. She is also very excited about her birthday. Preparations are in full swing as only a few days are now left for the birthday party. The next day, Pinki accompanies her mother to work at Raveena's home. Raveena learned that Pinki had stopped going to school as her grandfather was sick and his expensive treatment had made it impossible for them to afford the school fees. This troubled Raveena and all she could think about was how to help Pinki and Meena Didi so that Pinki could continue her studies. She thought about reducing the expenses on her birthday party and donating the money thus saved for Pinki's studies. She immediately went to her father and urged him to do so. She felt that Pinki's studies were more important than her birthday party. Her father accepted her request. Raveena was thinking that she could help her associate.



❑ Questions for Discussion

1. Do you celebrate your birthday? If yes, how?
2. Have you ever seen someone in trouble? If yes, what did you do?
3. How do you feel about helping a friend in trouble? Share one such experience.
4. Have you helped someone only in troubling times or you have helped them in some other circumstances also? Share your experiences.

❑ Observe, Ask and Explore at Home

Go home and discuss with members of your family about the times when they helped their acquaintances in times of need.

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

□ Questions for Discussion

1. Which needs of the household are such on which you can reduce the expenses?
2. In what ways can you help the people around you? What are the tasks you can help with?
3. In what ways would you like to contribute to society in the future?
4. How do you feel about contributing to society? Discuss.

□ Observe, Ask and Explore at Home

Narrating today's story to members of their family at home, discuss how they help people outside of their immediate family and how they consider the society at large as 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

Activity: Pass the Story

❑ Objective

Through this story, students will be able to understand the role of the world family in their progress.

❑ Beginning of the Class

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

❑ Experiences at Home

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

❑ Line of Discussion

The meaning of a family is- a feeling of trust, comfort, love, care, happiness, and affinity.

Family is an institution that consists of people who care for us and help us to grow. Family plays an important role in the success or failure of an individual in life. Through this activity, the attention of the students will be drawn toward these points.

ACTIVITY

❑ Steps of the Activity

- ◆ Ask the students to sit in a circle.
- ◆ Give one A4 size sheet or 1/4th of chart paper to a student.
- ◆ Now ask the student with the sheet to write the first line of a story on the paper and pass the sheet to the student sitting next to him on his right.
- ◆ One by one all the students will complete the line that has already been written on the sheet and then add a few words of the next line and give it to the next student to complete it. This process will continue till all the students have participated.
- ◆ When everyone get the opportunity to add to the story, the teacher will read the complete story in front of the class.
- ◆ This way the final story may turn out to be hilarious, innovative, and amazing.

❑ Dos and Don'ts

If the teacher wants they can start writing the story themselves. Try to create a story related to family and society.

❑ Questions for Discussion

Keeping the activity sheet in mind, discuss the following points-

1. Did you know how the story would end? How did you feel?
2. What will be the title of the story composed by all of you?
3. If you had to write a story about your family and surrounding environment, what would be its title?
4. How do you consider yourself useful to your family and society?



Observe, Ask and Explore at Home

At home tell members of your family about today's activity. Find out by discussing with them about the things by which you support your 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. If you want to do something for your family and society, think about what it would be.
2. What do you like the best about your family? Discuss.

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

Discuss with your family that you would like to do something different for your family and society and what that would be.

❑ **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 at home.

❑ **Points for Assessment**

1. Remember the times when your whole family had been together or did some work together, this week. What did you like about those moments?
2. In what way did you cooperate with your family and society? How did you feel about doing this? Discuss.

Observe, Ask and Explore at Home

At home, pay attention to the one whom you can share your feelings and why? Also, see who you would approach for fulfilling your different 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.



□ Note for the Teacher

In the previous lesson, we learnt that-

1. students identified the family as a need.
2. students saw the extension of their families to the world-family.
3. students realised the role of the world family in their progress.

Through this lesson, the teacher would draw students' attention towards understanding the roles played by their parents and siblings in their progress and fixed expectations from each other in a family.

□ Objectives of the Lesson

1. Students will understand the contribution of their parents and siblings in their progress.
2. Students will understand the fixed expectations for each other in a family.
3. Students will realise the importance of relationships in their family.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Story: The Kite String

□ Objective

Through the story, the students will understand that relationships are not restrictions but living in relationships is actual happiness.

□ Beginning of the Class

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

□ Experiences at Home

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

❑ Line of Discussion

In most families, facilities or comforts are considered very important. We generally assume that family is a place where we can go according to our own will but this is not true. A family is a place where we support each other for their happiness and understanding. Supporting each other in society, we play our roles. Through discussion, the importance of family relationships can be talked upon.

STORY

One day, Manjeet was learning how to fly a kite from his father at the terrace of their house. Manjeet's father took the kite to a certain height and then gave the string to Manjeet to handle. Soon, his kite was flying in the open sky. Manjeet asked his father, "Don't you feel the kite wants to free itself and fly higher in the sky, but the string that we hold stops it from flying that high. If we leave the string, it will fly higher". Then Manjeet asked his father if they would cut its string.



His father, without saying anything, cut the string and set the kite free. The kite began to fly higher and Manjeet felt very happy. But in a short while, the kite started falling and landed on the terrace of a house. Manjeet was surprised to see this. His father put his hand gently on Manjeet's shoulder and smiled and said, "I knew that if I cut the string, the kite would fall. Being tied with the string, the kite gets the right direction and it can fly high.

Manjeet was surprised and asked him, "If you knew, why did you cut the string when I asked you to do so?" His father said, "I wanted you to learn something from the sky". Manjeet asked, "What?" His father said, "Our family and relationships tie us like this string. When we progress, fly high, these relationships give us room when required (like the kite string is let loose sometimes) and restrict us to ensure that we don't lose the track. We can fly high and be successful in the open sky of this world only by being attached to our family ties as they give us the right direction.

❑ Questions for Discussion

1. The elders often nag or advise the children. Why do they do it? What do they get after doing this?
2. Give an example of an event when a member of the family advised something to you which you didn't like then but after following his advice you felt that you were benefited.
3. Have you ever tried to know from your elder siblings how they felt at the time when they were controlled or restricted by their parents as a child ?

❑ Observe, Ask and Explore at Home

Students will tell the story to their parents or older siblings and would try to know whether they as children too felt controlled or restricted by their parents like the kite string?

❑ 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

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

❑ Line of Discussion

We all are living in some or other relationships. Sometimes these relationships feel like a restriction. An unknown string of relationship which unites us to each other, guides us to the right direction. A kite only when tied with a string is able to fly in the right direction. If detached from string, it is no longer able to fly.

But if the string of the same kite is handled by a wise person again, it gets the open sky to fly again and it starts achieving greater heights.

❑ Questions for Discussion

1. Share any incident when your loved ones guided you and you avoided the wrong path.
2. Are such relationships necessary for everyone, in which there are people who stop us from doing wrong things from time to time, people who encourage us in times of despair and are always there for us? Why?

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

At home, students would observe when and who tried to advise something to them? What relationship do they have with that person? Reflect how much happiness they get because of being in that relationship.

❑ **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: My Role, My Usefulness

❑ **Objective**

The students will understand the importance of relationships in their families.

❑ **Beginning of the 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 share their experiences of reflections and discussions at home.

ACTIVITY

❑ **Steps of the Activity**

Divide the students of the class in small groups. Now in groups, students will write in their notebooks and discuss which of their daily needs or work of theirs need support from their members of family? Write against the given names.

- ◆ Parents
- ◆ Siblings
- ◆ Other relatives (grandparents, uncle-aunt etc.)

One student from each group will present the conclusion of the discussion of their group.

❑ Questions for Discussion

1. Which works of yours are done with the support of your siblings?
2. When your parents or siblings help you out, how do you feel?
3. Why is it necessary to support each other in a family?

❑ Observe, Ask and Explore at Home

At home, students would discuss why siblings help and support each other.

❑ 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. How did you feel when you needed members of your family to complete some task and they were not able to help you?
2. Is money the only basis in family relationships or something else? What do you think? Do share.
3. What are the works in your family in which you cooperate with others? How do you feel after cooperating?

❑ Observe, Ask and Explore at Home

With the members of their family, students would discuss the role of family in their progress and how it makes them feel when they are able to contribute to their work.

❑ 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 at home.

❑ Points for Assessment

1. How do you see the contribution of your parents and siblings in your progress?
2. What are your expectations from members of your family? How do you explain your expectations to them?
3. What kind of expectations do members of your family have from you?

❑ Observe, Ask and Explore at Home

At home, with the help of their family, students would make a list of things they can do according to their abilities.

❑ 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.



Understanding Values in Family

□ Note for the Teacher

In the previous lesson, we learnt that-

- ◆ the contribution of our parents and siblings in our development
- ◆ what specific expectations exist among members of a family
- ◆ the importance of relationships in the family.

Our contribution extends beyond the family to the social level because some of our needs are also fulfilled by society. If any member of our family has ever contributed in solving social problems in the past or present, we feel proud to recognise their contribution and it becomes natural for us to acknowledge it practically. In this lesson, students will recognise the contributions made by any member of their family in the society and see their role in the current society.

□ Objectives of the Lesson

1. Students will recognise the value of glory in their relationships.
2. Students will view glory as a source of happiness.
3. Students will express glory in their living.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Story: Grandma's Belief

□ Objective

Students will recognise any contributions made by a member(s) of their family on a social level.

□ Beginning of the Class

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

❑ Experiences at Home

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

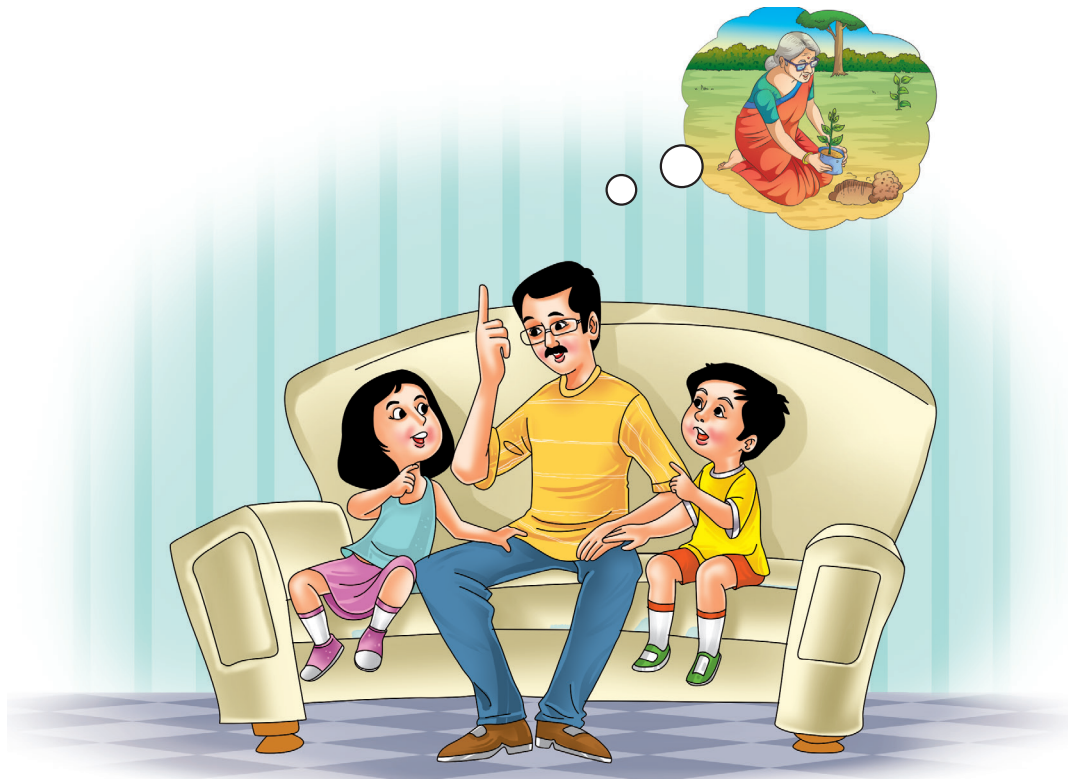
❑ Line of Discussion

In our lives, many of our needs are fulfilled by society, but most of us only fulfil our roles at a family level. When society gives us a lot, do we have any role to play on a social level or not? If any member of our family has played a role in society in the past or present, this story will then help in recognising their actions.

STORY

Pooja and Rohan used to complete their school and household work and then sit with their father in the evenings. Their father used to listen to their conversations and tell them about various aspects of his life, such as his contributions to the family and society alongwith his studies. He also used to share many experiences from those days, which Pooja and Rohan enjoyed hearing.

One day, while reminiscing about his childhood days, their father told them about a time when there was a prolonged drought in their village due to no rainfall for many years, people began leaving the village and moving to the city in search of better opportunities. With no agriculture or other jobs available in the village, people began to lose hope. Many young people in the village even started taking drugs. The situation was miserable as there was scarcity of food, water, and fodder for the animals.



In this time of crisis, the villagers had no support from anyone. In this circumstance, Pooja and Rohan's grandmother became very upset and decided to do something to alleviate the situation. With no other support available, she made a resolution to correct the situation herself. During the drought, their grandmother started a program to raise awareness and mobilise people to save water and plant more trees. To improve the village's infrastructure, she worked day and night to repair the roads and other basic amenities. She got numerous trees planted in the village and around. With social participation, she was successful in constructing wells and ponds in the village. For employment, the skill centre was established for the youth which stopped the migration of the youth from the village and also got rid of drug addiction. Eventually, the situation improved, and the village started to thrive again. Their grandmother's determination and efforts had made a significant difference in the lives of the villagers. Even today, their grandmother's example is given in the whole village. Their father's eyes were gleaming with pride. Hearing this story, Pooja and Rohan were very impressed and inspired by their grandmother's actions.

❑ Questions for Discussion

1. Have you ever listened to the experiences of your parents or members of your family? If yes, share in class.
2. Has anyone in your family ever contributed to society in any way? If yes, how?
3. Why is participation important in society? Share your views.
4. Have you ever participated in any way in society? If yes, share.

❑ Observe, Ask and Explore at Home

At home, tell your family a story and try to find out if they have ever faced any problems similar to what you shared. Ask them how they worked together to find a solution to the problem.

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

❑ Questions for Discussion

1. Has anyone in your family ever participated in some social work? If yes, then how and if not, then what were the reasons for not doing so?
2. In what ways have members of your family participated in solving social problems?
3. What challenges have your family faced while fighting for some social cause? Share.
4. Is social participation necessary for happiness in the family? If yes, why and if not, why not?
5. Are there any problems around your home? Can you play a role in solving them? If yes, then how? If not, then why not?

❑ Observe, Ask and Explore at Home

At home, have a discussion with members of family about the role they see themselves and their family playing in preventing communal violence in 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: Social Participation

❑ Objective

The students will recognise the value of glory in 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.

❑ Recapitulation and Experiences at Home

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

ACTIVITY

□ Steps of the Activity

- ◆ Divide students into small groups of four or five.
- ◆ Ask students to create a list of members of their family who have contributed to solving a social problem and their role in it in their notebooks.
- ◆ After discussion within the group, ask each group to prepare a presentation.
- ◆ Each group member will present their answers to the following points
 - What were the social problems that their members of family were involved in solving?
 - How did they contribute to solving those problems?
 - How do you feel about their participation in solving social problems?
- ◆ The teacher will write their answers on the board. Now, one by one, each group will present their presentation.



❑ Questions for Discussion

1. Do you agree with the participation of members of the family in addressing social issues? If yes, why and if not, why not?
2. Do you see any problem around you where your family can still play a role in finding a solution? Please share.

❑ Observe, Ask and Explore at Home

At home, students would discuss the causes and solutions of any social issue with their family. Can any member of your family play a role in finding a solution?

❑ 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.

❑ Steps of the Activity

- ◆ Students will sit in the same group as the previous day.
- ◆ They will write down the additional points that came up during the discussion at home on the questions from the previous class in their notebook.
- ◆ One student from each group will present the new points related to their discussion done at home in front of the whole class.

❑ Questions for Discussion

1. How will you identify whether a problem is at a social level or not?
2. If you don't get support from your family in participating in the solution of a social problem, what will you do?

3. What are the causes of social problems? Are you also a cause of these social problems? If yes, how and if not, how not?

Observe, Ask and Explore at Home

With their family, students will discuss the reasons behind social problems at the societal level. Is it also a cause that our families do not participate in society? If yes, how, and if not, how not?

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 at home.

Points for Assessment

1. Which points did you focus on specifically during this week's discussion? Please share.
2. Which social issue and the role of the family in its solution did you pay attention to this week? Please share.
3. How did you feel after learning about the role of members of your family in solving social issues?

Observe, Ask and Explore at Home

Be attentive and observe for a few days how the participation of members of your family in solving social problems affects your 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.



Challenges in Family and My Role

□ Note for the Teacher

In the previous lesson, we learnt that-

1. how students can recognise Glory value in their relationships.
2. how glory can be seen as our happiness.
3. how glory can be expressed in our living.

Problems keep coming in our lives. Are problems the cause of our sorrow or is the absence of solutions to the problem the cause of sorrows? Does our personality not develop more by facing challenges?

□ Objectives of the Lesson

1. Students will be aware of the impact of family disputes, problems etc. on them.
2. Students will openly discuss the solutions to family challenges at home and in school.
3. Students will prioritise their needs keeping in mind the resources available in their family.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Story: Test of Anand

□ Objective

Students will recognise their roles by understanding how to overcome challenges in a family.

□ Beginning of the Class

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

□ Experiences at Home

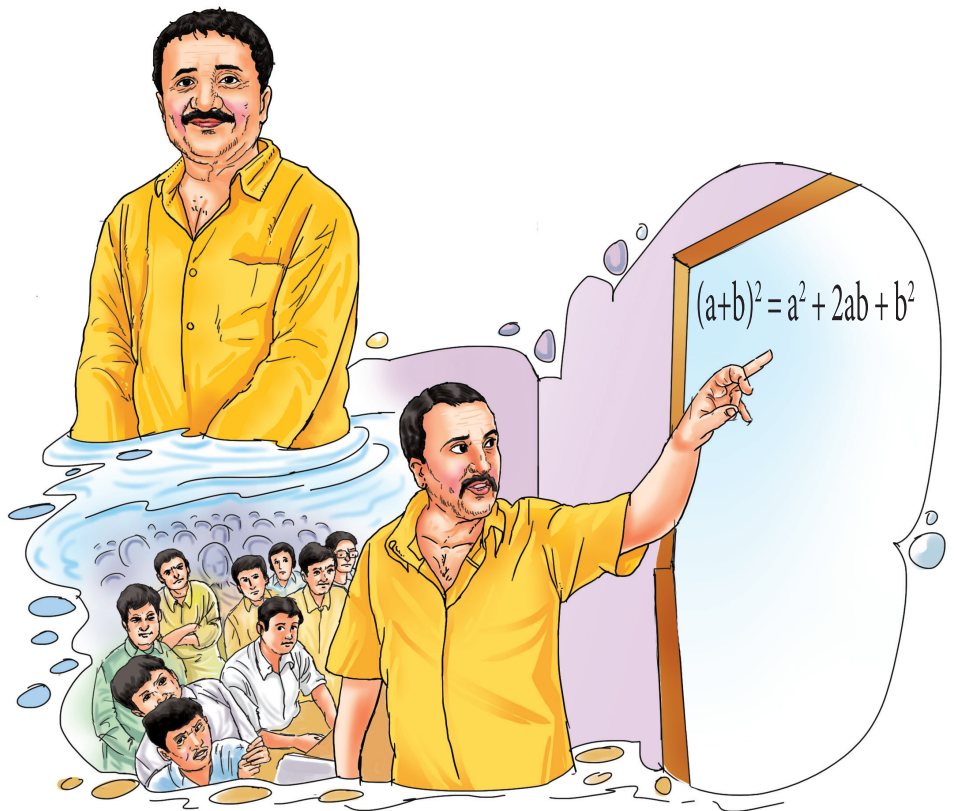
Students would be given the opportunity to share their experiences of reflections and discussions at home.

STORY

Anand was a promising child since childhood. In his family, he had a younger brother Pranav Kumar, mother Jayanti Devi and his father, who used to work as a clerk in the post office. Anand was fond of studies since childhood, but the financial condition of the family was not such that his father could afford private school fees and other expenses for studies, so Anand was enrolled in a government school.

Anand had a special interest in mathematics since his childhood. He used to study mathematics for hours daily. At the same time, keeping in mind the condition of the family, he used to teach his younger brother and other small children as well. After completing his schooling, he enrolled in college, in which he submitted a research paper on “Happy Numbers” under Number Theory during graduation. This paper was also published in Mathematical Spectrum and Mathematical Gadget.

During his studies in college, a sudden tragic incident happened in Anand's family. Due to the sudden death of his father, the responsibility of bringing up the whole family fell on him. At that time, he was offered a proposal to study further from the world-class Cambridge and Sheffield Universities but due to the poor economic condition of the family, he had to leave the dream in the middle.



To meet the family's financial constraints and responsibilities, Anand used to go to college early in the morning, study mathematics and in the evening, he used to sell Papad with his mother and brother. This Papad was made by his mother at home. She named the Papad as “Anand Papad.” In the meantime, he continued teaching children.

Anand's sense of responsibility towards the family and the obstacles could not stand in front of his passion for studies. Faced with all the challenges of the family, Anand passed the test of his life and today he is the founder as well as manager of the coaching institute named ‘Super-30’ in Patna, the capital of Bihar which prepares poor children for IIT entrance exams. He also runs an institute called Ramanujan School of Mathematics. To recognise the huge success of Super-30, former Japanese beauty queen and actress Norika Fujiwara made a documentary film on Super 30 Institute in 2009. The world famous Time Magazine also honoured the Super- 30 program of Anand Kumar as the best Asian organisation in the year 2010. He was also honoured with many prestigious awards by the Government of India.

❑ Questions for Discussion

1. Have you ever faced any challenge in your family? If yes, then share.
2. How do you feel when there is a problem in the family? Are you ready to face it? If yes/no, why?
3. How did you solve the family problem? Share.

❑ Observe, Ask and Explore at Home

Students will tell the story to their family and discuss how they face the challenges?

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

❑ Questions for Discussion

1. If there is a problem in your family, how do you identify it?
2. If there is a problem in your family, what is your reaction?
3. If there is a problem in the family, do you yourself find a solution for it or discuss it with someone and find a solution? Share your experience.

❑ Observe, Ask and Explore at Home

At home, students would ask members of their family that how they solve family problems by discussing 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.



Day 3

Activity: How Would I Find a Solution

❑ Objective

The students will identify the challenges in the family and will proceed to look for its solutions.

❑ Beginning of the 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 given the opportunity to share their experiences of reflections and discussions at home.

ACTIVITY

❑ Steps of the Activity

- ◆ Divide the students of the class in small groups.
- ◆ One student from each group will be given the responsibility to keep writing the thoughts of the group in his happiness diary during the discussion.
- ◆ Each group will be asked to write down the challenges of their families in their notebook.
- ◆ After that the teacher will write the challenges written by each group on the board.



❑ Questions for Discussion

1. How did you know this is a challenge for you? Discuss.
2. What do you think could be the solution to these challenges? Discuss.
3. How will your suggested solution affect the family? Share it.

❑ Observe, Ask and Explore at Home

At home, students would discuss the challenges in the family and what could be their possible solutions.

❑ 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 do you do when there is a problem in the family? Share.
2. Do you try to find a solution to that problem? If yes/no, why?
3. Did you face any difficulty while solving the problem? What were those difficulties? Share.
4. What could be the possible reasons for the problems in the family lack of resources or something else responsible for the problem in the family? Discuss.

□ Observe, Ask and Explore at Home

At home, students would discuss with the members of their family, their current challenges and try to find possible solutions with them after recognising the causes behind 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 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. Were you able to contribute to solving challenges in the family this week? How? Share.
2. What changes do you see in yourself based on the conversations and discussions that took place throughout the week?
3. Keeping the resources in mind, did you prioritise your needs? Share.

Observe, Ask and Explore at Home

At home, students would discuss that keeping the available resources in mind, how can their members of family decide their 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.



□ Note for the Teacher

In the previous lesson, we learnt that-

- ◆ our goal in life is to be happy.
- ◆ whatever we do, we do it with the desire to be happy.
- ◆ conveniences are necessary for survival, but they cannot bring continuous happiness.

Our mental state is important in evaluating our prosperity or scarcity. A person who is living a stress-free life is better off than someone who is wealthy but stressed out. Worry, stress, workload, restlessness, anger, irritability, intolerance, and impatience are attitudes that can provide us with mental poverty despite financial prosperity. Prosperity is the name of a mental state, which can be seen as an 'absence of scarcity,' which means that the things which fulfil my needs, I recognise them and work for them, and the rest of the time is spent enhancing my understanding. Through this text, students' attention will be directed towards all these points.

□ Objectives of the Lesson

1. Students will be able to understand the difference between wealth, poverty, and prosperity.
2. They will contribute in identifying the needs of their families.
3. Students will recognise prosperity as a goal for their families.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Activity: Wealth-Poverty-Prosperity

□ Objective

The students will understand that absence of scarcity is prosperity.

□ Beginning of the Class

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

❑ Experiences at Home

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

❑ Line of Discussion

Through discussion, attention of students will be drawn towards the fact that if we have more than what we need and also have the realisation of it, then we can consider ourselves wealthy, and with this feeling of abundance, we will always remain happy.

ACTIVITY

The teacher will create the following table on the board and ask students to fill it.

Scarcity of goods/facilities	Realisation of scarcity of things/facilities.	What will those people be called?

Put a(✓) or (✗) sign by asking the students to understand that there are some people in society who lack facilities and also feel the scarcity of facilities.

Some people in society do not lack amenities, but they do feel a lack of amenities. We all expect that there will not be any scarcity or a feel of lacking facilities.

What would be the separate names of these three situations?

Scarcity of goods/facilities	Realisation of scarcity of things/facilities.	What will those people be called?
✓	✓	poor
✗	✓	wealthy
✗	✗	prosperous

❑ Questions for Discussion

1. Do you want to be rich or prosperous?
2. What do you understand about prosperity?
3. Do you help anyone around you to become prosperous? Who and how?
4. Who is wealthy, who is poor, and who is prosperous around you?
5. Was there a time when you were wealthy, poor, and prosperous? Share it.

❑ Observe, Ask and Explore at Home

At home, students will ask members of their family what they consider themselves - rich, poor or prosperous. Discuss the differences among the three.

❑ 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 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. Is prosperity only inclusive of material possessions/facilities or does it also include mindset? How so?
2. What does a prosperous person have? Only money or only knowledge, or both?
3. At what point can a person feel prosperous with the amount of money she/he has?
4. What is the path to prosperity for a person? (If the answer does not come from children, the teacher can suggest understanding the need, acquiring the ability to fulfil it, and using their abilities to gather resources to fulfil the needs.)
5. Do you think that intelligent people live with the concept of prosperity? Why do you think so?

❑ Observe, Ask and Explore at Home

At home, students will share today's discussion and discuss with members of their family how they can move towards prosperity.

❑ 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: Only This Much is Enough

❑ Objective

The students will understand the concept of prosperity.

❑ Beginning of the 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.

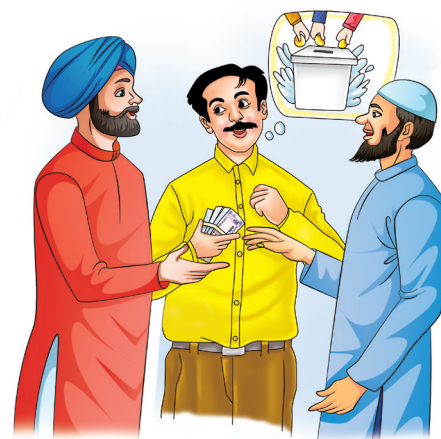
The students will be provided with opportunities of sharing their observations and experiences as discussed at home.

❑ Line of Discussion

Through discussion, students' attention can be drawn towards understanding the concept of prosperity in the available resources for their livelihood. When we recognise the human-to-human connection, we are willing to help each other in times of need.

STORY

Harish used to work in a factory as a labourer. He was very honest in his work. This incident happened during the time when the Corona pandemic was spreading, and the whole country was going through difficult times. When he found out that the vaccine for Corona would cost ₹400 in his state, he became worried. Harish thought, "Many people have lost their jobs at this time. How will they run their households and protect themselves and their families from Corona? In this situation, how will people manage to pay ₹400 for the vaccine?" Thinking about this, Harish became quite anxious. He had saved ₹2,00,945 from his hard-earned money so far. He decided that he would donate this amount to the Prime Minister's Relief Fund. When his friends found out about this, they tried to explain to him that the situation was not right, and if he donated this money, how would he survive? Harish very simply told his friends, "There is no one left in my family except for me. I have a job to support myself. It is important that more and more people return to their normal lives and stay healthy." With this thought, he kept only ₹945 in his account and donated the remaining amount of two lakhs to the Prime Minister's Relief Fund without any expectations. After doing this, he felt a great sense of satisfaction.



❑ Questions for Discussion

1. What was your opinion about Harish's decision? Why?
2. What did Harish think about before donating all his money to the Prime Minister's Relief Fund?
3. How can we cultivate the feeling of prosperity within ourselves?

❑ Observe, Ask and Explore at Home

At home, students would tell the story of Harish and discuss with members of their family how they can develop an attitude like Harish.

❑ 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

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

❑ Questions for Discussion

1. Do you know someone like Harish? Share in class.
2. If you were in Harish place, what would you have done? Why?
3. During the COVID-19 pandemic, we have seen many examples of poverty, wealth, and prosperity. Discuss your experiences.

❑ Observe, Ask and Explore at Home

At home, students would ask members of their family whether they know anyone like Harish Ji? Discuss 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 5

ASSESSMENT SESSION

❑ Beginning of the Class

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

❑ Experiences at Home

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

❑ Points for Assessment

1. Where did you feel poverty and prosperity this week? Share it.
2. What did you do to increase your prosperity?
3. Did you face any difficulty in this effort?
4. How did you feel after taking steps towards increasing prosperity?

❑ Observe, Ask and Explore at Home

At home, students would discuss with members of their family what they have done to increase their prosperity. How did they feel after taking steps towards prosperity?

❑ 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-

- ◆ family is orderliness.
- ◆ in a family everyone recognises his/her role. The elderly members of the family take responsibility for the security, nourishment and education of the younger ones and the younger members serve the elders with gratitude.

In this unit, we will learn how groups of families together form society. How is society formed? Why is it necessary? How is society indispensable for us?

Right now, our imagination of a society is based on the market system where the market is actually a part of society. We have assumed that we get things simply by paying for them. What we tend to forget is that many people have contributed for those things to be produced and to reach us. We all are connected to society. No one is alone. We all are collectively known as society and we can live with different systems of society like education, medicine, judiciary etc. only with understanding. Our understanding impacts society and only a person with clarity and understanding can contribute constructively in the society and its overall order.

□ Objectives of the Lesson

1. Students will recognise the society as a need.
2. Students will understand the role of society in their lives.
3. Students will understand the importance of different systems of society (education, medicine, judiciary etc.)

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Activity: Why is Society Needed?

□ Objective

Students will have clarity on why society is needed.

❑ Beginning of the Class

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

❑ Experiences at Home

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

❑ Line of Discussion

A collective of more than one group of families is called a society where each one is engaged in a constructive role or activity like maintaining social security, nurturing relationships with people as well as nature etc. Each person's work and behaviour in society is towards the fulfilment of definite aims. People in society have a fundamental desire for mutual affection and kindness towards one another. All societies of the world follow different rituals and traditions while establishing their unique identities. A human has many needs like food, shelter, clothes, security etc. which can never be fulfilled only with his own resources and efforts. He needs society for this. This activity will explore why we need society and have a discussion about it.

ACTIVITY

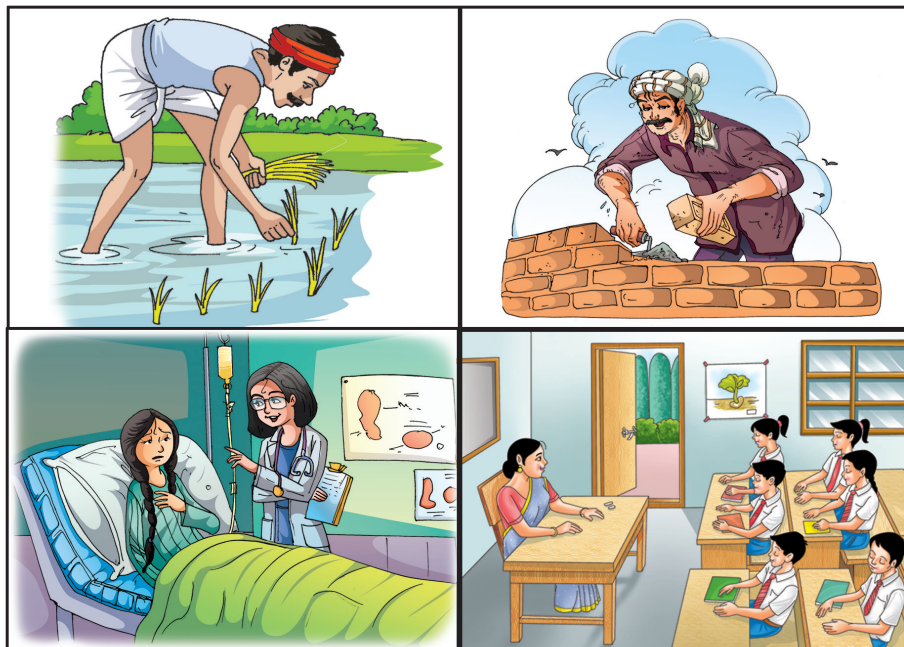
❑ Steps of the Activity

- ◆ The teacher will tell students to make a list of the reasons for which we need to live in society.
- ◆ If our family is asked to stay in a forest or on an island alone (where no other family lives around and there is no societal or governmental order) what might be the difficulties our family will go through? (Give five minutes for the task.)
- ◆ Now based on the responses, make a list on the board. (Expected answer: the house will not get electricity so no heater, cooler, TV, fridge etc. would work. On falling ill, there will be no hospital. There will be fear of animals. Where would the clothes come from? There would be no mobile phones and so it won't be possible to contact each other and so on.)
- ◆ The list can be classified as follows-
 - For being free from fear (Fear like that of wild animals, of not knowing what to do on falling sick or getting hurt, how to protect themselves from cold, heat or rain?)
 - For resolution/education (for education, learning and understanding)
 - For meeting materialistic needs (Like electricity, agriculture, food, clothing, house)

❑ Questions for Discussion

1. Living in a society makes one live fearlessly. Do you agree or disagree? Why or why not?
2. Learning and understanding becomes easier by living in a society. Do you agree or disagree? Why or why not?

3. Our needs are fulfilled easily by living in a society. Do you agree or disagree? Why or why not?
4. Are there any points left that don't fit into the above three categories? (Expected answer-No)



□ Observe, Ask and Explore at Home

Encourage the students to brainstorm and discuss the following points after class or at home with their members of family, relatives or friends.

- ◆ Why do we need society?
- ◆ Why can we not live alone?
- ◆ Do I need society or does society also need me?

□ 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 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. A society cannot be imagined without humans. Do you agree or disagree? Discuss.
2. Is society an order or disorder? Do you agree or disagree? Discuss.
3. Society has an impact on people. Do you agree or disagree? Discuss.
4. People have an impact on society. Do you agree or disagree? Discuss.
5. The government is also a part of society. Do you agree or disagree? Discuss.

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

At home, have a discussion with members of the family about how society contributes to the existence of humans. Students can note down their views.

❑ **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: May You Be Blessed

❑ **Objective**

The students will see that we live in a society and society has an important role in our life.

❑ **Beginning of the Class**

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

❑ **Experiences at Home**

- ◆ Students would be 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.

STORY

When the bell of the house rang repeatedly, Savita opened the door and saw that many people from the neighbourhood had gathered in front of the gate.

A voice from somewhere came, “Hurry up, everyone come out of the house.” Hearing the noise outside the house, all the members of the house reached the gate.

“Come out, come out”, in the midst of loud voices, the neighbour Sharma ji and his wife extended both their hands and pulled all the members out. Before Savita could understand something, someone from the crowd shouted, “Your backyard has caught fire.”

There was a fire in the backyard, hearing this, Savita and all the members of her family were frightened and panicked.

Within a few minutes, the fire brigade stopped in front of the house. All the employees got down from the brigade car and ran towards the backyard. The fire was brought under control in about half an hour after a lot of effort.



Seeing the employees leaving, the neighbours stopped them for tea and water. While sipping tea, an employee informed them that Savita family was saved from a major accident due to timely information about the fire.

Savita, her family and all the neighbours were silent after listening to that employee.

Then the other employee told Savita, “10-15 calls were received about this fire and all the calls were from different numbers, how did this happen? After receiving so many calls, we reached the place of accident in no time. In fact, we wore our uniforms on the way.”

Savita exclaimed, “10-15 calls? There was not even a single phone call made by our family because at the time of the accident, all the members of her family were having breakfast and all were unaware of the fire. The family came to know about this from the neighbours only.”

Savita said softly, “Thank you to all our neighbours and all the employees of the fire department. May you all be blessed.”

The tears of Savita did not go unnoticed by her neighbour Mrs Sharma, who hugged Savita and gave her water to drink.

❑ Questions for Discussion

1. If you remember any such incident when you got great help from the society, share it.
2. Can you see the contribution of people around you in meeting your daily needs? (such as the milkman, the fruit seller, the grocer, the shopkeepers in the local market, the staff of the hospital, etc.)
3. Have you ever helped anyone in times of adversity? Recall and share how you felt at that time?

❑ Observe, Ask and Explore at Home

At home, students would draw the attention of members of their family towards the support and help they have received from the society. Is it possible to live without that kind of support? The students will note the views of 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 4

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. Share examples from your life when you or your family were benefit greatly by the facilities provided by society. How did you feel at that time? (like: police help in case of theft in the house, help by water tanker suppliers in case of water shortage, help by fire brigade etc.)
2. How do you want to contribute to society? Why do you want to do this? Share your views.
3. Have you ever participated in the programmes useful for society arranged in your neighbourhood or school? Share with examples (like tree plantation drives at a large level, organising blood donation camp for Blood Bank, etc.)

❑ Observe, Ask and Explore at Home

With members of their family, students would discuss the importance of society and draw the attention towards the needs that cannot be fulfilled even by the efforts of all members of family and for fulfilment of those needs, society is needed.

❑ 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 at home.

❑ Points for Assessment

1. Which points did you focus on specifically during this week's discussion? Please share 1-2 points.
2. Whose contribution you could recognise in the activities around you? Share with examples.
3. Have you seen your participation by being a part of any activity at the locality or social level in the last few days?
4. After this discussion, do you feel that the various needs of yours and your family have been fulfilled only by the existence of the society? Give examples.

❑ Observe, Ask and Explore at Home

You learned the importance of society in your life and also talked about the contribution of different people in one way or the other in your life. For the next few days, pay attention to these things and see if you are also trying to participate in 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.



□ Note for the Teacher

In the previous lesson, we learnt that-

- ◆ parents-children, brother-sister etc. are our familial relations.
- ◆ extension of families is known as society.

In this unit, we will learn how we are related to the people involved in different social systems and businesses. What are the expectations in these relations from each other?

□ Objectives of the Lesson

1. Students will understand the fellow-associate and administrator-citizen relationship.
2. Students will understand the expectations and duties of each other in business-relations (fellow-associate).
3. Students will understand the expectations and duties of each other in system relations (administrators-citizens)

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Story: Our Associates

□ Objective

In business-relations (fellow-associate), students will complement each other by understanding the expectations and duties of each other.

□ Beginning of the 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

Generally, there is a need for the cooperation of many people in a business. The person who starts the work, he is the owner, along with it, the rest are in the role of assistants. For our business, the understanding of partner-associate relationships is necessary so that we can be complementary by recognising mutual expectations of the relationship.

STORY

Victor was very happy with this year's production from his factory. So, he threw a party for the staff of his factory. Dinesh's family was getting ready to attend the party. Dinesh's wife Sunanda was flipping her clothes. She flipped them numerous times but she was not able to decide. At the end, she was upset and said, "Why go there? Will having a one-day feast change our life?"

Dinesh said, "Which boss gives so much respect to his workers by inviting them for a feast?"

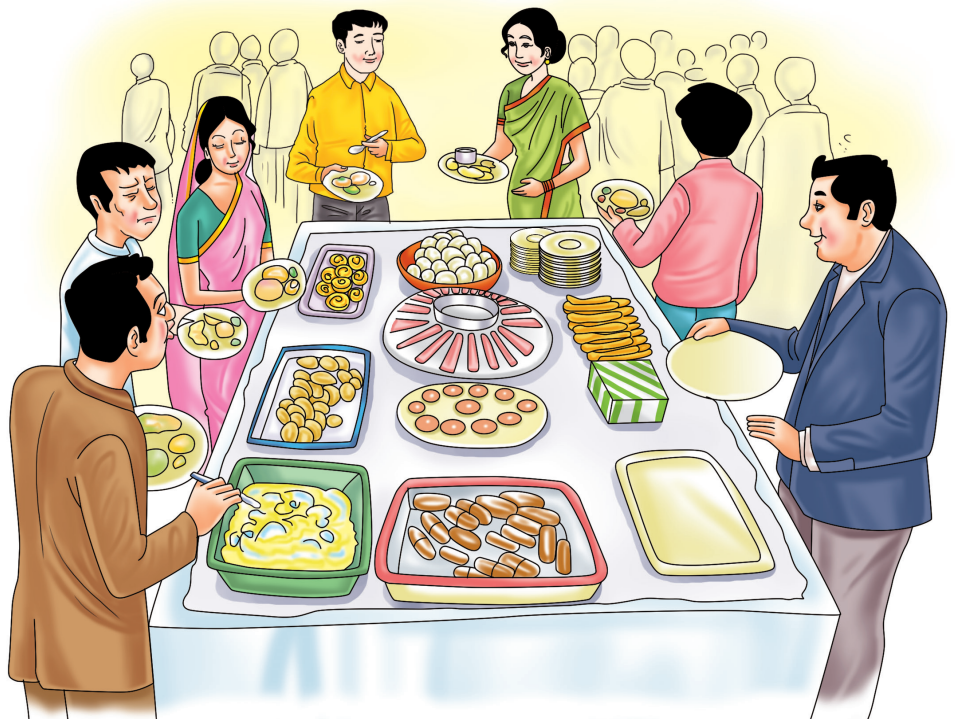
Finally, Sunanda put on the blue saree she had bought last year. Hesitatingly, they both entered the well-decorated pandal. Victor stood at the gate with his wife to welcome them. He greeted them with a smile. Sunanda was a little relieved to see that some of them were dressed like her. While gossiping with some of them, they sat down together for a meal.

Suddenly, Victor reached his table with his plate. He ate his food while sitting with them. Rest of the people were feeling a little uncomfortable. Realising this, Victor said, "Why to hesitate? I am also your brother. Can't I have food with you?" Although Dinesh was leading a satisfied life, he said to himself, "What happens by saying this, look at your clothes and our clothes." After a good conversation, the atmosphere became pleasant. When people left after the feast, Victor presented each family a gift pack.

When Sunanda went home and opened the packet, there were clothes for both of them. There was an envelope in the clothes, there was some money and a letter in it which read that this factory is because of your support. Until now, our

factory was struggling but only because of your hard work, we have achieved a good position. Now, I am giving you your share in this year's profit."

Victor Your friend



❑ Questions for Discussion

1. What are your duties towards your associates?
2. What are your responsibilities towards associates?
3. If you are in the role of an owner in any of the work, which things of your associates will be taken care of?

❑ Observe, Ask and Explore at Home

Encourage the students to brainstorm and discuss how associates and companions can be complaint free from each other and for this, what are the things that are required to be taken care of.

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

❑ Questions for Discussion

1. What are the expectations of the associates among them?
2. What are the expectations of the associate from the other?
3. In your opinion, what can be done so that the associates and companions are free from complaints?
4. What is the importance of an associate-companion relationship?

❑ Observe, Ask and Explore at Home

At home, have a discussion with members of your family about the importance of a associate companion relationship.

❑ 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: Plan of Action for a Committee

❑ Objective

To draw students' attention to their system relations (administrator-citizen)

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ Line of Discussion

When a family is able to live happily, it helps others also to live happily. All families will live in happiness, for this, systems are needed in society from the village level to the global level. For example- education system, medical system, production system, judiciary system and exchange system. Some people participate in these systems for the benefit of society who are known as Administrators. Administrators perform their responsibilities for the citizens and expect the citizens to fulfil their duties.

So there is a need to understand the administrator and citizen relationship and to perform it properly. Without understanding it clearly, we have complaints from each other. This activity is an effort to draw the attention of the students towards their systematic relationships.

ACTIVITY

❑ Steps of the Activity

Some systems have been designed for the convenience of people in society. To run the systems, five committees have been mentioned below. All the students would become members of these committees. Five

members can join a committee and will be in the role of administrators. These committees as mentioned below are required to chalk out their plan of action for the solution of the challenges faced by the people in the society.

- ◆ **Education Committee-** Despite receiving higher education, some people are corrupt. What else do we require to teach in our education system so that they would not do that? Make a plan of action for that.
- ◆ **Health Committee-** Some producers or distributors adulterate the food items for earning more profit. They need to be made aware so that they would not do that. Make a plan of action for that.
- ◆ **Production Committee-** Some producers use chemical manure or pesticides to produce more crops which can result in serious diseases. To make them aware, make a plan of action.
- ◆ **Judicial Committee-** Due to fear, rumour, hatred etc. riots or communal violence take place in society. Make a plan of action to stop them.
- ◆ **Exchange Committee-** Some producers or distributors hoard things and create artificial scarcity of things which results in inflation. To stop black marketing, make a plan of action.

Every committee will discuss around 8-10 minutes and present a plan of action in the class.

❑ **Questions for Discussion**

1. What challenges did you face while making your plan of action?
2. In the role of an administrator, what expectations do you have from citizens?
3. Which system of society will you like to participate in future and why?

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

At home, students would discuss how we can contribute to the proper working of the systems in 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 shortcomings do you see in present systems of society?
2. What expectations do you have from the people who participate in these systems?
3. What suggestions would you give to improve the systems of society?
4. What are your duties towards different systems of society?
5. In your opinion, how can the administrator and citizens be free from complaints from each other?

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

With members of their family, students would discuss how the systems of society can be improved further.

❑ **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 at home.

❑ **Points for Assessment**

1. Which points did you focus on specifically from the discussion of this lesson?
2. As a citizen, which duties do you perform for systems of society?

3. Do you see your relationship with the people participating in systems of society? If yes, how?
4. Have you ever observed challenges of any of your colleagues during any of the work? If yes, share your experiences.

Observe, Ask and Explore at Home

At home, students will discuss with members of their family what impact do the people participating in systems of society have in our 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.



Social Challenges and My Role

□ Note for the Teacher

In the previous lesson, we learnt that-

- ◆ what are fellow-associate and administrator-citizen relationships?
- ◆ what are the expectations and responsibilities in these relationships towards each other?

Some social issues have become a big challenge for us. Corruption, conflicts based on caste and religion, riots, and unrest are some of them. These not only result in the waste of resources and energy but also affect social harmony and cohesion due to increasing social prejudice and hatred. It is extremely necessary to find a solution to these problems. In this lesson, students will not only identify the challenges facing their society but also see their role in fixing them.

□ Objectives of the Lesson

1. The student will see their role in solving social problems and challenges.
2. The student will understand the process of analysing the causes of social challenges and reaching solutions.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Story: Who is Handling?

□ Objective

The students will understand the process of reaching a solution through analysis of the causes of social challenges.

□ Beginning of the Class

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

□ Experiences at Home

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

□ Line of Discussion

The ignorance of some people in society causes harm to its fabric. Why do events like riots happen? How do people unknowingly become a part of them? Is there a way for people with different beliefs to live together? This story-based discussion provides an opportunity to reflect on such situations. Is living with mutual understanding and having human values the solution?

STORY

There used to be a lot of hustle and bustle at that intersection. Sonia's father and Afzana's father had their shops on that intersection right next to each other.

Their houses were located a short distance away from there, at the end of two alleys. Both families used to celebrate all the festivals together. They often visited each other's homes.

That day, there was a lot of commotion at the intersection. Both shops were doing good business. Suddenly, the crowd turned violent and started attacking each other with stones and sticks. Sonia's father and Afzana's father tried to close the shutters quickly, but the crowd had already reached there. The mob damaged some of their goods and scattered the rest. They managed to escape from there somehow.



Sonia's father said worriedly, "Please call Abdul. He is still inside the house, right?" Sonia had just picked up the phone when it rang. It was Uncle Abdul. They asked about each other's families. Abdul said, "For the past few days, I've been receiving provocative messages on my WhatsApp. I'm sorry, I made a mistake too. I also forwarded those messages to some people." Sonia's father said, "A few days ago, hateful and spiteful messages started appearing on a WhatsApp group."

Sonia said to Afsana with words full of regret, "One thing is not making sense to me, are we running this WhatsApp or is it running us?"

❑ Questions for Discussion

1. Have you ever sent a WhatsApp message without reading or understanding it completely? Share your experience.
2. Do you use social media these days? What things do you need to be mindful of when using them?
3. Who is responsible for preventing incidents like riots and unrest?
4. What can society do to prevent such incidents from occurring?
5. Can children also, like you, contribute in preventing such incidents from occurring? How?

❑ Observe, Ask and Explore at Home

Try to understand the thoughts of your family at home about how people can live together without conflicts and clashes of interests.

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

❑ Questions for Discussion

1. Do riots solve the problem?
2. If solutions cannot be found through riots, then why do riots occur?
3. What are the common causes of riots? How can these issues be resolved?
4. Have you ever seen people in your neighbourhood or school forming groups and fighting? What is usually the reason for this?

5. Is there a way of living where such situations do not arise? Please share that.

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

At home, have a discussion with members of family about what role they see for themselves and their family in preventing communal riots in 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: Social Challenges

❑ **Objective**

Students will identify social challenges as a student and play a role in finding solutions to them.

❑ **Beginning of the Class**

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

❑ **Experiences at Home**

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

❑ **Line of Discussion**

Society is facing many challenges such as corruption, riots, theft, and looting. What is the reason behind these problems? Can the solution be achieved by the understanding of all members of society? Many times, we become the reason for a bad situation unknowingly. Whether it is the impact of social media or someone's influence, it happens only when a person does not have a clear understanding of something. Through this activity, an attempt is being made to enable students to identify social challenges, understand their causes, and play their role in resolving them according to their position and ability.

ACTIVITY

□ Steps of the Activity

- ◆ Ask the student what things/actions they see as big problems/challenges in society? Write their answers on the board. (Corruption, riots, theft, looting)
- ◆ Form small groups of students and give each group a topic to discuss from the list.
- ◆ Each group will prepare a presentation on their topic, including the following points
 - What is the problem and who is affected by it?
 - Why is this problem happening and how can it be solved?
- ◆ Then, each group will present their findings one by one.
- ◆ After each presentation, other students will be encouraged to add their thoughts or ideas on any point.

□ Questions for Discussion

1. What were some commonalities found among the causes of all these problems? What were those things?
2. Who has a major role/responsibility in eliminating these problems?

□ Observe, Ask and Explore at Home

Ask students to discuss the topic of their group by asking questions at home and in the neighbourhood to see what else they can learn from it.

□ End of the Class

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



Day 4

□ Beginning of the Class

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

□ Recapitulation and Experiences at Home

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

❑ Steps of the Activity

- ◆ Students will sit in the same group as the previous day.
- ◆ They will write down the additional points that came up during the discussion done at home on the questions from the previous class.
- ◆ Each group will present the new points related to the discussion done at home in the class.

❑ Questions for Discussion

1. Do you also contribute in any way (directly or indirectly) in aggravating any of these problems? If yes, how? What are the reasons for this?
2. Have you ever read provocative messages against someone on social media (WhatsApp, Facebook, etc.)? What do you generally do after reading such messages?
3. Can you contribute in solving any of the problems discussed in class? How?
4. What two or three things can be done to prevent these types of problems from arising in society? (Is working on society also a solution?)

❑ Observe, Ask and Explore at Home

Discuss with your family what are the root causes of problems such as corruption, theft, terrorism, riots, and unrest?

❑ 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 at home.

Points for Assessment

1. Which points did you focus on specifically during this week's discussion?
2. Which social issues in your neighbourhood caught your attention this week?
3. Have you been a part of solving any social issue or challenge in the past few days? How?
4. After this week's discussion, what aspects were you able to pay special attention to during your interactions with people in your neighbourhood? Please provide an example of an incident.

Observe, Ask and Explore at Home

In the next few days, note whether you are able to do the same, as you have talked about your contribution, in the form of your solution in the class.

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-

- ◆ that our role is also important in finding solutions to social problems and challenges.
- ◆ the process of finding solutions while analysing the causes of social challenges?

Our focus on commonalities makes us feel more connected and happy with each other. When we see differences in each other, we feel happy if we find ourselves better but sad if we find others better. This practice of comparison comes from our beliefs or conditioning. We build walls between ourselves and others based on factors like skin colour, wealth, and nationality. We can interact with each other more comfortably and naturally when we focus upon our similarities. If we try to see everyone as one, the differences that were creating mental barriers between us now become helpful in understanding each other and accepting diversity. (Diversity has its own importance in nature as they complement each other. Therefore, our goal is not to label differences as bad, but to instil in children the belief that even with so much diversity, all humans on this earth are the same from within. If students' attention is directed towards this belief, they can be free from the conflicts of religion, caste, region, colour, and so on for the rest of their lives.)

□ Objectives of the Lesson

1. Students will see society as an extension of their own family.
2. As students, they will see where there are relationships, there is no exploitation.
3. Students will identify the necessary actions and behaviours required to build a fear-free society.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Activity: Recognition of Commonalities

□ Objective

To draw students' attention towards recognising commonalities among humans brings us happiness.

❑ Beginning of the Class

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

❑ Experiences at Home

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

❑ Line of Discussion

We all breathe, eat, sleep, need a home and clothes, etc. These similarities are the basic needs of our body. We all think, make decisions, want happiness and respect, etc. These similarities are the basic needs of our mind, so in many ways, humans are the same. Every human thinks, but thinks of different things. Every human makes decisions, but makes different decisions. Every human loves, but expresses it differently. Every human wants love, respect, and happiness, but seeks them in different ways. In the end, fundamentally, we are all the same. This activity helps to communicate this fact clearly to students.

ACTIVITY

❑ Steps of the Activity

◆ The teacher will start the discussion with any incident or situation. For example, imagine that there is a table tennis match between your school and another school.

◆ There are two possible situations:

Either your school team will win or lose. Let's discuss –

- When our school team wins, what emotions we feel and how we celebrate the team's victory?
- When our school team loses, what emotions we feel? And how do we express our sorrow for the team's loss?

◆ Now let's imagine another type of match –

◆ This match is between two teams in our neighbourhood. Your friends and siblings are playing on both teams. In the outcome of this match, one team will win and the other will lose.

Let's discuss –

- What emotions do we feel when the winning team wins? How do we celebrate the team's victory?
- What emotions do we feel when the losing team loses and how do we express our sorrow for the team's loss?

❑ Questions for Discussion

1. What similarities do you find between the people you feel a connection with and yourself?
2. What similarities do people who feel a connection with you see in you? (Hint: affection, love, trust, etc.)
3. Do we focus more on similarities with others or do we focus on our differences?
4. How do our relationships change when we consider ourselves different or unequal to others? What is our attitude towards them? Share your thoughts.
5. When we see others as similar to ourselves, how do our relationships change? What is our attitude towards them? Share your thoughts.



❑ Observe, Ask and Explore at Home

Students will discuss with their family and find out what can be the basis of recognising commonalities among human beings. They will also make a list of 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.



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.

□ Line of Discussion

If children develop a habit of seeing commonality in human beings, they will gradually move beyond differences and controversies and move towards a peaceful life, and as a result, we will be able to talk about global peace and harmony.

□ Questions for Discussion

1. After developing a perspective of commonality among humans, what major changes can occur in our lives?
2. What similarities exist between you and your teacher?
3. What similarities exist between you and your best friend?
4. Think about members of your family and tell us what similarities they have.
5. Is there any student in the class you don't like? Are there any similarities between you and that student?

□ Observe, Ask and Explore at Home

At home, have a discussion with members of your family about how all human beings on the Earth are the same.

□ 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: My Wealth

❑ Objective

Students will identify the elements required (as my wealth and just behaviour) to build a society free from fear.

❑ Beginning of the Class

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

❑ Experiences at Home

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

❑ Line of Discussion

It is necessary for social harmony that people in a society recognise each other as their relatives. Once people in a society recognise each other as their relatives, the possibility of exploitation disappears. The whole society begins to appear as an extended family, where people support each other. In such a society, nobody fears or feels threatened. Additionally, for the development of a fear-free society, it is essential that people in the society understand the concept of “Svadhan” (self-possessed wealth) and practice fair dealings with each other. People must have clarity about their own wealth and ask themselves, “Whose wealth am I using?” Is the wealth I am using actually mine? Self-possessed wealth is the wealth acquired through rewards, incentives and acknowledgments, whereas other forms of wealth are categorised as borrowed wealth. Teachers will guide students towards recognising the fact that using other people’s wealth without their consent is a crime.

STORY

After spending a whole month at their grandmother's house during summer vacation, Ashi and Anshu were now going back to their own house with their parents. While they were on their way, their grandmother gave them a lot of

gifts and some money in their hands. The kids were making plans about what to do with the money when their mother said, "Give me your money, I'll keep it safe. You might lose it somewhere." But Anshu replied, "No Mom, grandmother gave me this money. It's mine. How can we give it to you?" "Yes, yes, it's yours. You'll get it when you need it," said their mother

After coming home and having some food, both kids went out to play with their friends in the evening. They had not gone too far when they saw a purse lying on the side of the road. Anshu ran and picked it up. The purse had two notes of



Rs. 500. They looked around, but there was no one in sight. They could not understand what to do with it. They waited there for quite some time, hoping someone would come looking for it, but no one did.

Anshu said, "I didn't steal it from anyone or take it from someone. I found it lying there, so it's mine." But Ashi was not convinced. She had questions in her mind about how it could be his money. Anshu thought if he would leave it there, someone else would pick it up. He had found it, so it belonged to him. Ashi said, "Let's go to grandmother's house. Only she can decide about it."

Both of them went to their grandmother. Anshu told grandmother everything and asked, "Grandmother! This is my purse, isn't it?" Grandmother listened carefully to both the children and lovingly made them sit next to her and said, "Children! When we do any productive work, the reward we receive in return for our hard work is called compensation. It is our property. In addition, when our relatives give us anything like money, it becomes our property in the form of a gift. When we receive any material or money as a reward for contributing to society, it also becomes our property. Only the wealth received in these three ways is our wealth (svadhan). Money received by any other means is stolen property, and taking it is a crime." Ashi asked, "Grandmother! then, is the money given by grandmother not mine?" grandmother said, "I have kept my point. It is up to you to decide which wealth belongs to you and which does not," Both the children were not able to decide whether they did the right thing or not or what to do now. Then grandmother said, "Come on, children! Let's go to the police station. This belongs to someone else; we will hand it over to the police. The owner of this money will come to police-station searching for it."

❑ Questions for Discussion

1. According to you, will the money the children receive from their grandmother be considered their own money or not? If yes, how? And if not, why not? Discuss.
2. If you were in the place of Anshu and Ashi, what would you do with the lost purse on the street?
3. Have you ever experienced a similar event in your life? If yes, share it in class.

❑ Observe, Ask and Explore at Home

Students will also narrate the story to members of their family and discuss my money (svadhan) and others' money (par dhan). They will also listen to the thoughts of their family and opinions about 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.



Day 4

❑ Beginning of the Class

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

❑ **Recapitulation and Experiences at Home**

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

❑ **Questions for Discussion**

1. If all the people in a society use only the wealth they earn (svadhan), what kind of changes can occur in society? Discuss.
2. What do we need to do to earn wealth? Discuss.
3. Why is it a crime to take someone else's wealth (par dhan)?

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

With members of the family, students would discuss what they can do to earn money and generate income.

❑ **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 at home.

❑ **Points for Assessment**

1. This week, on how many occasions did you pay attention to mutual commonality (others are also like me)? What changes have occurred in your thoughts and behaviour as a result?
2. Have you received any money as a reward, bonus or prize this week? If yes, share it with the class.

3. Have you ever been in a situation in your life when you found someone's belongings or money? What did you do in that situation? Share it with the class.

Observe, Ask and Explore at Home

Students would discuss with members of their family about how they treat people whom they see as similar to themselves. What is their behaviour towards 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.



□ Note for the Teacher

In the previous lesson, we learnt that-

- ◆ the meaning of complementarity in nature
- ◆ the four states of nature relate to complementarity (interrelation)?

In this chapter, we will see what else exists in nature besides humans. We will also examine whether there is any other reality in existence besides the objects of nature in existence. If so, what is it like?

Furthermore, we will also see that there are many stars, planets, and satellites in the sky. The sky is also known as void, empty space or empty place. All stars, planets, and satellites remain dynamic in the sky. The sky is the place where all planets and satellites reside. Our Earth is also amongst them.

If we want to give a single word to the soil, stones, trees, animals, birds, and humans, all that is visible on this Earth, it is called nature. If we combine all the planets and satellites of this solar system, other solar systems, other galaxies, and the sky, and want to give a single word to it, it is called existence.

□ Objectives of the Lesson

1. Students will learn about the different states of nature.
2. They will identify space as a reality.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Activity: What All is Around Us?

□ Objective

Students will understand that everything around us exists in four types of realities.

□ Beginning of the Class

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

❑ Experiences at Home

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

❑ Line of Discussion

When we look at the entire creation, whatever we see can be classified into four categories. One category is made up of things like soil, rocks, air, water, etc., which are generally referred to as inanimate. The second category includes trees and plants. The third category belongs to animals and birds, and the fourth category includes humans. Only humans can understand the other three categories and can use them for good or bad purposes.

ACTIVITY

❑ Steps of the Activity

- ◆ Divide the students of the class into four or five small groups and give each group a page.
- ◆ One student in each group writes the names of everything they can see around them on this page. The next student writes two other names. In this way, all students in the group write two names each.
- ◆ Now, one student from each group presents their list in the classroom. (3 minutes for each group).
- ◆ During the presentation, the teacher draws four columns on the board and classifies their lists according to the following criteria:
 - In column 1, write the names of those who do not breathe.
 - In column 2, write the names of those who breathe but cannot move around and are not affected.
 - In column 3, write the names of those who breathe, can move around, are affected but do not understand or can be understood.
 - In column 4, write the names of those who breathe, can understand and can be understood, and whose actions are affected by what we say.

Note: If a column has no names from a group's list, the teacher can write two names of their choice in that column.

❑ Questions for Discussion

1. What names can we give to the first column? Answer - Inanimate objects
2. What names can we give to the second column? Answer - Plants
3. What names can we give to the third column? Answer - Animals
4. What name can we give to the fourth column? Answer – Humans

❑ Observe, Ask and Explore at Home

Students will discuss with members of their family about the four states of nature.

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

❑ Steps of the Activity

- ◆ Students can be seated in four small groups and given a page to write. These groups can be named as the material world, plant world, animal world, and human world. Each group will write about the unique characteristics of their associated world. For example, they can write about the need and dependence on food, breathing and usefulness for other worlds etc. (5 minutes)

(The teacher can provide hints in between, such as non-living substances can form new substances by combining. Plants identify and use resources where they live. Animals travel to different places for food, but eat it in the form that is available in nature. Humans can produce different things by adapting their environment to their needs, and use their imagination to prepare their food, etc.)

- ◆ Now, one child from each group would present their findings. (3 minutes for each group)
- ◆ Based on their presentation, the teacher can create four columns on the board and list their characteristics separately-
- ◆ Write the characteristics of non-living substances in column 1, plant characteristics in column 2, animal characteristics in column 3 and human characteristics in column 4.

❑ Questions for Discussion

1. What is your opinion about the conduct of things in the material world, is it certain or uncertain? Please give an example.
2. What is your opinion about the conduct of the plant world, is it certain or uncertain? Please give an example.

3. What is your opinion about the conduct of the animal world, is it certain or uncertain? Please give an example.

4. What is your opinion about the conduct of the human world, is it certain or uncertain?

(Note: If humans become wise, they will live in certain conduct - always in faith, always happy, and in love. They will also find harmony with other worlds.)

Observe, Ask and Explore at Home

At home, have a discussion with members of your family about the characteristics of all four groups.

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: Space: A reality

Objective

Students will be made aware of the fact that empty space is a reality.

Beginning of the Class

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

Experiences at Home

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

Line of Discussion

If we look carefully, empty space can be found between two objects, two atoms, two humans, and even between two celestial bodies. This empty space exists between all objects and within all objects. For example, the movement of an electron inside an atom is evident that there is also empty space inside the atom. Similarly, all the planets and satellites in a solar system revolve around their own axis and also orbit around a central body. This means that there is an empty space around them as well. In this activity, we will discuss this empty space.

ACTIVITY

□ Steps of the Activity

- ◆ First discussion- Students bring water bottles to the classroom. Take two bottles of the same type, one filled with water and the other completely empty. Now the teacher initiates the conversation in this way -
- ◆ Is the weight of both bottles the same or different?
- ◆ If it is different, which bottle is heavier- the one filled with water or the one which is empty? Why? Discuss.
- ◆ The meaning of distance between particles is that there is no other particle between them, only empty space.
- ◆ Second discussion- Start a conversation with students about the solar system.
- ◆ What is between the Earth and the Moon - empty space or something else? (Answer - empty space)
- ◆ Is there empty space or something else in the orbit where the Earth revolves around the Sun? (Answer - empty space)
- ◆ When we look at all the planets and stars in the sky, is there space around some planets and stars or around all of them?
- ◆ From the above two discussions, it can be concluded that empty space is a reality and it exists everywhere.

□ Questions for Discussion

1. Is there any place where there is no empty space?
2. Is there any empty space in the chair you are sitting on or not?
3. Is this chair made up of atoms or not?
4. Is there any empty space between these atoms or not?
5. If there is empty space between atoms, then there is also empty space in the chair. Agree or disagree? Discuss.

□ Observe, Ask and Explore at Home

Students would discuss today's activity 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 4

Activity- What is space?

□ Beginning of the Class

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

□ Recapitulation and Experiences at Home

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

□ Steps of the Activity

- ◆ Ask the students to observe their surroundings for 5 minutes.
- ◆ What are the things that undergo changes? Make a list of them in your copy.
- ◆ Is there anything that doesn't change at all?
- ◆ Ask the students to tell the items on the list and write them on the board.

□ Questions for Discussion

1. Ask students to observe the trees and plants in the school garden for 5 minutes. Will they always remain the same or will there be changes in them? If there are changes, what are they?
2. Does our body always remain the same or would it change? If there are changes, then what are they?
3. Will space always remain the same or will there be any changes in it? If there are changes, then what are they? (Note: draw children's attention towards the fact that there are no changes in space)
4. Can we say that there are changes or fluctuations in the units of all four states while there are no changes or fluctuations in space? Agree/disagree? Discuss.
5. Can we say that existence, whether it is changeable (four states of matter) or unchangeable (space) can co-exist? Agree/disagree? Discuss.

□ Observe, Ask and Explore at Home

At home, discuss with your family and friends/neighbours about the characteristics of space.

□ 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 at home.

Points for Assessment

1. Has paying attention to space this week affected the way you observe or interact with any event?
2. In the last few days, how have you felt about the presence and utility of space in your life?
3. After becoming aware of the presence of space around you, how do you feel?

Observe, Ask and Explore at Home

Students would discuss with their family and friends if space (empty one) can be eliminated from the earth?

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-

1. space and nature are the fundamental realities of existence.
2. the entire existence is in the form of a system.

This lesson will focus on drawing the attention of the students to the fact that we collectively refer to all the units of existence as nature and human beings are an integral part of it. They will recognise their connections to the other three states. Human actions affect balance in nature and humans themselves are affected by that imbalance. In such a situation, paying attention to these points will be helpful in managing one's own life.

□ Objectives of the Lesson

1. Students will see human beings as integral units of nature.
2. Students will identify the relationship between humans and the other three states of nature (matter, plant, and animal state).
3. Students will understand the impact on mankind/humanity due to the imbalance in the rest of nature.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Story: The Intrusion

□ Objective

To draw attention of the students to the fact that they are an integral part of nature and play an important role in maintaining the natural balance.

□ Beginning of the 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 purpose of the discussion of this story is to draw the attention of the students towards the importance of human's role in maintaining the natural order. The destruction humans have done to nature, now demands the same amount of care and attention by him to enrich nature again.

STORY

There was a sound of dropping the newspaper at the door. Rakesh ran to get the newspaper for his grandfather. As soon as he picked it up, the headline in bold caught his attention, "A LEOPARD KILLED A BOY". He felt very sad and was angry too. He said to his grandfather while handing over the newspaper, "What is the need of these wild animals? They kill our pet animals and humans too. Sometimes they destroy our fields." Then Rakesh's younger sister Mansi added, "Last year, some monkeys had eaten apples and walnuts from our trees and we didn't get any."

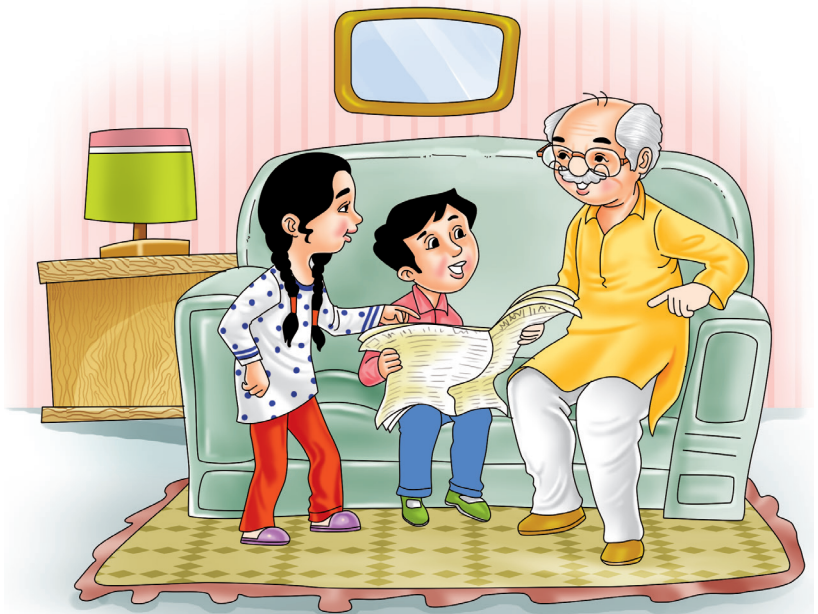
To this grandfather replied, "All creatures are important in nature. The reason for these issues and problems is human only. Humans have intruded and seized the areas of all wild creatures." Mansi asked at once, "Intrusion? What's that?" The grandfather questioned, "Where are the homes of these animals?" Both replied, "Forests."

Dadaji said, "Now read the newspaper and tell, is there any forest adjacent to this town?"

The children read the news carefully and answered, "Yes, there is."

Dadaji asked further, "Is it the same size as it was before?" Rakesh read and said, "No, it wasn't. It was shrunk due to many villages and towns which were located there."

"What does that mean?" Dadaji asked. Mansi thought for a while and said, "Oh, it means they don't intrude on our towns, we have intruded their forests and encroached their habitat."



❑ Questions for Discussion

1. What are the other damages caused by the cutting of forests? (Write students' responses on the board.)
2. Nature is in balance with itself, share some examples of it. (Seasonal changes, water cycle, availability of food where the organism exists, etc.)
3. Has this balance been affected by human activities? Give examples of visible effects.
4. Apart from human beings, do other components of nature (materials, flora, fauna) also disturb its balance? How?

❑ Observe, Ask and Explore at Home

Discuss with your family about the places where they can see the balance of nature is disturbed and how human beings consciously or unconsciously are involved in 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.



Day 2

❑ Beginning of the Class

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

❑ Recapitulation and Experiences at Home

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

❑ Questions for Discussion

1. Does environmental imbalance affect human beings also? How?
2. What can we do to maintain the balance of nature?
3. How do you contribute or can contribute in maintaining the balance of nature?
4. Do you think humans are an integral part of nature? How?

❑ Observe, Ask and Explore at Home

At home, the students discuss with members of their family and neighbours how they see their role in maintaining the balance in nature.

❑ 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: Nourishment or Exploitation

❑ Objective

To draw attention of the students to their responsibility and involvement in maintaining the order of nature, while being an integral part of nature.

❑ Beginning of the Class

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

❑ Experiences at Home

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

❑ Line of Discussion

Through this activity, the attention of the students will be drawn to the fact that apart from the human being, the other three units nourish each other while the human being is seen as an exploiter. It will also be emphasised that the human being is safe only by the balance of the other three states. He can live a happy and prosperous life only by enriching the other three states.

ACTIVITY

❑ Steps of activity

- ◆ Divide students of the class into small groups of 4-6.
- ◆ Each group is to be given an A4 sheet or a quarter of a chart paper. If not available, a page from the notebook can be used.
- ◆ One student will take the responsibility of writing down the responses of the group (or 2-3 students can do it together.)
- ◆ Each group will be asked to make a table as follows-

- Usefulness of Plant Kingdom- Which plants or products obtained from plants did you use today?
- Usefulness of Material Kingdom- What other substances did you use today apart from plants or products obtained from plants?
- Usefulness of Animal World- In which of your work or products used today, could you see the contribution of animals?
- Now encircle the things, due to which nature is ruined. Now among them-
- ◆ Which things can work even when not used? (Mark a cross (x) in the circles)
- ◆ Stopping the usage completely can cause problems, but can be reduced/minimised? (Mark (√) in the circles.)

❑ Questions for Discussion

Now share the group's reflection in the class based on the following questions:

1. Is human life possible without the contribution of material, plant or animal kingdom? If yes, how? If not, why not?
2. Can the present form of works with 'X' and '√' be called the exploitation of nature? Why or why not?
3. Are there any words left in the circle that have neither 'X' nor '√'? What does this mean? (What are the activities that are harmful to nature, but are essential and we can't minimise their use?)

❑ Observe, Ask and Explore at Home

Discuss with the members of their family how we are related to material, plant and animal kingdoms and how our activities are disturbing their balance.

❑ 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. Who is responsible for the different types of pollution in nature? What role can we play in reducing pollution?
2. Will excessive or unnecessary use of natural resources also affect the next generation of humans? How?
3. How can we use the available materials judiciously?
4. How can we play our part in maintaining the balance of plants and forests (vegetation) in nature?

❑ Observe, Ask and Explore at Home

Observe the efforts made in your neighbourhood to make the natural system prosperous and pollution free. How can you contribute to this work?

❑ 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 at home.

❑ Points for Assessment

1. How did you contribute to enriching the environment this week?
2. What kind of effort is your family trying to do to nurture and protect nature?
3. Who in your family uses the things/resources judiciously and conserves them?
4. Are efforts being made to prevent pollution of water, air, and land in your community/neighbourhood? If yes, share those efforts.

Observe, Ask and Explore at Home

Discuss in your family/community that if we all enrich together the other three components of nature, then what difference can this make in our life and the earth.

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.



Natural Challenges and My Responsibility

□ Note for the Teacher

In the previous lesson, we learnt that-

- ◆ nature is in the form of an integral unit. Humans share a deep relationship with the other three states (matter, plant and animal) of nature.
- ◆ the imbalance in nature affects human beings the most.

In this lesson, we will try to understand that

Natural resources are our priceless heritage and their conservation is everyone's responsibility. To maintain the balance in nature, we have to make proper use of natural resources and take steps to protect them. We have to find out the causes of natural challenges. We have to decide our role in providing the solution to these challenges.

□ Objectives of the Lesson

1. Students will identify the causes of natural disasters like drought, floods, and global warming.
2. Students will understand the importance of finding solutions to natural challenges.
3. Students will understand their role in finding solutions to natural challenges.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.



Day 1

Story: Right Direction

□ Objective

To play our part by understanding the need to solve natural challenges.

□ Beginning of the Class

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

❑ Experiences at Home

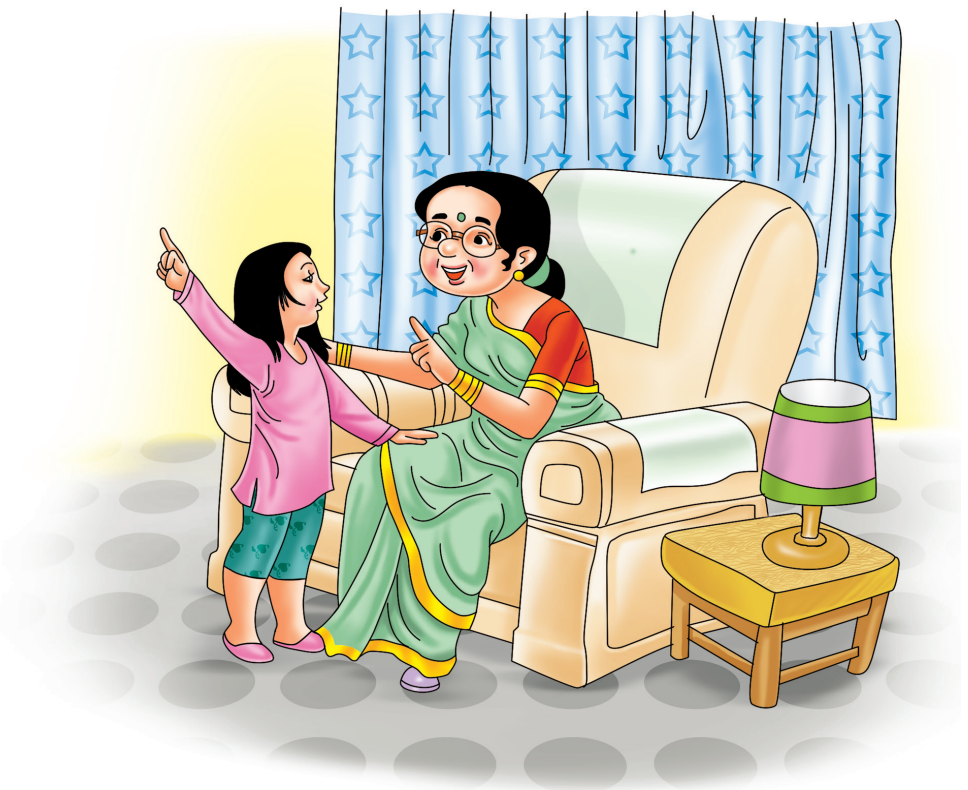
Students would be given the opportunity to share their experiences of reflections and discussions at home.

❑ Line of Discussion

Through discussion students' attention would focus on the point that we are responsible for many of the causes of natural challenges or imbalances. Balance in nature can be maintained by judicious use of resources.

STORY

Salma had a dream. In her dream, she saw that all the water on earth has dried up and all the trees have been cut. People are disturbed and wandering here and there in search of food and shade. She woke up terrified and ran to her grandmother to tell her about the dream. While telling her grandmother the dream she asked, "Grandmother, won't my dream come true?" Grandmother said, "Yes, it might be true sometime in the future. If people continue wasting water, deforestation, vehicles spewing smoke on the roads, piles of plastic waste, and polluted and toxic air, this dream will be true very soon." On hearing these words of the grandmother, Salma became thoughtful.



Today Salma was using water cautiously. She finished all her food and switched off the light while leaving the room. Under no circumstances did she want to let this dream become reality.

Salma went to her mother and with her help, she made cloth bags and urged all members of her family to use these cloth bags in place of plastic bags. The next day at school, she discussed that with her teacher and classmates. Together, they decided not to use plastic from that day onwards and to take care of natural resources like plants and trees.

❑ Questions for Discussion

1. What will happen if Salma's dream comes true?
2. Are we also the reason behind natural challenges? If yes/no, how?
3. According to you, what could be the possible solutions to these natural challenges? Give any three examples.
4. How do you feel about seeing a tree being cut down? Why do you feel this way?

❑ Observe, Ask and Explore at Home

Discuss with members of your family on the causes responsible for natural challenges like pollution and climate change.

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

❑ Questions for Discussion

1. In what forms can we see the ill effects of imbalance in nature? (possible answers - pollution, climate change, floods, etc)
2. Do you think you are also responsible for environmental pollution? If yes, how?
3. What could be the consequences if the natural challenges continue to increase like this?
4. Which energy resources do you use in a day? Do we need to use these resources judiciously? (clue- use of fans, bulbs, petrol etc.)

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family what steps can be taken at their own level to reduce the pollution in the environment.

❑ 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: Global Warming

❑ Objective

Students will identify the causes of misuses of natural resources, its effects like drought, floods, pollution, and global warming and their role in solving these challenges.

❑ Beginning of the Class

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

❑ Experiences at Home

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

❑ Line of Discussion

We all want to live in prosperity. To achieve this goal, we have natural resources and their derivatives to meet our daily needs. For safeguarding the future of our planet and its people, it is necessary to minimise the misuse of natural resources. This is everyone's responsibility. We will have to find solutions to natural challenges by identifying the underlying causes and make ourselves capable of taking care of our planet. The protection and proper use of natural resources depend upon the understanding of human beings.

ACTIVITY

❑ Steps of the Activity

Divide the students into 4-5 groups and ask them to discuss the following points. Give them 8 to 10 minutes for the task.

- ◆ What is the natural imbalance?
- ◆ Natural imbalance results in the following problems. Discuss in your groups the causes and solutions of every problem and write the points of discussion in your happiness diary.

- lack of pure air
 - lack of pure water
 - lack of unadulterated and pure food.
 - lack of peaceful environment.
- ◆ Imagine you have money. Will just having money ensure the availability of items or their production is also necessary? (for eg. There is money to buy electricity but is there enough production of electricity to ensure its availability all the time, we have money but pure food is unavailable etc)

After the discussion, each group will give a presentation on the conclusions drawn from their group discussions. 3-4 minutes are to be given to each presentation.

□ Questions for Discussion

1. Does having money give you the right to misuse natural resources? Yes /no, why?
2. Which resources in nature are free of cost?
3. What will be the consequences, if we continue to exploit the environment to fulfil our needs?
4. If we do not get clean air and water due to environmental degradation, can we arrange them on our own? Share your opinion.

□ Observe, Ask and Explore at Home

Make a list of the causes of environmental degradation with members of your 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.

□ Experiences at Home

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

❑ Questions for Discussion

1. Who is responsible for the protection of natural resources? Why?
2. Do you have any idea about the Bhopal Gas Tragedy of 1984? Discuss in the classroom. (This incident is considered the world's biggest industrial pollution disaster and for its redressal, 2nd December has been declared as 'National Pollution Control Day'.)

(If the students are not aware of this, the teacher is expected to share the information with the students.)
3. What steps would you initiate to solve the problem of pollution?
4. What are the consequences of prolonged misuse of resources? Explain with an example. (for eg. misuse of water and electricity, excessive use of paper, excessive production and use of plastic items etc.)

❑ Observe, Ask and Explore at Home

The students will discuss with members of their family which activities can save the environment from degradation.

❑ 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 at home.

❑ Points for Assessment

1. Can you pay attention to the activities going on around you that are causing global warming after this lesson? Share your experiences.

2. How can you help to protect the resources of your school?
3. Have you ever seen the people of your neighbourhood in stress due to the loud sound of loudspeakers used on the occasion of marriage or some other social function? Share your experiences.
4. How will you make people aware of the misuse of natural resources? Give any three suggestions.

Observe, Ask and Explore at Home

Students would discuss with members of their family about the changes occurring in the environment recently.

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-

- ◆ understood their role in resolving the natural challenges.
- ◆ understood the fundamental realities of the existence of space and nature.
- ◆ identified the whole existence as an order.

Now, in this lesson, an effort will be made to draw students' attention to the fact that all units of existence are collectively addressed as nature and human being is an integral part of it. They will realise that they are related to the other three states. The actions of human beings affect the balance in nature and humans too, get affected by it. Being conscious of these points will help in managing one's life.

□ Objectives of the Lesson

1. Students will see the prosperity of the earth as the collective goal of all human beings.
2. Students will accept their responsibility for the Earth's prosperity.
3. Students will understand that our prosperity lies in the prosperity of the Earth.

□ Proposed Duration

At least 5 days or till the teacher is satisfied.

Day 1

Activity: Imbalance in Nature- Causes and Solutions

□ Objective

To draw attention of the students to the causes of imbalance in nature and the measures for its improvement.

□ Beginning of the 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

Human beings are dependent on nature for fulfilling their physical needs like food, clothes, shelter, etc. Since human beings came into existence, they have been using natural resources like air, water, land, vegetation, etc. for fulfilling their needs. In the misguided hope of happiness through materialistic possessions, we are using these resources irrationally. As a result, the balance of nature is disturbed by many of our actions. This imbalance in nature is now visible in the form of droughts, floods, global warming, climate change, etc.

Now, the important question is, if after so much hard work, education, and development we have reached the point where even our very existence is in danger, where have we failed?

Students' attention will be drawn toward the fact that if natural resources are properly utilised, there will be balance in nature. Mankind will live in prosperity. It is imperative to maintain balance in nature. We must reflect upon those actions that are harming nature. It is expected that after discussion, the students will identify reasons causing an imbalance in nature and try to solve them.

ACTIVITY

❑ Steps of the Activity

- ◆ Students will be divided into small groups.
- ◆ One student from each group will be given the responsibility of noting down the points of discussion in their happiness diary.
- ◆ Each group will discuss the following points concerning imbalance in nature(global warming, pollution, climate change, etc).
 - Causes of imbalance in nature.
 - Impact of imbalance in nature on human beings.
 - Measures to stop imbalance in nature.
- ◆ One student from each group will present the conclusions of the group discussion in class.

❑ Questions for Discussion

1. Who is responsible for disturbing the balance of nature? How?
2. What could be the consequences if this is not taken care of?
3. What are the immediate steps mankind needs to take for the prosperity of Earth?
4. What individual/ personal steps can you take right now for the prosperity of Earth?

❑ Observe, Ask and Explore at Home

Students will discuss with the members of their family the effects of the deteriorating balance of nature on 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 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

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

❑ Questions for Discussion

1. Can humans live in prosperity, if the earth does not? If yes, how? If not, why not?
2. What are the things needed to be understood for us as well as our future generations to live with prosperity on the earth?
3. What work needs to be done to make our earth conflict free forever?
4. As the environment minister of the country, which policies would you like to make to keep the environment safe?

❑ Observe, Ask and Explore at Home

Discuss with members of your family the steps we need to take right now to ensure the prosperous life of future generations on the earth.

❑ 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: Forest Management

❑ Objective

To draw students' attention to the management of a forest.

❑ Beginning of the Class

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

❑ Experiences at Home

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

❑ Line of Discussion

There is balance in all 4 states (matter, plant, animal and knowledge i.e. human beings) of nature. Human beings have the right to maintain this balance intelligently. He also has the power to disturb this balance due to a lack of understanding. For example, the number of herbivores and carnivores remains balanced naturally. Unthoughtful interference by humans threatens this balance. The role of carnivorous animals in controlling the number of herbivorous animals is visible in nature.

The attention of the students will be drawn toward the fact that everything in nature has a purpose. This will help in understanding the order in nature and we also become a part of this order. The earth would prosper only by our being complementary to nature. Our prosperity will be ensured only by ensuring the prosperity of the Earth.

STORY

Nisha was watching National Geographic Channel. When she saw a lion hunting a deer, she felt very bad. She asked her elder sister Usha, who was sitting nearby, “ Sister, you say that everything in nature has a purpose. What is the purpose of these carnivorous animals? They are harming nature by killing other animals.”

Usha smiled and said- “Nisha, until and understand the purpose of having carnivorous forests. To control the population of vegetation control the number of herbivorous animals by eating them. If the number of herbivorous animals in the forest increases a lot, they will not allow the plants to flourish and new trees will not grow. They will start coming out of forests for food and attack the crops in our fields.” “But sister, this way, all the vegetarian animals will be finished one day.” Nisha expressed her doubt.



Explaining to her, Usha said, "This will never happen because the number of carnivorous animals is far less than that of the herbivores. Their lifespan is also short and they reproduce in limited numbers. Moreover, they hunt only when they are hungry, unlike human beings who kill them for pleasure and collection".

Now, Nisha understood how lions and deers have always been found in the forest playing their respective roles.

❑ Questions for Discussion

1. What role do you think herbivores play in the order of nature?
2. How will the absence of carnivorous animals affect the balance in nature?
3. How is the anatomy of carnivores different from that of herbivores helping them to play their part in nature's order?

(clue- Agile body for running fast, sharp nails for hunting, long and sharp teeth for tearing of flesh, shorter intestine for digesting the raw flesh quickly, use of the tongue for drinking water because of large front teeth, etc).

❑ Observe, Ask and Explore at Home

With the members of the family, students would discuss what are the other things that play their respective roles in nature's order and what is their purpose.

❑ 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

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

❑ Questions for Discussion

1. Apart from humans, how are the other three states of nature (matter, plant and animals) useful for humans?
2. What will be the effect on mankind if we disturb the natural order of things in nature?
3. Who is responsible for the prosperity of the Earth? What could be the consequences of not fulfilling this responsibility?
4. What are the things that we need to keep in mind so that all four states of nature (matter, plant, animal and human) continue to exist on earth?
5. Give an example of balance in nature.

❑ Observe, Ask and Explore at Home

Students will discuss in their family the effects on mankind of disturbance of the natural order.

❑ 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 at home.

❑ Points for Assessment

1. What are the things you keep in mind to maintain the balance in nature?
2. Besides the classroom, with whom did you talk to make them aware of the balance in nature?
3. Which of your activities are not good for the prosperity of the earth and you are also not able to leave them as of now?

4. After the discussions of this lesson, do you see any change in your thoughts or actions? If yes, share.
5. For the prosperity of the earth, have you decided to do something that you are not able to do now but will definitely do in the future? If yes, share.

Observe, Ask and Explore at Home

Students will discuss with their family what are the things we need to keep in mind for the prosperity of Earth.

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.



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 only after expressing themselves. 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 or 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 or 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 role of our parents, siblings, teachers, friends etc. in making our life happy and contributing towards 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 our feelings. For the stability of feelings, it is also important to practice being aware of how we feel.

Languages (spoken, written & sign) have been developed for exchanging feelings with others. The performing arts like music, dance and theatre have been developed to express feelings through a skill. Visual arts like painting and sculpture have been developed to express feelings with beauty. In this way, happiness is connected to having the right feelings for each other and expressing them through various mediums and methods. So, for the overall development and happiness of a person, the expression of feeling is very essential. Hence, expression has been included in the Happiness class.

□ What to express?

In the expression section for class 8, 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 trust in oneself and among family, friends, schools and society

□ Note for the Teacher

Trust is seen in two ways-

1. Self-Confidence

When we are able to do something properly or understand something precisely, there is no fear or nervousness. This assurance of doing things correctly and understanding things with precision gives us stability that we experience in the form of happiness.

When we have clarity about something, we are assured about it. Our mind is relaxed only on recognising certainty. In a condition of obscurity or uncertainty, our mind remains unstable because of which we face difficulties or problems.

Every human has the unlimited potential to think and understand. After recognising his basic capabilities, a human develops his competencies to teach and impact others about it. Then he becomes confident of living happily. This is felt as a feeling of self-confidence.

2. Trust for Each Other

The basic intention to always be happy and keep others happy naturally exists as a fundamental intention (basic nature) in all human beings. Despite wanting this, we are neither able to always be happy nor able to keep others happy. This is true for others as well.

If we see the order of nature, we find that air, water, soil, rocks, animals and birds, plants and trees etc. are all complementary to each other. As opposed to this, humans have not been able to become complementary to one another and therefore, the problems exist. According to the laws of nature, for everyone's happiness, it is essential that we all are complementary to each other.

If we think with a calm mind, we find that all of us want to be happy and keep others happy. Despite wanting this, we don't understand how to be happy and keep others happy. This lack of understanding becomes a reason for our sadness. This sadness sometimes manifests as anger. For example, when a child becomes irritable for some reason and we are unable to understand how to make him/her calm or happy, we often get angry with the child. This anger is more an outcome of our own incompetence rather than the child's problems.

In this way, it is due to our lack of competence that we are neither able to always be happy nor are we able to keep others happy. Here, the meaning of being competent or having the right understanding is to have

our attention on the basic intention of the other (to do right). When we are aware of the background of the others, their level of understanding and their circumstances, we are able to evaluate their competence better. This way, when the other makes a mistake, we understand that the mistake has occurred due to their lack of understanding and it is not deliberate. This way, we are also able to see how incompetency of others may be developed. This is an outcome of our understanding or competence.

If you are aware that the basic intention of others is to do right, then even when he/she goes wrong, we'll see it as a lack of competence and can be supportive of them to develop it. On the other hand, when we are unable to correctly evaluate the competency of others and doubt the basic intention then instead of being supportive, we get angry and this causes a sense of opposition in us. For example, when a toddler wets the bed, we don't doubt their intention, but rather see it as a lack of competence and help them. However, when the child grows up, and still, wets the bed, then we doubt their intention and get angry, while the mistake is still a lack of competence in the child. He/she is still not doing this deliberately.

In this way, when we doubt anyone's intention, we get angry, and this causes a sense of opposition in us. Since opposition is not acceptable to us, we are troubled. On the other hand, when we have trust in others' intentions, we perceive their mistake as a lack of competence or lack of right understanding and are supportive and complementary to them. When we are assured of each other's intentions, we are able to live with trust and fulfillment in our relationships. Feeling of trust is the foundation (basis) of all our relationships. Hence, it is also called the foundation value in a relationship. It is only with trust that we are able to realize the other values in relationships.

When we trust someone, our behaviour is naturally collaborative and inclusive, it means all the time we are supportive. Trust is also known as confidence, sureness, doubtlessness etc.

Six sessions have been designed to explore, experience and express the feeling of trust.



Trust: Session 1

❑ Objective

To feel the feeling 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

When we are able to do something properly or understand something well, we do not have any fear or nervousness. This assurance of having understood and done something well produces a sense of stability within us. This sense of stability is what we call happiness. In this session, the purpose is to draw the attention of the students to the times they feel confident and to observe how they feel at that time.

❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of the suggested questions.

1. Which activities do not make you feel scared, or nervous like riding a cycle, cooking, playing etc.?
2. Explain with an example about how you felt before learning something new and after learning it properly? For example- learning to ride a bicycle or anything else. How did the feeling change?
3. When you are not able to understand the topic related to a subject in class, how do you feel? Share your experience with any personal example.
4. What topics of a subject are you ready to explain to your friends? Give some examples like a chapter of any subject or so.

❑ Task for Next Expression Day

By the next expression session, try to observe when you feel self-confident.

□ 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.



Trust: Session 2

❑ Objective

To express the feeling 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

We are assured about something only when we have clarity of it. We feel relaxed only on finding certainty on a matter. In a state of obscurity and uncertainty, our mind gets unstable which we experience as a problem or difficulty. In this session, the objective is to make the students observe how to express themselves when they are confident. Their attention may also be drawn to how internal feelings have an impact on their behaviour.

❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of the suggested questions.

1. Do you experience fear or nervousness while doing any particular activity in school like singing, dancing, drama, speech, writing, sports etc?
2. Share one task or activity which made you nervous earlier, but you no longer feel nervous while doing it.
3. Share one example of how you felt before learning something new and how the feeling changed once you understood it properly. For example, any chapter or topic of a subject.
4. Have you ever felt the difference between when you are able to explain something effectively, and when you are not able to do so? Share your experience.
5. How do you behave with others when you are confident within?
6. How do you behave with others when you are nervous within?

❑ Task for Next Expression Day

By the next expression day, try to notice the tasks and activities that make you feel confident.

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.



Trust: Session 3

❑ Objective

To get clarity about the meaning 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

Every human has a fundamental desire to be happy. Also every human has an unlimited potential to think and understand. When one person recognises these basic capabilities and develops their competencies to teach others or make them understand, they develop the confidence of living a life full of happiness.

Through this session, attention of the students will be drawn to their competencies so that they can feel self-confident on the basis of their competence.

❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of these suggested questions.

1. What kind of tasks are you able to do with full confidence? For example- a game, making something or repairing something etc.
2. What kind of tasks do you feel scared or nervous or underconfident while doing?
3. Which challenging tasks have you recently done with full confidence?

❑ Task for Next Expression Day

By the next expression day, try to observe how you feel when you trust others completely.

❑ 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.



Trust: Session 4

❑ Objective

To feel trust in relationships.

❑ 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 relationships, when we don't doubt someone's intention, our trust in them is maintained. Even if they make a mistake, we do not feel bad, but when there is no trust, we believe that the other person has deliberately made the mistake.

This makes us angry and upset.

In this session, students' attention may be drawn to the fact that we feel happy when there is trust in relationships, and sad when there is doubt in them.

This also brings our attention to the fact that for happiness, trust in relationships is very important.

❑ Points for Expressions by Students

Students will be given opportunities to express themselves with the help of the suggested questions.

1. Have you suffered a loss because of your friend's mistake? What did you do at the time and why?
2. Have you suffered a loss because of someone else's (someone not so close to you) mistake? How did you feel at that time? Share.
3. In the above two situations, did you have similar feelings or different? Those students who have had both experiences may share.
4. In which of the two situations were you feeling angry and bad? Why?

Task for Next Expression Day

By the next expression day, try to observe how you feel when you don't trust others.

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.



Trust: Session 5

❑ Objective

To express the feeling of trust in relationships.

❑ 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 doubt someone's intention, we express anger and protest and worry ourselves as well as the other. On the other hand, when we don't doubt someone's intention, we see their mistake as a lack of understanding or competence and become supportive towards them.

The purpose of this session is to help the students see each other's mistakes as lack of competence and support each other to become more competent. To become supportive in relationships, is indeed an expression of trust.

❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of the suggested questions.

1. How do you behave with those whom you trust?
2. How do you behave with those whom you don't trust?
3. Name a few people whom you trust.
4. What do you do to remain aware of somebody's mistakes?

❑ Task for Next Expression Day

By the next expression day, try to observe how you feel when you doubt someone's intention.

❑ 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.



Trust: Session 6

❑ Objective

To be clear about the meaning of trust in relationships.

❑ 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

Trust is the basis of all relationships. Therefore, this value is also called the ‘foundational value’ in relationships. When we trust each other, our behaviour with each other is collaborative and consistently reflects the feeling of cooperation and support.

The purpose of this session is to help the students see their relationships doubt free and be supportive of each other in spite of their mistakes.

❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of these suggested questions.

1. What do you do when people whom you trust make mistakes?
2. What do you do when people whom you don't trust make mistakes?
3. How do you feel when you don't trust a person? Share with any personal example.
4. How do you feel when someone doesn't trust you? Share in class voluntarily.

❑ Task for Next Expression Day

By the next expression day, try to observe your behaviour when someone whom you trust makes a mistake.

❑ 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.



Objective

To observe, experience and express respect for oneself, family, friends, school and society

□ Note for the Teacher

Respect can be seen in two ways-

A. Self-Respect

If we see the needs of a person, we find that, apart from food, clothing and shelter, the basic need of human beings is respect and recognition. No one wants to accept food when served with disrespect. On the basis, we can say that for a person, their respect and identity are bigger issues than food, clothing, and shelter.

If you look at the efforts made to gain respect, we find that most people try to get it by Status, Money, Appearances, Language and Power. We can properly examine if a person is not useful or contributory to society and their behaviour is improper, then, even when they have a lot of money, high status, good looks, good language skills, or power. They are not truly respected though we may pretend to respect them by showering them praises and flowers.

What is self-respect in the true sense?

All human beings feel respected to know their usefulness and importance. Here, usefulness means being happy and contributing to the happiness of others. This competence can be developed with the right understanding and practice.

If we explore the meaning of the word self-respect, it essentially means right evaluation of self. When we develop our unlimited potential to think and understand in developing our competency to help others understand, we become useful by staying happy ourselves and making others happy. Knowing this usefulness, we feel greater self-respect. This way, we are free from depending on others for our respect.

We also see those who have a low sense of self-respect or self-esteem, unsuccessfully attempt to garner respect by showing off. Now, we can reflect on whether the feeling of self-respect will come from knowing our usefulness, or will it come from other people who themselves are in the quest of it?

B. Respect for Each Other

The basic desire of all human beings is to be in a perpetual state of happiness and to live with clarity. In addition to this, if we look at the basic abilities of humans, every human has unlimited potential to think and understand.

Naturally, all human beings are born equal and hence desire equality. When we feel a sense of respect for a person and treat them as an equal without subjecting them to discrimination of any kind, this is felt in the form of happiness. We feel the same way on acknowledging the great personality and capabilities of a person.

The word respect means right evaluation. When we evaluate someone correctly, we feel respect for them, because we recognise them for who they were. When we see them without prejudice, when we see them as human beings, just like us, we have evaluated them correctly. Respect is the foundation of a person's identity. When we feel respect for another, our behaviour towards them is cordial.

When we accept a person as a human being without any discrimination keeping in mind their basic capacity (infinite power of thinking and understanding) and basic desire (happiness), then that person feels respected. No human being can accept discrimination. Whenever a person is discriminated against on the basis of caste, colour, gender or position that person feels humiliated. Even the person who is discriminating does not feel good too because equality among people is the law of nature and nobody can be happy going against the law of nature. So respecting others is not an obligation on others but this is a natural compulsion to be happy.

So without acknowledging equality among others, we cannot have the feeling of respect for them. When there is no real feeling in the mind and yet we make insincere attempts to express these feelings in an outworldly fashion, it is called pretence. For example- offering garlands to someone or touching the feet unwillingly etc.

Feeling the emotion of respect is the same for everyone, 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.

In this section, there are five sessions that have been created to explore, experience and express the feeling of respect.



RESPECT: Session 1

❑ Objective

To feel the emotion of self-respect.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ Beginning of the class

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

❑ Note for the teacher

We understand that if a person does not contribute productively to society or their behaviour is inappropriate, such a person is never respected genuinely in spite of having wealth, power, position or physical beauty. The objective of this session is to draw students' attention towards their qualities and actions which help them to carve an identity for themselves and how they feel at that time.

❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of the suggested questions.

1. What all efforts do you make to carve an identity for yourselves?
2. What efforts do you make to stand out from the crowd?
3. Do you feel good when you do something to stand out from others? If yes, then for how long?
4. Has it ever happened to you that you did some work honestly at home or school, but no one praised you? How did you feel at that time and why?
5. Has it ever happened to you that you did not do any work properly at home or school, but still someone praised you for it? How did you feel at that time and why was it so?

❑ Task for Next Expression Day

By the next expression day, try to observe how you feel when you help others.

❑ 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.



RESPECT: Session 2

❑ Objective

To bring clarity about the emotion of self-respect.

❑ Proposed Duration

At least one period or till the teacher is satisfied.

❑ Beginning of the class

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

❑ Note for the teacher

Everyone feels respected by knowing their usefulness and importance. Here usefulness means being happy and helping others to be happy. Everyone wants this but due to lack of ability, neither they themselves are happy nor are they able to help others to be happy. The ability which helps others to be happy, develops with proper understanding and practice. The objective of this session is that the students should be able to see their usefulness in the form of self-respect so that they do not depend on others for their self-respect.

❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of the suggested questions.

1. What are the qualities for which you consider yourself important?
2. When you consider yourself useful because of some qualities, do you need to stand out from the crowd? Why?
3. How do you feel when you aren't able to contribute to any of the activities or programmes at school?

❑ Task for Next Expression Day

By the next expression day, try to observe how you feel when you get discriminated by others.

❑ 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.



RESPECT: Session 3

❑ Objective

To feel 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

The basic desire of all human beings is to be in a perpetual state of happiness. In addition to this, if we look at the basic abilities of humans, every human has unlimited potential to think and understand.

Naturally, all human beings are born equal and hence desire equality. We feel a sense of respect for a person when we treat them as an equal without subjecting them to discrimination of any kind.

We feel the same way on acknowledging the great personality and capabilities of a person.

The objective of this session is to teach students to accept other people as human beings without any discrimination and also feel respect towards them while doing so.

❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of the suggested questions-

1. Share an incident when you were discriminated against? How did you feel then?
2. Has anyone ever felt disrespected because of your behaviour? How do you feel later on after realising your mistake?
3. Whom do you always respect and why? Share some examples.

❑ Task for Next Expression Day

By the next expression day, try to observe what makes you feel connected to others.

□ **At the 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.



RESPECT: Session 4

❑ Objective

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 them praises and flowers but we can never truly respect a person unless we consider them 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.

❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of the suggested questions-

1. In what ways do you express respect for a person?
2. Share an example where you pretended to respect someone just for the sake of appearances. For example- touching someone's feet unwantedly.
3. What efforts do you make to reduce discrimination in society?
4. Do you respect only your elders or you show respect towards your equals or to those who are younger to you? Explain with examples (giving chance to your younger mates to take mid-day meal or drink water before you)

Task for the Next Expression Day

By the next expression day, try to observe how you help and support your classmates.

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.



RESPECT: Session 5

❑ Objective

To have a clear understanding of the meaning 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

When we accept a person as a human being without any discrimination keeping in mind their basic capacity (infinite power of thinking and understanding) and basic desire (happiness), then that person feels respected. No human being can accept discrimination. Whenever a person is discriminated against on the basis of caste, colour, gender or position that person feels humiliated. When we respect someone, our behaviour with that person remains cordial.

The objective of this session is to enable students to recognise and express respect as acknowledgment of equality and superiority.

❑ Points for Expression by Students

1. In what ways do you see others as similar to you?
2. Have you felt great respect for someone lately? What was the cause of this respect?
3. On what basis do you respect a person and why? like- wealth, high post, physical beauty, power, good behaviour, intelligence etc.)

❑ Task for the Next Expression Day

By the next expression day, try to observe in yourself how you feel when you genuinely express respect for someone and how you feel when you simply pretend to do so.

❑ 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.



Objective

To be able to see the role of elders, our parents, teachers, members of the family, elders in the neighbourhood etc. in our lives and feeling and expressing gratitude towards them.

□ Note for the Teacher

Many people contribute towards our progress in life. When we accept their contribution and support from within, we feel grateful towards them. This brings stability within us which we feel as happiness.

When we feel grateful towards someone, our behaviour towards them is humble, and we remain disciplined from within.

If someone's behaviour is indecent towards us, there is a great possibility that either we have not contributed to their growth or they are unable to identify that contribution.

Whenever we are happy, we want to share our happiness with people close to us. This makes us even happier. When a person is troubled, they may want to be alone, but when a person is happy, it is unlikely that they'd want to be alone.

When we feel an emotion, we have the desire to express it. One who expresses an emotion is called a person.

If we see the efforts behind the invention or discovery of the facilities we use today like food, clothing, mobile phone, bus, train etc., we will feel indebted towards those who worked on its innovation and refined it to its current form. To feel this debt is gratitude. To be grateful does not mean to just say the words 'thank you'. When we genuinely recognise someone's contribution, and accept it, the feeling generated within is called gratitude. Then we start contributing to society automatically. Our way to happiness lies in contributing to society and only this makes our life meaningful.

If we are able to understand the order of nature that only those who contribute according to their capabilities can be happy while most people are in the view that only after acquiring a number of materialistic possessions, they will be happy and they are continuing their hard efforts for it.

Gratitude encompasses within it the values of trust, respect and affection. Gratitude is also known as being thankful or indebted.

There are 6 sessions that have been designed to explore, experience and express the emotion of gratitude.



Gratitude: Session 1

❑ Objective

To draw students' attention to 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 only through only their own efforts. They think what society has done for them which 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

Students will be given opportunities to express themselves with the help of the suggested questions.

1. Share a good habit that you have. Who has helped you develop this habit?
2. Which activity among sports, music, dance, writing or any other are you able to do very well? Who has contributed to help you learn this?
3. Who in your family or neighbourhood helps you with studies? How do you feel about them?
4. What are the things in your house that you use daily which are available because of the efforts of others?

❑ Task for Next Expression Day

By the next expression day, try to observe how you feel when someone helps you?

❑ 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.

Gratitude: Session 2

❑ Objective

To draw students' attention to 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

When someone helps us in a 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 a 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 will be given opportunities to express themselves with the help of the suggested questions.

1. Who among you felt good about receiving help from someone in the last week? Who helped you and how? Share.
2. Who all have contributed towards the building of your school? How do you feel when you think of them?
3. Has it happened with you recently that you really needed someone's help but no one reached out to help you? How did you feel in this situation?

Task for Next Expression Day

By the next expression day, try to observe how you express gratitude towards others?

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.



Gratitude: 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

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. We feel satisfied when we do.

The objective of this session is to give students an opportunity to express their gratitude towards others, with their own interests and skills as mediums of expression.

❑ Points for Expression by Students

Students would be given opportunities to express themselves with the help of the suggested questions -

1. What are the ways in which you can express gratitude towards those who help you?
2. Write a letter expressing gratitude to a family member, teacher or friend and send it to them or read it out to them personally.
3. Express gratitude towards a friend in your class. While expressing it, share about the support you receive from them.

❑ Task for Next Expression Day

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



Gratitude: 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

Many people contribute towards our progress in life. When we accept that contribution with all our heart, we feel happy that someone has done something for our betterment. We feel humble towards the people who help us live correctly. We remain disciplined within.

In this session, the meaning of gratitude will be clear to the students so that they can recognise it, feel it and express it in their behaviour.

❑ Points for Expression by Students

Students would be given opportunities to express themselves with the help of the suggested questions -

1. What do you want to do in life? Has someone helped you or is helping you to prepare for it?
2. How do you feel towards those who help you prepare for what you want to accomplish in life?
3. How is your behaviour towards those who help you?
4. How does a person whom you have helped behave around you? Share with an example.
5. Do you feel grateful towards anyone whom you have received help from? Share with an example.

❑ Task for Next Expression Day

By the next expression day, try to observe when you help others to be happy.

❑ 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.

Gratitude: Session 5

❑ Objective

To contribute with 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

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. The objective of this session is to encourage students to participate everywhere with the feeling of gratitude.

❑ Points for Expression by Students

Students would be given opportunities to express themselves with the help of the suggested questions

1. What are the tasks you contribute towards at home? Whose work do you make easy by doing those tasks?
2. Have you helped someone in a way that they always express gratitude towards you?
3. How do you feel when you help someone learn or understand something and why?
4. How do you feel when you are not able to help someone in their time of need? Why? Share an incident as an example.
5. Has it happened to you that someone helped you and later also reminded you about the help they gave you? If yes, then how did you feel at the time and why?

❑ Task for Next Expression Day

By the next expression day, help someone in your class, family or neighbourhood to learn or understand something. Share that experience in the next session.

❑ 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.

Gratitude: Session 6

❑ Objective

To actively participate 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

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

Students would be given opportunities to express themselves with the help of the suggested questions - (Each student would be asked all three questions.)

1. Last week, in whose learning and understanding did you contribute to? How did you help them?
2. How much were they able to learn and understand with your help?
3. How are you feeling after helping them? Why?

❑ Task for Next Expression Day

By the next expression day, try to observe when you are able to appreciate the work done by different people in the society.

❑ 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.



Objective

- ◆ To explore living with mutual cooperation and happiness with siblings, classmates and friends
- ◆ To feel and express affection for each other

□ Note for the Teacher

Most of the happiness and sorrow of our lives are connected with our loved ones. In real life the number of loved ones also keeps changing. Moreover, this mentality of “mine”- “others” is also one of the biggest reasons for our sorrow. The distance in relations creates a gap in the feeling of affection which is quite painful. Hence, in order to lead a blissful life, it is very important to have a feeling of affection for our loved ones. Along with this, to increase our happiness, the extension of affection is also important so that the entire alienation will end. This is so because, presently the biggest apprehension is due to the man-made walls of “Mine” and “Theirs”.

All human beings are in one way or the other, connected with each other. The moment we accept that connection or relation, we experience the feeling of affection and safety that leads us to happiness.

When we accept a relationship with some person, for example -brother, sister, friend etc., meeting or remembering that person fills our heart with happiness even if we are disturbed. We desire to meet such persons (for whom we have the feelings of love) happily even if we don't need them for some work.

After being assured of the basic desire (happiness) of a person, the feeling of trust develops for them. On the basis of that trust, we accept them as a person similar to us and thus, the feeling of respect is generated. The feeling of affection generates only after having trust and respect for them.

In Nature, everything is interrelated, that is why, in order to live happily, there is no programme in isolation. Rather there is the provision of working in harmony. So, after getting help from those who are ahead of us and helping those who are behind, we all can live happily without any opposition i.e. a life full of love, affection and happiness.

When we are with the feeling of affection for others, we remain committed to them, means, we stand by them through thick and thin.

Three sessions have been kept to explore, to experience and to express the feeling of affection.



Affection: Session 1

❑ Objective

To make the students experience the feeling of affection towards their siblings and friends

❑ 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 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, extension of affection is also important so that the entire alienation would vanish. Each individual is connected with one another in some or other way.

The moment we accept that connection or relation, we experience the feeling of happiness. The main aim of the session is to draw the attention of the students towards the one for whom they feel the emotion of affection.

❑ Points for Expressions by Students

Students will be given opportunities to express themselves with the help of the suggested questions.

1. With whom do you feel affection among your siblings and friends? Why?
2. When you are very happy, with whom do you share your happiness?
3. Has it ever happened to you that a friend of yours helped you but did not do happily? How did you feel then and why?
4. When your friend asks for help and when someone else asks for help, in both the situations, do you feel the same or different? Why?

❑ Task for the Next Expression Day

By the next expression day, try to observe when do you feel the emotion of affection for your siblings and friends.

❑ 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.

Affection: Session 2

❑ Objective

To express the feeling of affection towards siblings and friends.

❑ 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 Nature, everything is interrelated, that is why, in order to live happily, there is no programme in isolation. Rather there is the provision of working in harmony. So, after getting help from those who are ahead of us and helping those who are behind, we all can live happily without any opposition i.e. a life full of love, affection and happiness.

When we are with the feeling of affection for others, we remain committed to them, means, we stand by them through thick and thin.

The objective of this session is to help the students to lead a happy life while behaving affectionately. They would keep on expanding their happiness while extending the feeling of affinity.

❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of the suggested questions.

1. Keeping any of your friends in mind, share the change in your thoughts when you were not friends and after your friendship.
2. Has it ever happened that you refused to share your toys to someone even being asked but you are ready to share them with your friends? Why did you do it?
3. How is your behaviour with the person you feel affectionate towards? Share with the help of an example.
4. How do you behave towards a person you don't feel affection for? Share with a example.
5. When you make a mistake, what behaviour do you expect from others? Would you like to be explained lovingly or scolded and insulted? Why?

6. How do you behave when those who are younger to you make mistakes? Do you explain lovingly or scold and insult them? Why?

Task for the Next Expression Day

By the next expression day, try to observe who all you feel affection for.

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.



Affection: Session 3

❑ Objective

To have clarity on the meaning of the emotion of affection

❑ Proposed duration

At least one period or till the teacher is satisfied

❑ Beginning of the Class

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

❑ Note for the Teacher

When we accept a relationship like brother, sister, friend etc. with any of the people, we start feeling an emotion of affection towards them. Now, when we meet that person or even remember them, even our restless mind becomes happy. We want to meet the people whom we are affectionate towards for happiness, in happiness and by happiness and that too without any purpose.

The objective of this session is to make the meaning of affection clear to the students so that they can live happily in their life with the emotion of affection in their relationships.

❑ Points for Expression by Students

Students will be given opportunities to express themselves with the help of the suggested questions.

1. Whenever you are very happy or very worried, whom do you share your happiness or worry with? Why do you share it with them only?
2. Have you recently helped out a friend? What help have you offered and why?
3. If you suffer a loss because of your friend's mistake or if you suffer a loss because of someone else's mistake, do you feel similarly in the two situations? Why?

❑ Task for the Next Expression Day

By the next expression day, try to observe the times when you felt the emotion of affection for your siblings and friends.

❑ 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.