

Nur. & K.G.

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-Nur & KG (English Version)

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

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

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

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

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

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

Warmly,

atishi ..

Atishi

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 English version of Happiness Curriculum books to the teachers for all the schools under the Directorate of Education.

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

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

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

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

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

My Best Wishes!

(HIMANSHU GUPTA)

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MESSAGE

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

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

I wish all these take holders a brighter future.

Nandini

Nandini Maharaj

Dr. Rita Sharma
Director SCERT



स्वाध्यायान्ता प्रमदः

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Message

Dear Readers,

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

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

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

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

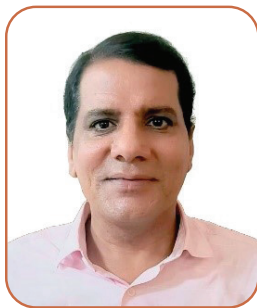
With warm regards

Rita Sharma

(Dr. Rita Sharma)

Dr. ANIL KUMAR TEOTIA

Chairman



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Acknowledgment

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

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

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

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

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

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

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

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

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

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

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

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

With warm regards

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

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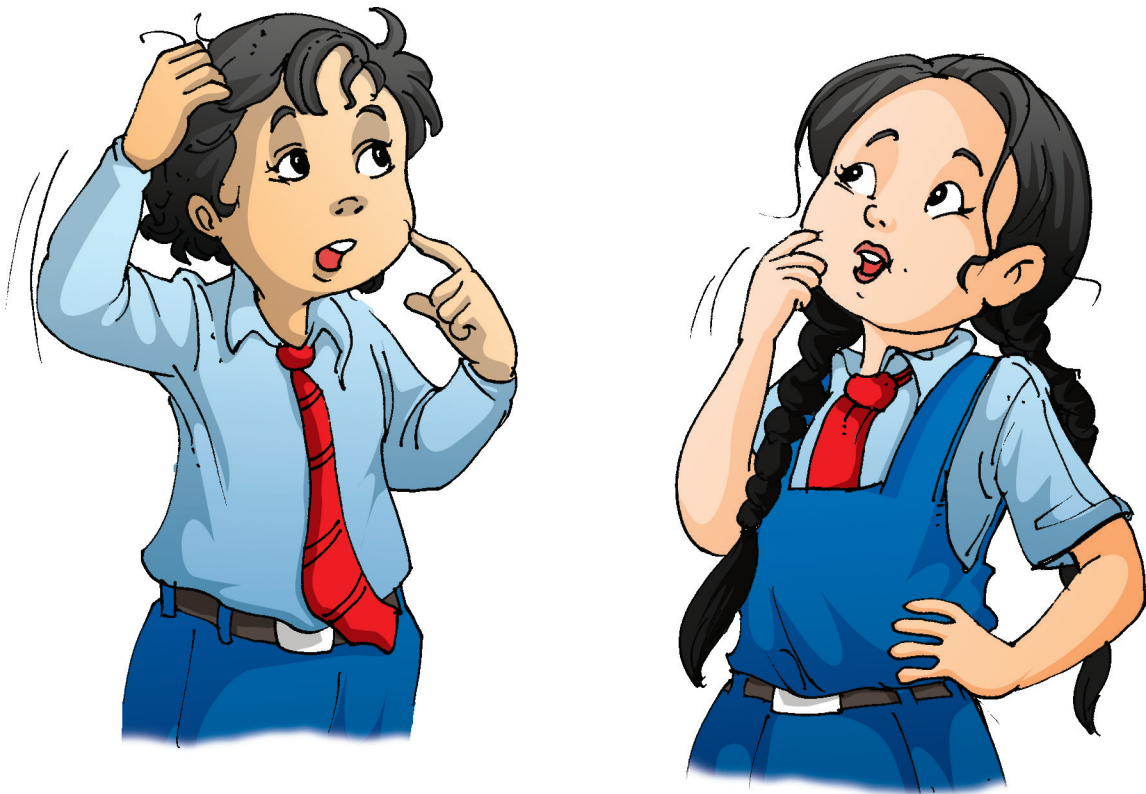
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We wish to understand everything.

We have endless strength to understand

We remain happy always by understanding

We need opportunity and cooperation to understand



Brief Outline of Happiness Curriculum

Why Happiness Curriculum?

Context and Introduction

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

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

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

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

Happiness in School Environment

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

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

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

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

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

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

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

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

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

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

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

CONCEPT

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

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

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

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

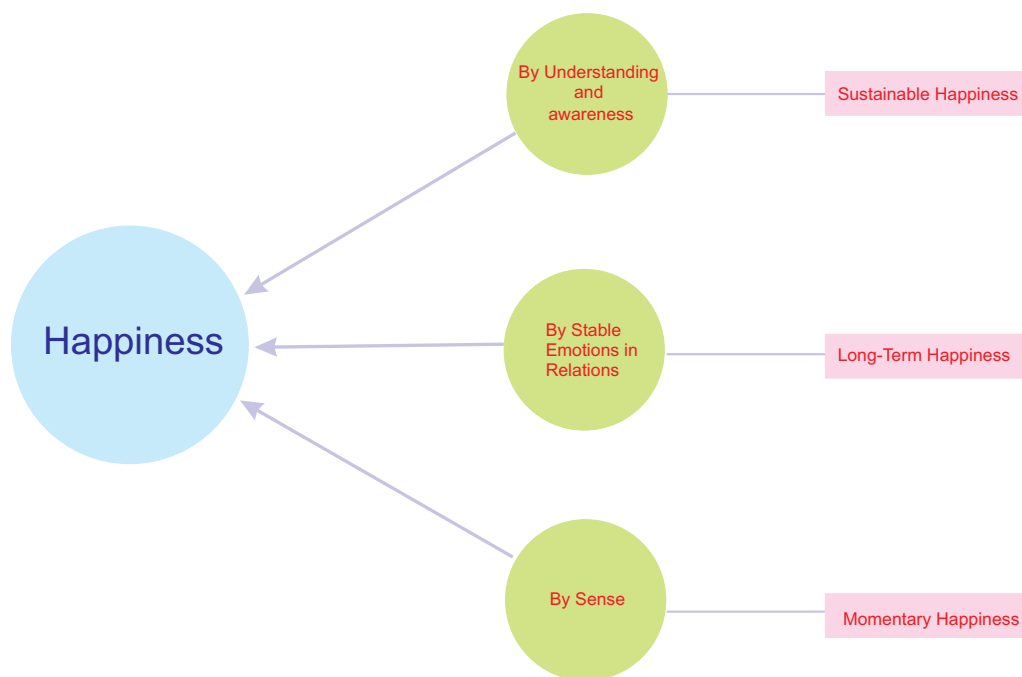
A. Nagraj (1999) proposed a Happiness model. According to this model Human living is the integration of four dimensions of human life like: work, behaviour, thoughts and experiences. Our sensibilities, feelings, power to understand and awareness are all interlinked with these dimensions. Put together,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

HAPPINESS TRIAD

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

met. Whenever we express our affection, trust, respect and gratitude towards someone, we feel happy. This happiness lasts with us for a longer duration. So this is known as Long-term or deeper happiness. This deeper happiness affects our mind for longer times, and this helps us to live in all relationships.

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



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

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



Note for Teachers

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

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

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

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

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

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

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

Weekly Schedule 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 Section

□ Mindfulness- An Introduction

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

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

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

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

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

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

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

□ What is Mindfulness?

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

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

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



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

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

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

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

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

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

❑ **Methodology for Mindfulness Class**

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

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

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

❑ **Discussion on Mindfulness**

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

❑ **Objective**

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

❑ Proposed Points for Discussion on Mindfulness

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

❑ Example: Mindful Eating

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

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

SESSION 1 : Understanding Breathing

Distribution of Time

- | | |
|---|-------------------------------------|
| 1- Beginning of the class: 2-3 minutes. | 4- Sharing experiences: 5-7 minutes |
| 2- Discussion on mindfulness: 5-7 minutes. | 5- End of the class: 1-2 minutes. |
| 3- Understanding and focusing on breathing: 15 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: Understanding Breath

□ Objective

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

□ Steps of the Activity

- ◆ Begin the activity by asking students the following questions
 - Which body part helps us to smell? (Our nose)
 - Where is your nose? (you may point towards your nose)
 - What are the different objects that you have smelt?
 - Have you ever smelt a flower? Which flower do you like the most? (Rose, Marigold, Magnolia/ Champa etc.)
- ◆ Practice the activity yourself while giving instructions and ask the students to do the same.
 - Place one hand under your nose. Imagine that you have a flower in your hand. Now try to smell this flower. Notice that as you smell the flower in your hand, you are breathing in. Now let's blow away the flowers. Notice that when you are blowing the flower away, you are breathing out.
- ◆ All of you must have noticed that we inhale/breathe in from our nose and we exhale/breathe out from our mouth or nose.

- ◆ This flower activity needs to be practiced for at least two weeks. When you feel that the students have understood the concept of breathing in and breathing out, this practice may be stopped.

□ Points for Discussion

(In order to achieve the objectives of this activity, the teacher may ask questions on her behalf)

- 1- Students, what did we have in our hand? (flower)
- 2- How did we smell the flower? (with/through our nose)
- 3- Where do we breathe in from? (from our nose)
- 4- In order to smell the flower, did we breathe in or breathe out? (breathe in)
- 5- How did we blow the flower from our hand? (by breathing out)

Activity: Focus on Breathing

□ Objective:

The objective of this activity is to let students focus on their inhale and Exhale.

□ Steps of the activity

- ◆ Students will be told that in Mindful Breathing we focus on our breathing and pay attention to each and every breath we inhale and exhale. This is the basic practice of mindfulness and we will do it every time.
- ◆ Ask the students to sit comfortably and close their eyes. Ask them to put their hand on their belly.
- ◆ In this practice, the students will bring their attention to their belly along with focusing on their breath. Ask the students to notice what happens to their belly when they breathe in and breathe out. Does it inflate or deflate?
- ◆ In the meantime, if it appears that students' attention has shifted from their breath and belly then the instructions may be repeated.



- ◆ After getting the activity done for 1-2 minutes, ask the students to repeat the activity by placing their hand on their belly.
- ◆ Ask students that while doing the activity, when did their belly go in and when did it come out?
- ◆ Discuss the following points with students for 1-2 minutes and repeat the activity.

Points for sharing Experiences:

1. Were you able to feel your belly inflated?
2. Were you able to feel your belly deflated?
3. When did you feel your belly deflated? (while exhaling/breathing out)
4. Have you ever paid attention to your belly inflating and deflating while breathing?
5. When we pay attention to our belly along with focusing on our breath, we notice that our breath becomes slower and deeper. We can practice this anytime and anywhere.
6. What benefits will you get from this activity? (if we pay attention to whatever we are listening to, we are able to understand it better.)

Dos and Don'ts

- ◆ Make sure that every child is aware of the process of inhalation and exhalation.
- ◆ Be sure that students understand the rhythm between inhaling and exhaling and belly inflating and deflating simultaneously.
- ◆ Both the activities can be taken up on different days.

Practice at Home

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

End of the Class

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



SESSION 2 : Seema Says

Distribution of Time

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity: Seema Says

□ Objective:

The objective of this activity is to increase students' alertness and make them more focussed on the instructions being given.

□ Steps of the Activity

- ◆ Begin by telling the rules of the activity to the students.
- ◆ Students will follow the instructions given by Seema only. Means when you are told "Seema says jump", then only you will jump. When the teacher simply asks you to jump, you will not jump because Seema did not say so.
- ◆ Now start the activity, you can make use of the following instructions:
- ◆ Seema says (or without taking Seema's name)
 - Raise your hands
 - Touch your feet
 - Stand on your toes
 - Shake your nose
 - Keep your hands on your waist
 - Hug yourself, etc.
 - Touch your knees
 - Try to touch the sky
 - Make a funny face
 - Touch your shoulders
 - Touch your head



Points for sharing Experiences

(Teacher can ask questions from her side in order to achieve the objectives of the activity)

1. Which body part helps you to hear? (ears)
2. In order to follow the instructions correctly, what did you do? (listen attentively)
3. Was this activity easy or difficult?
4. Did you face any difficulty in doing the activity?
5. How will this activity benefit you? (if we pay attention to whatever we are listening to, we are able to understand it better.)

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



Distribution of Time

- 1- Beginning of the class: 2-3 minutes
- 2- Discussion on mindfulness: 5-7 minutes.
- 3- Activity “Aalaap” : 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: Aalaap

□ Objective:

The objective of this activity is to bring students’ focus on the instructions given by the teacher and to introduce them to the concept of mindful seeing.

□ Steps of the Activity

- ◆ In this activity the students have to produce “aaaaa” sound with varying volume corresponding to the speed of the movement of the teacher’s hand.
- ◆ The next level of this activity is to bring students’ awareness to the vibrations they feel in their throat.
- ◆ The teacher says, “Students, pay attention to my hands. As my hand goes up, you have to increase the volume of “aaaaaaa” sound and as my hand goes down you have to decrease the volume of “aaaaaa” sound.
- ◆ Tell the students to keep two fingers on their throat to feel the vibrations there. (The teacher may first demonstrate the same)



- ◆ If any student is unable to feel the vibrations in his/her throat, then the teacher would help the student to do the activity in the correct way or he/she may ask the student to put their hand on his/her neck to feel the vibration.
- ◆ This activity would be practised with different levels of hand movements (high/low)
- ◆ This can be done in another way also, the teacher can instruct the students that when she joins her hands the students have to remain silent and when she increases /decreases the distance between her hands students have to increase/decrease the volume accordingly. You can make the students practice like this. By doing this the students will be able to focus on the speed of the hand and on the volume of their voice.
- ◆ As the third alternative, the teacher may ask a student to come forward and do this activity with the students by replacing the “aaaaa” sound with the sound of the first alphabet of his/her name.

☐ **Points for sharing Experiences**

1. Did you see the speed of my hands?
2. Did you feel the vibrations in your throat?
3. How did you feel while experiencing the vibrations?
4. Did you feel the vibrations in high volume?
5. Did you feel the vibrations in low volume?
6. Was there any difference in the vibrations when the volume was high or low?
7. Have you ever noticed the vibrations in your throat before?
8. Where did you have to pay attention for doing this activity?

☐ **Dos and Don'ts**

- ◆ Pay attention to the fingers placed on the throat, no student would press their throat with force.
- ◆ Let the students express themselves freely during this activity (for e.g. With a smile, with happiness etc.)
- ◆ Do not make changes in the level of your hands in a fast manner. Increase or decrease the level slowly.

☐ **Practice at Home**

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

☐ **End of the Class**

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



Distribution of Time

- | | |
|--|-------------------------------------|
| 1- Beginning of the class: 2-3 minutes. | 4- Sharing experiences: 5-7 minutes |
| 2- Discussion on mindfulness: 5-7 minutes. | 5- End of the class: 1-2 minutes. |
| 3- Do as Directed: 5-7 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 with students' experiences, challenges and benefits of Mindfulness that they are practicing at home.

Activity: Working according to instructions

□ Objective:

The objective of this activity is to increase the awareness of the students and help them focus on the instructions that have been given.

□ Steps of the Activity

- ◆ In this activity, the teacher will give different instructions to the students but act differently. Students only have to follow the instructions given to them.

For example,

- Teacher will instruct the students to keep their hand on their belly, but they themselves keep their hand on their head.
- Teacher will instruct the students to put their hand on their shoulder. But they themselves put their hand on their belly.
- Teacher instructs – Jump. But they themselves are sitting. Etc.
- ◆ This activity needs to be taken forward in this manner.

□ Points for sharing Experiences

(Teacher can ask questions from her side in order to achieve the objectives of the activity)

1. Did you find any difficulty in this activity?

2. Was this activity easy or difficult?
3. Which body parts did you use to do this activity?
4. Which part of the activity were you able to do properly?



Dos and Don'ts

- ◆ Let the students enjoy this activity, let them have fun, let them play; don't stop them.
- ◆ Make sure that no student is being mocked at and no one gets hurt.

Practice at Home

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

End of the Class

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



SESSION 5 :Mindful Listening-I

Distribution of Time

- 1- Beginning of the class: 2-3 minutes.
- 2- Discussion on mindfulness: 5-7 minutes
- 3- Mindful Listening-I: 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: Mindful Listening

□ Objective:

The objective of this activity is that students start paying attention and become aware of the sounds around them.

□ Steps of the Activity

- ◆ In this activity, the teacher may ask the students to name some noisy and silent places.
- ◆ Teacher may give these examples:

Places which are noisy	Places which are silent
<ul style="list-style-type: none">• The sound of traffic.• The sound of people in the market• When the school gets over	<ul style="list-style-type: none">• Sitting quietly in the garden• Sitting alone in the room.• In the library
- ◆ The teacher will tell the students that now we will do one activity to listen and identify different sounds.
- ◆ The teacher may now call some students forward and ask them to produce different types of sounds and the rest of the students will identify the sounds by listening to them carefully. (like the cat's meowing sound, lion's roaring sound, train's sound, car's sound, running sound.)

- ◆ When students have identified these sounds, let them close their eyes and repeat the same activity but this time ask the class to identify the sound as well as the student making that sound.
- ◆ 4-5 students may be called to get this activity done.



Points for sharing Experiences

- 1- What kind of sounds do we hear every day?
- 2- Are these sounds different or alike?
- 3- Is it easy to hear the sounds at noisy places or in a quiet place?
- 4- How did you like this activity?
- 5- What can be the benefits of listening to the sounds around you carefully?

Dos and Don'ts

- ◆ Ensure participation of all the students.

Practice at Home

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

End of the Class

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



SESSION 6 : Mindful Listening-II

Distribution of Time

- 1- Beginning of the class: 2-3 minutes
- 2- Discussion on mindfulness: 5-7 minutes.
- 3- Mindful Listening-II: 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: Mindful Listening

□ Objective

The objective of this activity is that students start paying attention and become aware of the sounds around them.

□ Steps of the Activity

- ◆ In this activity, the teacher will tell the students that, "Today, we will practise mindful listening where we will pay attention to the sounds around us."
- ◆ All of you may sit in a comfortable position keeping your back straight. You may put your hands either on the desk or on your legs.
- ◆ The teacher will then ask the students to take 2-3 long breaths. He/she may demonstrate it first.
- ◆ Now ask the students to close their eyes and if they feel uncomfortable then they may look down, keeping their eyes open.



- ◆ Now, turn your attention to the sounds coming in the classroom. These sounds can be of fan, traffic, birds, animals, someone's voice, students' laughter etc. (stop here for a few seconds to let students listen to the sounds and do not give any instructions)
- ◆ Teacher will tell the students that if they feel distracted then bring your attention to the different sounds in the class again.
- ◆ Again, draw attention towards the sounds coming in the class. These sounds can be of fan, traffic, birds, of any animal, someone's voice, student's laughter etc. (Let them listen for few seconds and do not give any instructions.)
- ◆ Now, ask the students to take a long deep breath and slowly open their eyes whenever they feel comfortable.

Points for sharing Experiences

- 1- How are you feeling?
- 2- What sounds did you hear?
- 3- Were all these sounds different or alike?
- 4- Were these sounds far away from you or close to you?
- 5- How many sounds were you able to hear at a time? One or more than one?
- 6- Were you able to hear any sound that you haven't heard before?

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



SESSION 7: Mindful Listening-III

Distribution of Time

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

□ Objective:

The objective of this activity is to make students practice to focus their attention on one sound only.

□ Steps of the Activity

- ◆ In this activity, the teacher will tell the students, "Now we will practise mindful listening by paying attention to the sounds around us."
- ◆ The teacher will then ask the students to bring their attention to their sitting posture. Now sit comfortably keeping your back straight and take 2-3 long breaths.
- ◆ Now ask the students to close their eyes and if they feel uncomfortable then they may look down, keeping their eyes open.
- ◆ Now take a long deep breath and turn your attention to sounds coming in the classroom from outside or from the classroom itself. These sounds can be of fan, traffic, birds, animals, someone's voice, students' laughter etc. (wait for a few seconds to let students



listen to the sounds and do not give any instructions)

- ◆ Now tell the students to pay attention to any one continuous sound coming from outside or inside of the class (for e.g. sound of fan, chirping of birds, sound of traffic etc.)
- ◆ In between the instructions, the teacher may make some sounds, maintaining a pattern in them. For e.g. teacher can clap 3 times, can snap fingers 2 times, can tap the ground with his/her feet 4 times etc.
- ◆ The teacher will now tell the students, “Can you all hear different types of sounds?”
- ◆ Now the teacher will ask the students whether the sounds they heard were same or different, loud or slow, coming from near or far away?
- ◆ The teacher can get this activity done in the class 4-5 times using different sounds.

Points for sharing Experiences

1. How are you feeling?
2. Did you hear different kinds of sounds?
3. Did all of you hear the sound of clapping?
4. How many times was the clapping done?
5. Did all of you hear the sound of snapping?
6. How many times was the snapping done?

Dos and Don'ts

- ◆ Ensure participation of all the students.
- ◆ Teachers would pay attention to the counting pattern of the sounds made by them.

Practice at Home

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

End of the Class

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



SESSION 8 : Mindful Listening-IV

Distribution of Time

- 1- Beginning of the class: 2-3 minutes.
- 2- Discussion on mindfulness: 5-7 minutes.
- 3- Mindful Listening-IV: 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: Mindful Listening

Objective:

The objective of this activity is to make students aware and bring their complete attention to the given instructions.

Steps of the Activity

- ◆ In this activity, the teacher will tell the students, “When I will snap, you will stand up, when I clap you will sit down and when I will tap the desk you have to jump.”
- ◆ Now the teacher will do different actions and the students have to sit, stand and jump according to the instructions given. The teacher may increase or decrease the speed of his /her actions and may also interchange the sequence of his/her actions.

Points for sharing Experiences

- 1- Was this activity easy or difficult?
- 2- What efforts do you have to make in order to do this activity properly? (mindful listening and mindful seeing)
- 3- Did you enjoy this activity?
- 4- How many times did you get the activity right and how many times you missed it? Why?



Dos and Don'ts

- ◆ Ensure participation of all the students.

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



SESSION 9 : Mindful Seeing-I

Distribution of Time

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

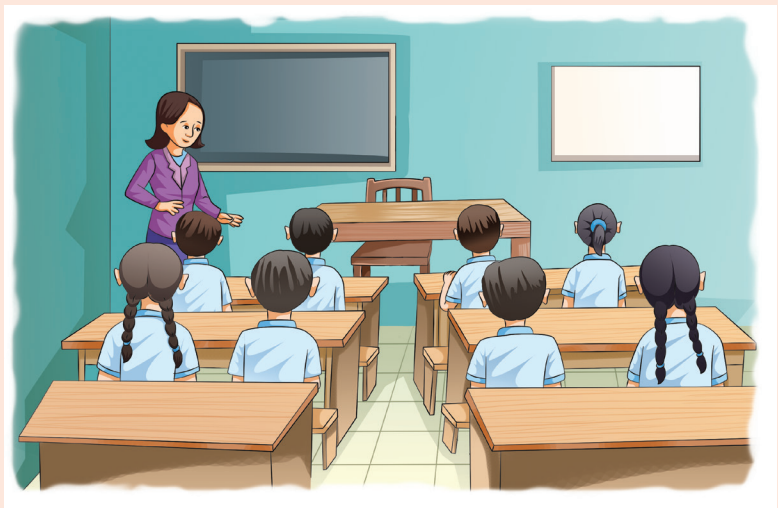
Activity: Mindful Seeing

□ Objective:

The objective of this activity is to introduce students to mindful seeing.

□ Steps of the Activity

- ◆ In this activity, the teacher asks the students –
 - How do we see? (with eyes)
 - Where are our eyes? (indicate towards eyes)
 - What are the things you can see in this class? (table, chair, books, fans, tube lights etc.)
- ◆ Now the teacher will define things present in the class and the students will identify those things. For e.g.
 - I can see something black. (Blackboard)



- I can see something rectangular (desk), (If the students identify 2-3 rectangular objects) then tell more properties of the object and ensure that students identify the actual object.
- ◆ Teachers can use more such examples to achieve the objective of the activity. Through this activity we are encouraging students to pay attention to the things around them.
- ◆ Now the teacher will ask the students to pay attention to only one object, for e.g. duster, fan, table, chair etc. The students will pay attention to different properties of that object like its color, shape, size, its location in the room etc.
- ◆ For example- the teacher can bring the attention of the students towards desk and ask the following questions-
 1. Can you see the four legs of this desk?
 2. Are all the desks around you the same?
 3. Is your desk broken or has a scratch on it?
 4. Is your desk of one color only?
 5. Can you notice anything else on your desk?

Points for sharing Experiences

1. Have you ever seen objects with so much attention? (Tell students that when we pay attention to the things around us, we are able to understand about them in a better way.)
2. Where can we practise mindful seeing? (while playing, studying, eating and doing any work)
3. How did you feel while doing this activity?
4. What did you notice in the table?
5. Were you able to notice anything in the table for the first time?

Dos and Don'ts

- ◆ Ensure participation of all the students.
- ◆ Teachers need to motivate the students to express themselves freely.

Practice at Home

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

End of the Class

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



SESSION 10 : Mindful Seeing-II

Distribution of Time

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

□ Objective:

The objective of this activity is to make students practice mindful seeing with the help of different objects.

□ Steps of the Activity

- ◆ The teacher will tell the students, "Today, we will practise mindful seeing by paying attention to the different objects present in our class."
- ◆ Now the teacher will ask the students "what are the things they can see around them?" (Table, Chair, Board, Duster, Door, Window etc.)
- ◆ Now focus on any one object present in the class. For example- a desk
- ◆ Now ask the students to pay attention to any one desk of the class and observe it mindfully. The students have to focus on its attributes and see if they can find it different from other desks in any manner.
- ◆ Now the teacher will tell the students that the two desks they are observing may be the same in structure or colour but may have scratches in different ways.
- ◆ The students may be encouraged to focus on the differences and common features of the objects.
- ◆ This practice can be done with different objects present in the class.



Points for sharing Experiences

- 1- What features did both desks have in common?
- 2- What features were different in both desks?
- 3- How could you differentiate the two?
- 4- Did you find this activity difficult?

Practice at Home

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

End of the Class

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



SESSION 11 : Heartbeat Activity

Distribution of Time

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity: Heartbeat Activity

□ Objective:

The objective of this activity is to bring students' attention to their heartbeat.

□ Steps of the Activity

- ◆ The teacher will tell the students, "Today, we will do an activity in which we will pay attention to our heartbeats."
- ◆ Ask the students to stand in their places.
- ◆ Now ask them to jump slowly and gently.
- ◆ Ask them to gradually increase the height and speed of jumping.
- ◆ Let them jump for some time.
- ◆ When they get tired, ask them to stop jumping and sit.
- ◆ Now ask them to put their hand on their heart(chest).
- ◆ Ask them what they are feeling. Are they able to feel their heartbeat?
- ◆ Ask the students to pay attention to the speed as well as the sound of the heartbeat.
- ◆ Tell them to listen carefully so that they can hear a slight sound of their heartbeat.



Points for sharing Experiences

- 1- How many of you felt your heartbeat?
- 2- Was the heartbeat fast?
- 3- Has any of you ever heard your heartbeat?
- 4- Did you feel any change in the speed of your heartbeat after some time?

Dos and Don'ts

- ◆ Let the students enjoy and make noise while jumping.
- ◆ Make sure no one gets hurt while jumping

Practice at Home

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

End of the Class

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



SESSION 12 : Mindful Touch

Distribution of Time

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

□ Beginning of the Class

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

□ Discussion on Mindfulness

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

Activity: Mindful Touch

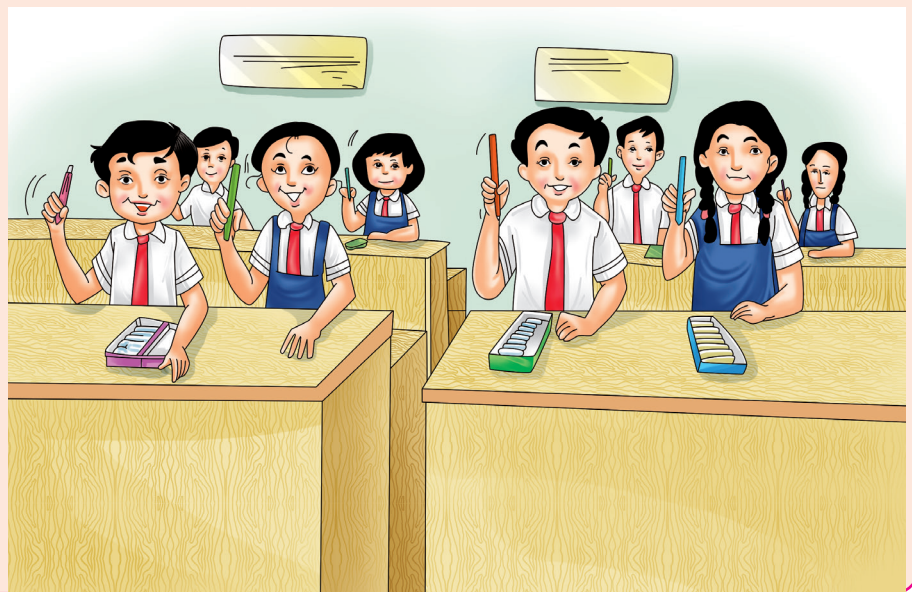
□ Objective:

The objective of this activity is to make students practise mindful touch.

□ Steps of the Activity

The teacher will ask the students to open their pencil box and take all the things out of it on the table (if a child does not have a pencil box, the teacher can give them different items from the classroom)

- ◆ Ask the students to hold an item in their hand and see how they feel about it.
- ◆ The teacher will tell the students, "Now, we will practice mindful touch by paying attention to the pencil/items on the table."



- ◆ Ask all the students to sit in a comfortable position and bring all their attention on the pencil/items kept on the table. Notice the colour and shape of the pencil. Now take a long, deep breath and hold the pencil in your hand.
- ◆ Ask the students to bring their attention to the weight and design of that pencil. Ask them whether the pencil is hot or cold? How do you feel the touch of this pencil in your hand? (stop here for 5seconds and let the students feel their pencil)
- ◆ If you feel distracted, then try and bring your attention back to your pencil.
- ◆ Now take a long, deep breath and whenever you feel comfortable put your pencil back on the desk.

Points for sharing Experiences

(In order to achieve the objectives of this activity the teacher may ask additional questions)

- 1- How are you all feeling?
- 2- Were you able to bring your complete attention to the pencil?
- 3- Did you notice anything new in the pencil which you have not noticed before?
- 4- How did you feel when you hold the pencil?
- 5- Did your thoughts wander at any point during the activity?
- 6- Were you able to bring your attention back to the pencil?

Practice at Home

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

End of the Class

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



SESSION 13 : Mindful Scribbling

Distribution of Time

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

□ Objective:

While scribbling, students will pay attention to the effect of scribbling on different parts of their body.

□ Material Required

Paper, Crayons

□ Steps of the Activity

- ◆ Tell the students to sit in a comfortable position and take 3 long and deep breaths. Ask them to inhale through their nose and exhale through their mouth. The teacher can demonstrate the same to the students.
- ◆ Ask them to bring their attention to the paper and crayons.
- ◆ Focus on all the colors available and take out any one crayon of your choice.
- ◆ Now feel the weight of the crayon. Is it heavy or light?
- ◆ Ask the students to make anything with that crayon on the paper.
- ◆ Ask the students to scribble quickly. (do not give any instructions for 10 seconds)
- ◆ If required, the teacher can give the following instructions for scribbling – up, down, left, right, crisscross.

- ◆ Ask students to pay attention to any pain or tightness they are feeling in their hands or shoulders, or is there any change in their breathing.
- ◆ Repeat the process of scribbling, but this time ask them to scribble slowly and pay attention to their hands, shoulders and breathing pattern.



Points for sharing Experiences

- 1- Did you feel any stretch or pain in your hands and shoulders while scribbling fast?
- 2- Did you feel any stretch or pain in your hands and shoulders while scribbling slowly?
- 3- Did you feel any difference in these two ways of scribbling?
- 4- Which way did you like?

Dos and Don'ts

- ◆ Motivate all the students to scribble.
- ◆ This is not a drawing class, so do not put any pressure on the students to draw something

Practice at Home

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

End of the Class

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



SESSION 14 : Mindful Walking

Distribution of Time

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

□ Objective:

To bring students' attention towards mindful walking.

□ Steps of the Activity

- ◆ Tell the students that we will practise mindful walking today.
- ◆ Ask them to come out of their seats and stand comfortably. Ask them to loosen up their hands, legs and shoulders and become aware of their breathing.
- ◆ Take 2-3 deep, long breaths and exhale through your mouth.
- ◆ Ask them to bring their attention to their standing posture and to feel the touch of their shoes with their feet.



- ◆ Take a long, deep breath and move one step further.
- ◆ Imagine that you are walking on clouds and keeping that in mind walk slowly and mindfully.
- ◆ Pay attention to your walk and to your feet. How do you feel when you lift your foot and how do you feel when you put it back on the ground? How does your body react to this movement?
- ◆ Now ask the students to start walking very slowly, paying attention to each and every step they are taking. (let them do this for 30 seconds)
- ◆ Ask students if they can feel any change in any part of their body. (let them feel for 30 seconds)
- ◆ Now ask them to take a long, deep breath and whenever they feel comfortable, they can go back to their seat and sit down peacefully. (Give them 1-2 minutes to do this)

Points for sharing Experiences

- 1- Have you ever paid attention to your walking?
- 2- What did you do in this activity?
- 3- Were you able to pay attention to your walk?

Dos and Don'ts

- ◆ The teacher can take the students out in the field for this activity.
- ◆ All the answers are acceptable, so do not give any positive or negative comments.

Practice at Home

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

End of the Class

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



SESSION 15 : Mindfulness of Feelings

Distribution of Time

- | | |
|--|-------------------------------------|
| 1- Beginning of the class: 2-3 minutes. | 4- Sharing experiences: 5-7 minutes |
| 2- Discussion on mindfulness: 5-7 minutes. | 5- End of the class: 1-2 minutes |
| 3- Mindfulness of feelings: 5-7 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: Mindfulness of Feelings

□ Objectives-

- ◆ Identification of feelings/emotions.
- ◆ Discussion about feelings for better understanding.

□ Steps of the Activity

- ◆ Tell the students that today we will talk about our feelings. Sometimes we feel happy, sometimes sad and sometimes scared. All these are called emotions.
- ◆ Teachers may draw different faces depicting different emotions on the blackboard.
- ◆ The teacher will now tell the students that today they will discuss a feeling called “happiness”.

□ Points for sharing Experiences

1. What does your face look like when you are happy?
2. When do you feel happy?
3. What do you do when you feel happy?
4. When you feel happy, what changes do you notice in your body? (while discussing the feeling of happiness in body, teacher may draw a body shape on the board and continue the discussion)



Dos and Don'ts

- ◆ Ensure a safe, secure and non-judgemental environment in the class. Accept and respect the feelings of every child.
- ◆ Do not take any decision based on your prejudice.
- ◆ Teacher themselves may frame questions related to feelings and ask.

Practice at Home

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

End of the Class

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



