

## Guide for Teachers and Parents

### Notes for the Teachers

**What Do I Feel Right Now?**  
You can start the discussion by saying how you feel this morning. Then slowly, ask the learners the same question by looking at the birds. Repeat the question once this class is over. Ask them questions like, 'Do you feel any differently now than in the morning?', or 'Why are you still feeling this way?'

**Theme 1: My Mind**  
This is a fun page. You can ask some learners to come up to the front of the class and enact all the different roles that our brains play. It can become a fun role-playing activity. Then you can explain each role in a little detail.

**1.1 Sleep Time**  
Read out the poem or make some learners read it out aloud. Then ask the learners about their night-time routines and then have a discussion on why they help sleep well at night. The words in the stars can be made into sentences by the learners for further explanation.

Do keep in mind that there may be some learners who may have problems sleeping properly. Be sensitive towards them and let them know that, if they want, they could speak to you about it. Some words explained:

**1.2 The Negatives and the Positives**  
Start by explaining the meanings of positive and negative. Then, tell them how they are related to feelings and that everyone, including you, has both feelings sometimes. Emphasise that it is completely normal to sometimes have positive thoughts and sometimes have negative thoughts.

Once the learners write down their positive and negative things that have taken place in the last week, discuss the reasons behind them. Then, ask about how they felt when these things happened. Do make sure to be sensitive to what they have written. The 'Think Positive' page is a colourful one. You can ask the learners to fill that with colour pencils to make it even more fun and colourful.

### A Note for Parents

Dear Parents and Guardians,

Well-being is the state of being comfortable, healthy and happy. True well-being goes beyond the absence of illness and includes a holistic approach that addresses the body, mind, relationships and the world around us, including nature.

The future brings its own demands. Presented with the challenges of climate change and new technologies, education needs to adapt to equip learners with new skills and preparation to navigate and thrive in the future.

*My Happiness and Me* is a series of activity books which imbue healthy practices in learners and promote their well-being both in school and environment. The broad themes covered in the series include My Mind, My Body, My Relationships, My World, and Nature Is Beautiful. The series focuses on developing all-round well-being and life skills necessary to lead a happy and content life, free from stress and anxiety. It also ensures the well-being of the world around them. These activity books are supported by additional activities, animations and stories in Oxford Educate, a digital solution for teachers.

The role of parents and guardians is imperative in ensuring the well-being of their child. In this impressive age, a child's mindset and behaviour are impacted as much by their home as they are by what they learn in school. *My Happiness and Me* has been designed to enable parents and guardians to support and supplement the learnings in school.

With much fervour, we would like to invite you to embark on thrilling adventures with your children to explore and understand their own psychological, physical, social, and emotional needs. By doing so, we aim to help them learn how to maintain their emotional, mental and physical health, develop healthy relationships with the people around them, and nurture social and ecological well-being.

Provides guidelines to parents/guardians or caretakers on why imparting wellness is essential.

### My Happiness and Me Activity Book 7 Topic Guide

#### THEME 5: NATURE IS BEAUTIFUL Page 57

The facilitator may read out the 'Nature is Beautiful' prose to the children or ask a child to read it out. Once the prose has been read out, the facilitator may ask the children to explain what it means. What do they see in the picture?

This extension aims to deepen students' understanding of interconnectedness in nature and foster an appreciation for the delicate balance that sustains life on our planet. By exploring the concept of the web of life, students will be encouraged to reflect on their role in preserving the interconnected tapestry of existence.

**Exploring Interconnectedness:** Begin by guiding students to reflect on the 'Nature is Beautiful' prose and the imagery it evokes. Encourage them to share their interpretations and observations regarding the interconnectedness of humans, plants, and animals described in the text. Discuss the metaphorical idea of a 'web of life' and how it weaves everyone and everything together. Highlight the importance of recognizing our shared existence and the impact each organism has on the delicate balance of nature.

**Reflecting on Shared Existence:** Transition into a reflective discussion on the shared existence emphasized in the prose. Ask students to contemplate their role within this interconnected tapestry. How do their actions affect the delicate balance of the web of life? Encourage thoughtful responses and discussion on the responsibility individuals bear in preserving and respecting the environment. Consider exploring examples of how human activities can either enhance or disrupt the harmony of nature.

**Cultivating Environmental Stewardship:** Conclude the lesson by emphasizing the significance of environmental stewardship. Guide students in brainstorming actionable steps they can take to contribute positively to the interconnected web of life. Encourage the development of a sense of responsibility towards nature and an understanding that preserving the delicate balance is crucial for the well-being of all living organisms. Consider incorporating ongoing discussions and activities related to environmental conservation in the classroom.

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# My Happiness and Me

A Series on Well-being, Health and Life Skills

Based on the  
Social Emotional  
and  
Ecological  
Knowledge  
(SEEK)\*

A series of eight  
activity books  
for classes 1-8

**My Happiness and Me** focuses on well-being, happiness, health and life skills such as coping with stress, empathy and healthy living with a good diet and exercise thereby expanding on creating well-rounded individuals equipped with 21st century skills.

Provides strategies and information about the topics and the worksheets.

Topic Guides help teachers in conducting classes and teach the themes and topics in the books.

ISBN	Title
9780190136482	My Happiness and Me Book 1
9780190136499	My Happiness and Me Book 2
9780190136505	My Happiness and Me Book 3
9780190136512	My Happiness and Me Book 4
9780190136529	My Happiness and Me Book 5
9780190136536	My Happiness and Me Book 6
9780190136543	My Happiness and Me Book 7
9780190136550	My Happiness and Me Book 8



Register your interest.



Scan the QR code to view the product video.



Animations • Videos • Activities • Topic Guide

To access Oxford Educate resources, please visit: <https://india.oup.com/oe> (Available in both online and offline modes)

Author



Rangeet is a digital platform for authoring, delivering and measuring the impact of teaching materials for schools, communities and families.

**\*SEEK** uses active, playful teaching methods to prepare children for the challenges of the future by measurably developing a breadth of skills, well-being, agency and global stewardship in every child aged 6–16.

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Corporate Address: (Head Office): World Trade Tower, 12th floor, C-1, Sector 16, Main DND Road, Rajnigandha Chowk, Noida – 201301

Contact us at: [edumktg.in@oup.com](mailto:edumktg.in@oup.com)

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Why a wellness curriculum at school level was the need of the hour, particularly in the post-pandemic period?



NCF 2023 breaks down the pedagogy across stages into four areas of development: **physical, emotional, social and ethical, and cognitive.** It emphasises well-being through care for the environment and ecology.



NEP 2020 states that 'the development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning.'

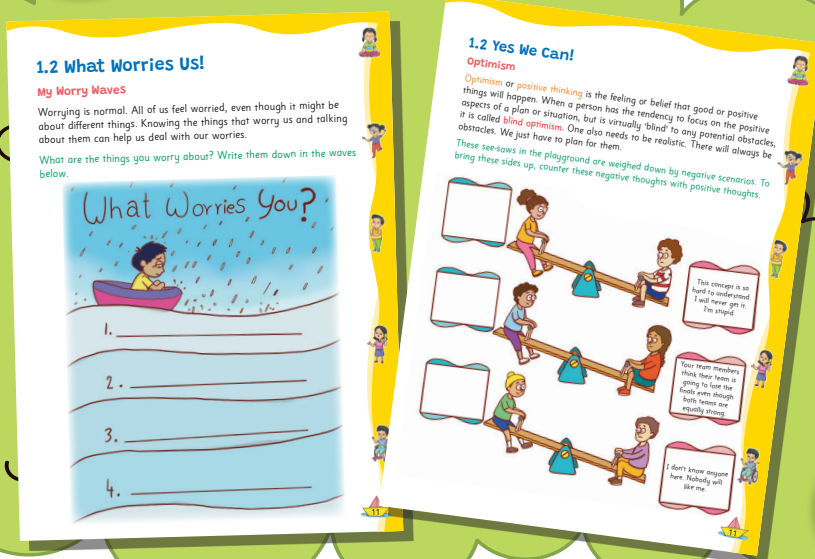


United Nations Sustainable Development Goal no. 3 (Good Health and Well-being) talks about ensuring healthy lives and promotes well-being for all at all ages.



1

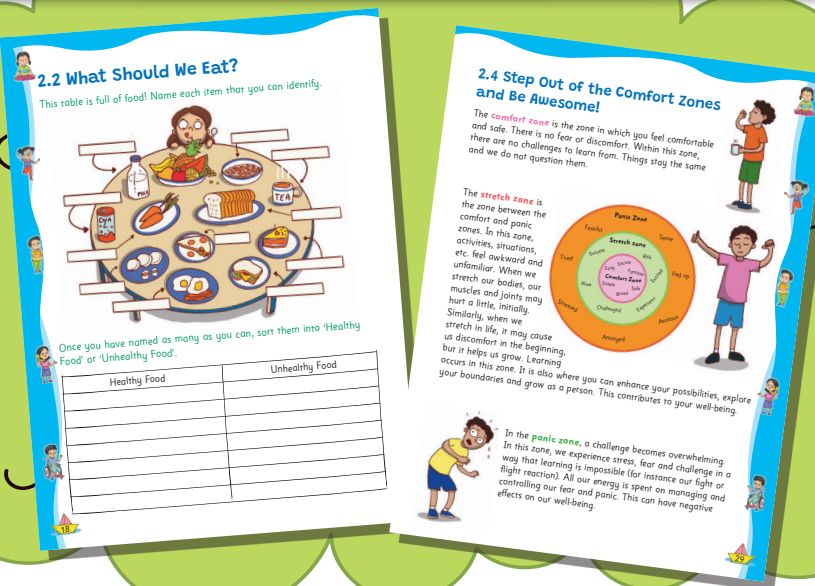
**My Mind** deals with the learner's relationship with one's own self and their mind.



Based on five main themes inspired by the learner's interactions with their personal space, their family and the world around them.

2

**My Body** deals with the learner's relationship with their own growing bodies and the challenges that come with it.



3

**Nature Is Beautiful** deals with the learner's relationship with nature and how that is related to well-being.



4

**My World** deals with how to cope with the challenges of the world and be responsible citizens.



5

**My World** deals with how to cope with the challenges of the world and be responsible citizens.

