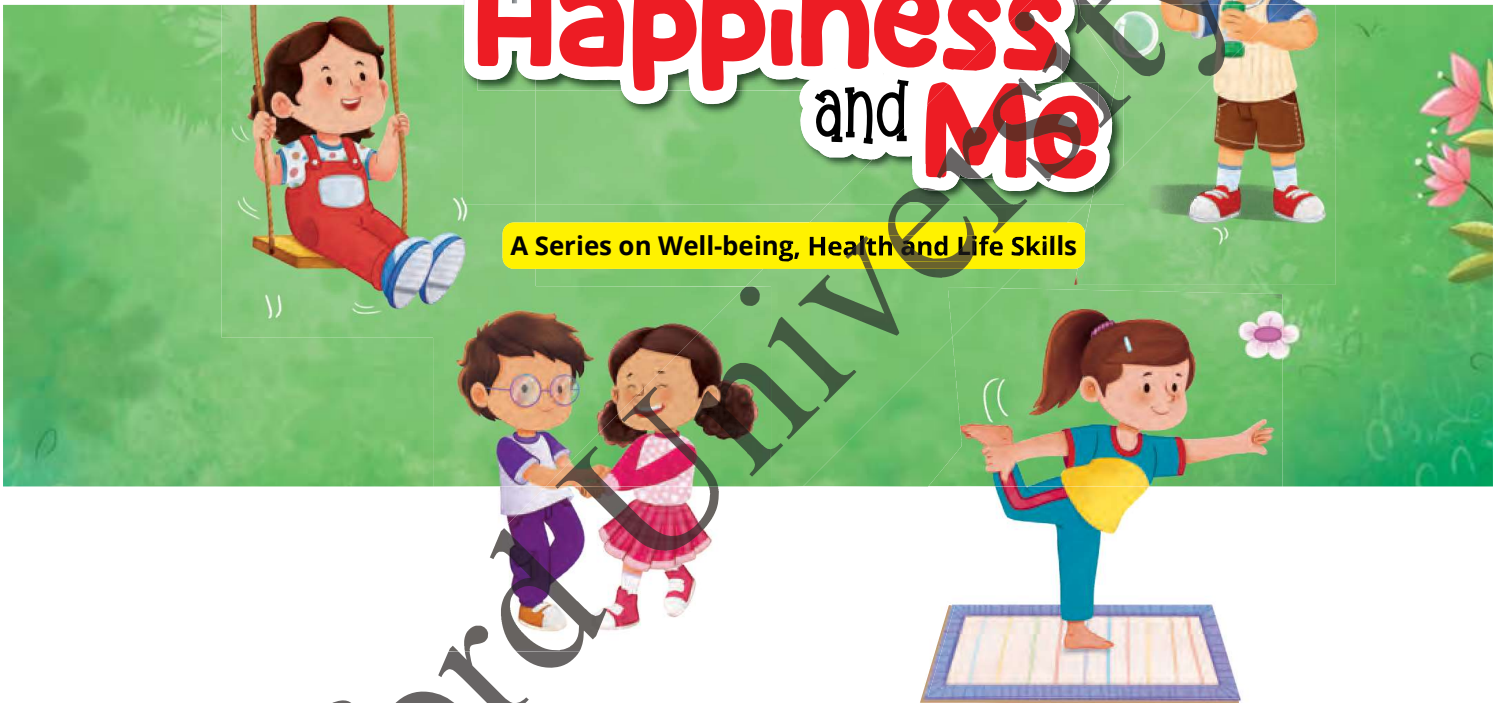


Class
6

My
Happiness
and **Me**

A Series on Well-being, Health and Life Skills



PREFACE

My Happiness and Me is a series of eight activity books for classes 1-8 based on well-being, health and life skills. A healthy body and a healthy mind are critical for the holistic development of the learners. As learners, during their school life, go through a transitional phase, schools should be able to provide a conducive learning environment which keeps their minds and bodies healthy. Hence, a curriculum that focusses on developing capacities that promotes learners' wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are critical for high quality learning, especially in the post-pandemic period. A healthy mind and body will in turn, lead to the good health and well-being of others, one's own surroundings and that of the environment.

Deriving from the visions of the National Curriculum Framework for School Education 2023, *My Happiness and Me*, expands on creating well-rounded individuals equipped with 21st century skills. It breaks down the pedagogy across stages into four areas of development: physical, emotional, social and ethical, and cognitive. Along with physical, mental, social and emotional well-being, the NCF also emphasizes on well-being through care for the environment and ecology. Contributing to the case of people's wellness, the United Nations Sustainable Development Goal 3 (Good Health and Well-being) also talks about ensuring healthy lives and promotes well-being for all ages. The series uses active pedagogies to develop a breadth of skills, including Social Emotional and Ecological Knowledge (SEEK) competencies and is designed around UN SDGs.

This series focusses on five main themes: My Mind, My Body, My Relationships, My World, and Nature Is Beautiful. These themes were inspired by the learner's interactions with their personal space, their family and the world around them.

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

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

My Relationships deals with the learner's relationship with the people they are close to, their families and friends.

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

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

A course focussing on health, well-being and life skills is the need of the hour and should be a part of the school curriculum. We sincerely hope *My Happiness and Me* will ensure higher learner engagement imbuing healthier practices and improved educational outcomes.



In a child's mind,
A world unfolds,
Where dreams
And wonders freely
roam.
A little girl with eyes
aglow,
Smells a flower, and
Away she goes.

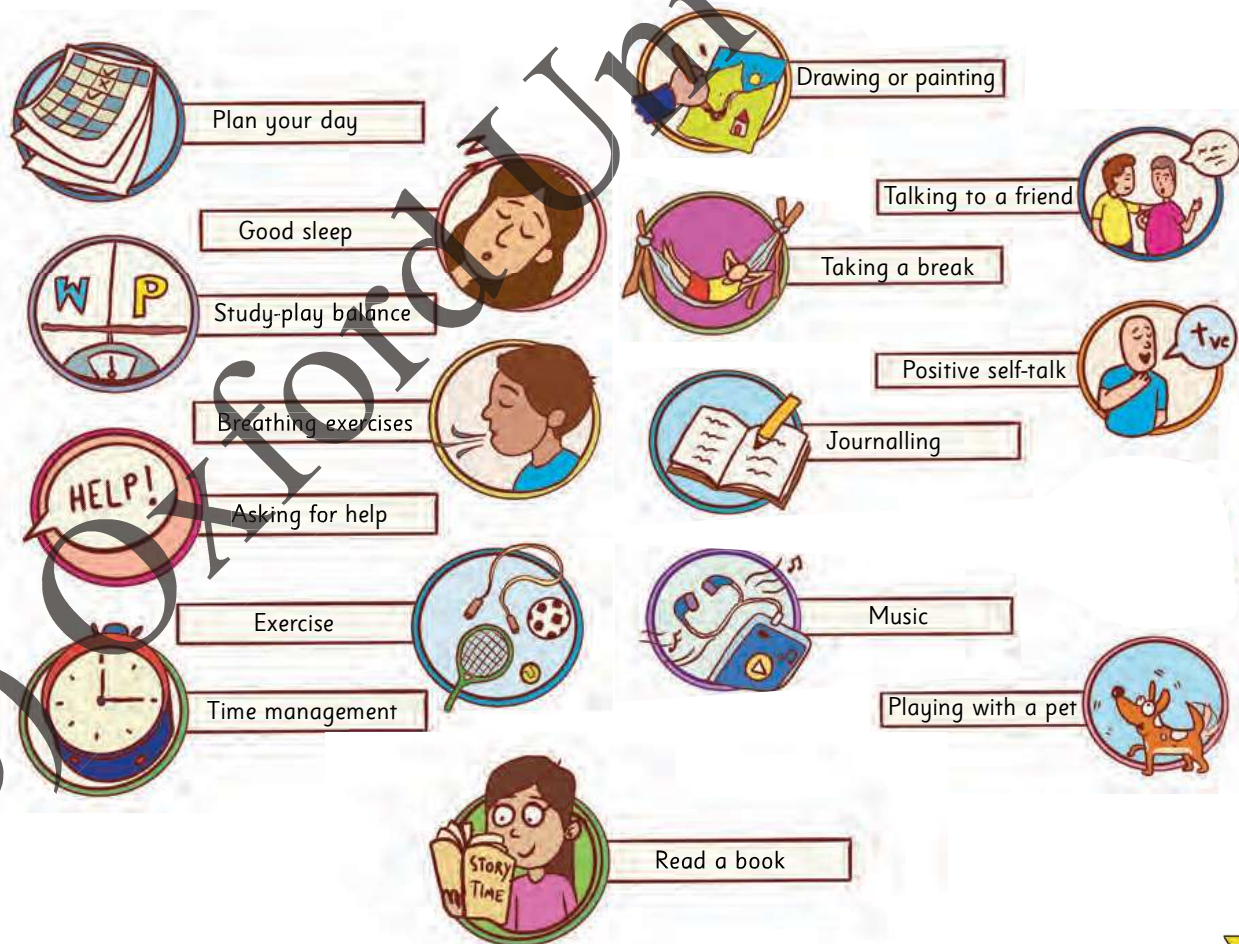
To a garden vast,
With colours bright,
Where worries fade,
And hearts take flight.
Each bloom a
thought.
Each petal, a dream,
In this fragrant heaven,
All is as it seems.

1.1 Managing Me

Stress is a normal response to changes, challenges and pressures we all face in daily life. The important thing that matters is how we manage this stress.

Whether it is everyday situations like taking a test, being asked a question in class, embarrassing or difficult situations, or feeling a lack of control over things, our bodies respond in the same way—with an instant burst of stress hormones.

Doing certain things can help you deal or cope with stressful situations better. Examples of these **coping mechanisms** are:





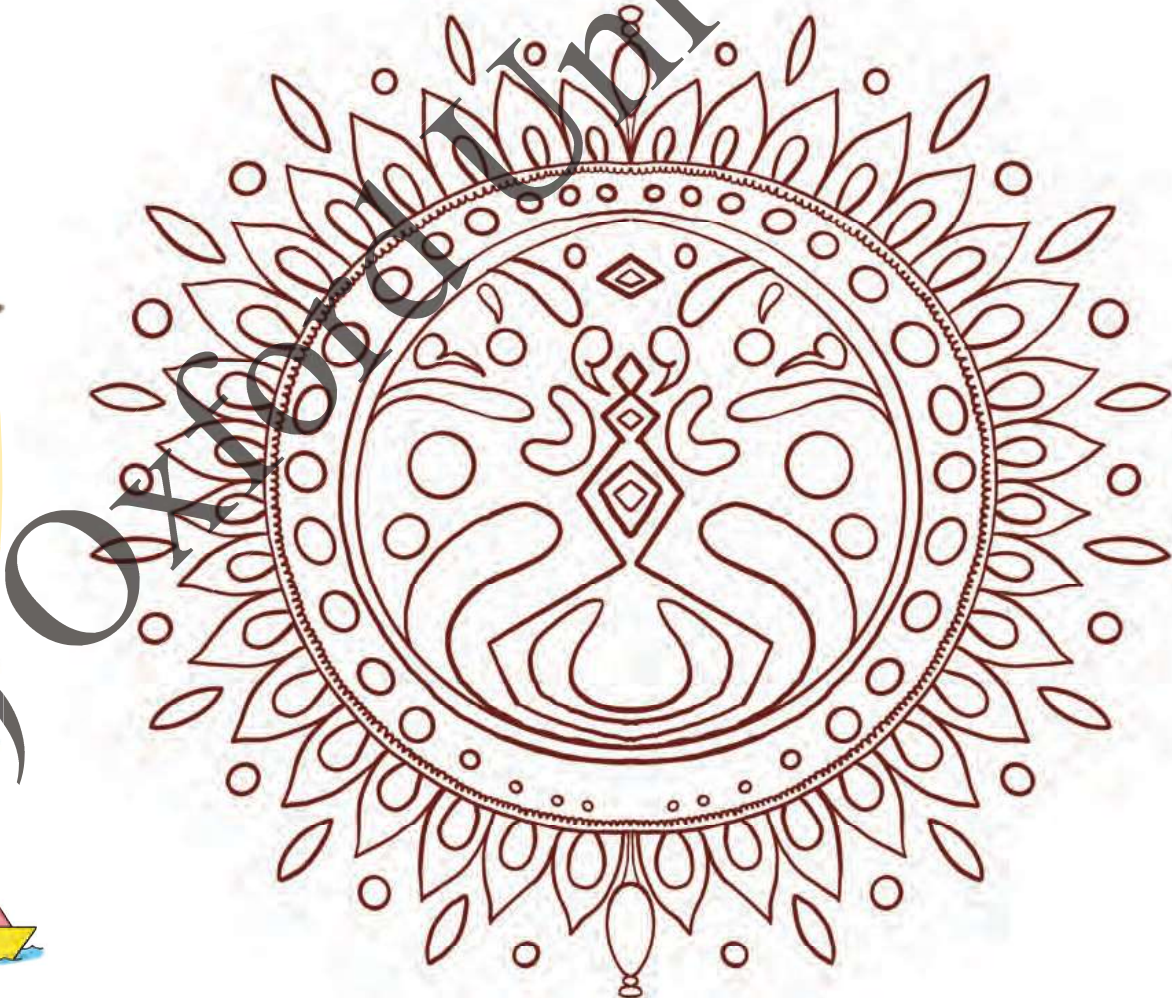
In the table below, list out situations in which you feel/have felt stressed. Mention the coping mechanisms that could help you feel better in such situations.



Stressful situations	Coping mechanisms

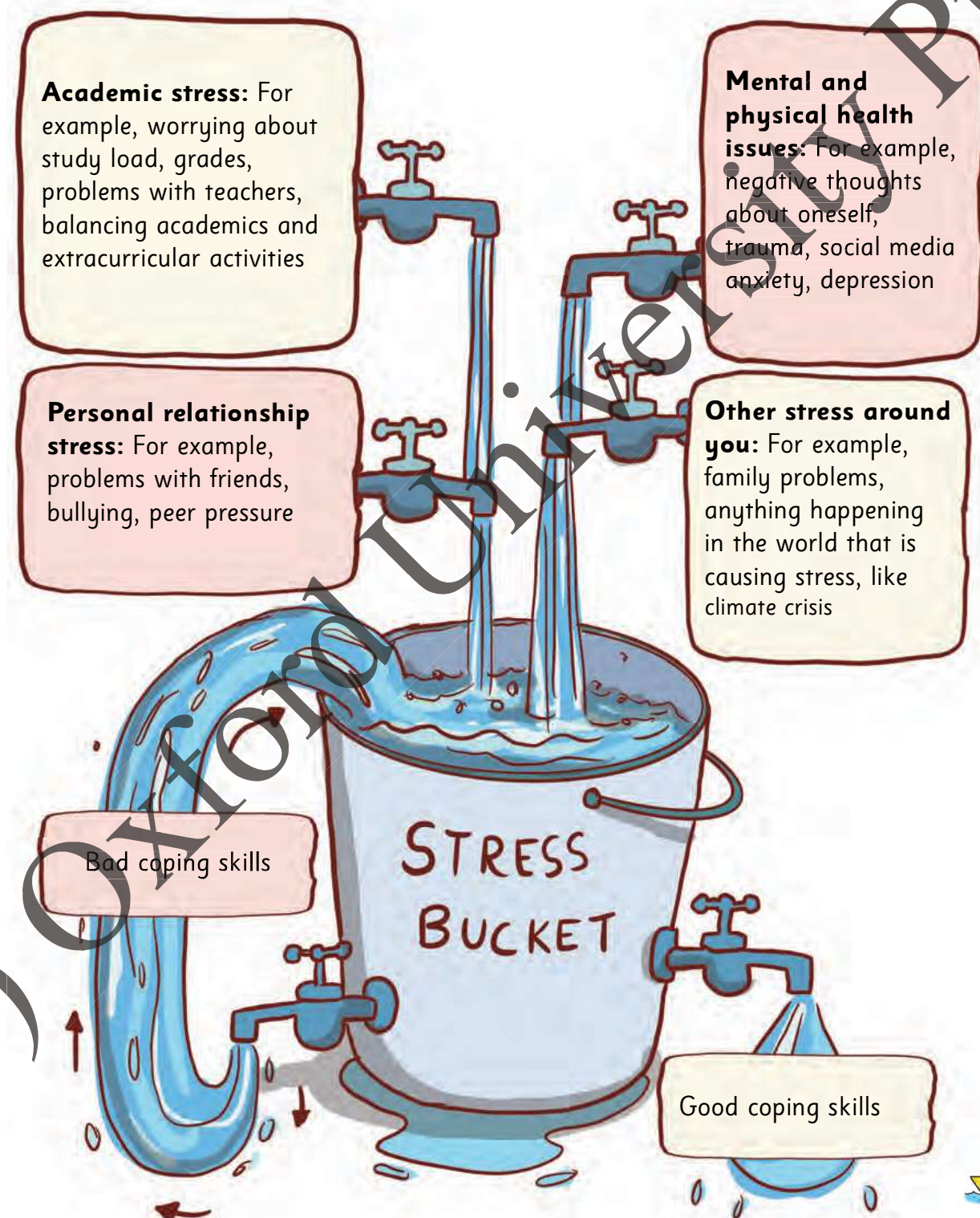


Art can be a form of therapy and stress relief. Below is a form of Mandala art for you to colour when feeling stressed. Try it!



1.2 Stress Bucket

Stress is our body's response to mental and emotional pressure. When you start to feel overwhelmed, try using the stress bucket given below and read the text on the next page to identify and manage your stress.





What Is a Stress Bucket?

Imagine you have a bucket inside your body which collects all your stress. Sometimes the bucket might feel relatively empty, and at other times it might feel quite full. The size of a bucket varies from person to person and does not really matter. What matters is that it should not overflow. This could lead to mental and physical health problems.



The two taps coming out of the bucket are for your coping mechanisms. Good coping mechanisms make the water or the stress level in the bucket go down. Bad coping skills, like avoiding a problem, only allow the level to go down for a little while before going back up again into the bucket. This can cause more trouble in the long run.

Think carefully and answer the following questions about your own stress bucket:



- 1 What makes you feel stressed?

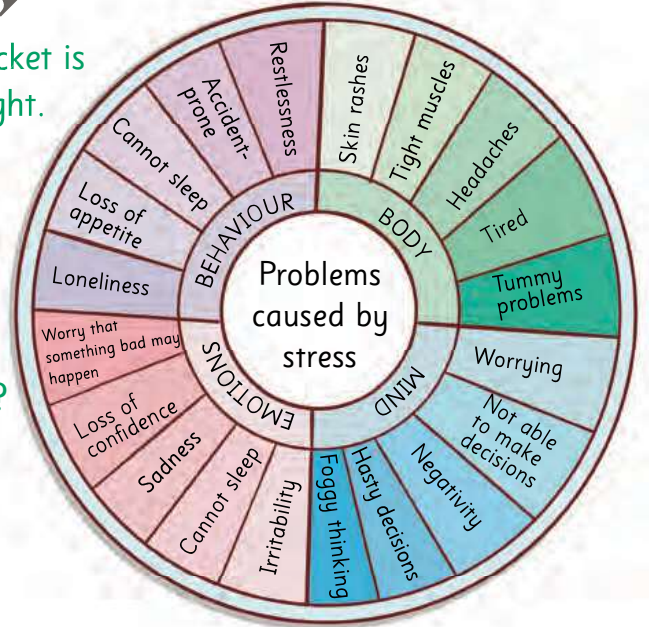
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- 2 What signs are there that your stress bucket is overflowing? Refer to the circle on the right.

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.....

- 3 How do you currently relieve your stress? Are your current coping skills working? Or are they adding stress back to your body?

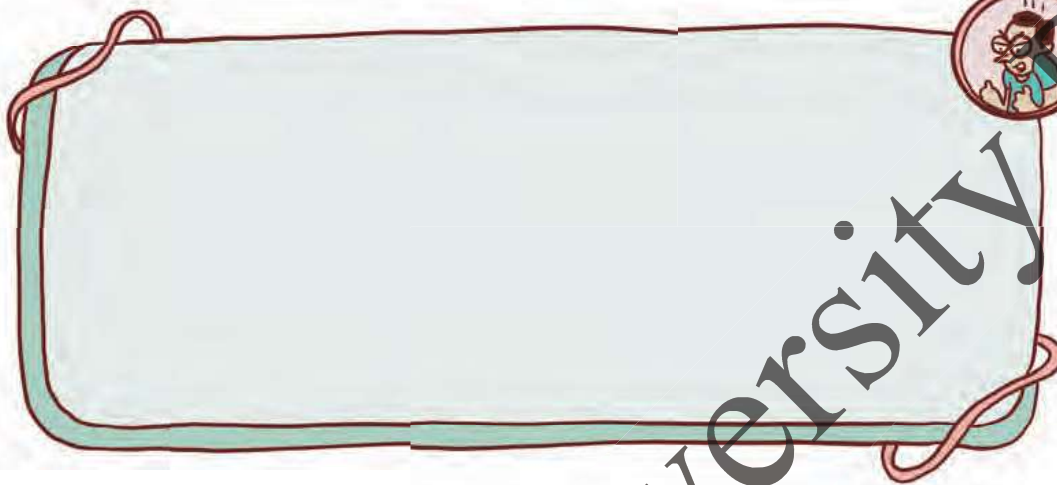
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Answering these questions will help you see how full your bucket is. You can identify your stressors and think whether you need to use coping mechanisms to relieve some stress.

1.3 Respond, Do Not React!

How do you react when you feel stressed? Do you react immediately, or do you take a breath and think about your response? Do you shout or throw things? Or do you speak calmly? Write in the space below.



The difference between reacting and responding is choice.
Do you stay in control of yourself or give your power away?



REACTION	RESPONSE
Immediate and emotional	Well thought-out
Gives others control	Maintains self-control
Leads to jumping to conclusions	Leads to compromise
Can trigger conflicts	Amicable confrontation





Life is 10 per cent what happens to you, and 90 per cent how you respond to it.



The Raisin Meditation

The raisin meditation is a guided meditation activity to practise mindfulness. It involves using all your senses to mindfully eat a single raisin. This helps you slow down and pay attention. Take a raisin and silently follow these instructions:

LOOK at the raisin. Can you see all the lines and wrinkles?

TOUCH the raisin. Hold it between your thumb and forefinger. Is it rough or smooth? What happens when you press it? Try this again with your eyes closed.

Cup the raisin in your palms, lift it up to your ear and shake your cupped hand. Can you **HEAR** the raisin?

Now hold the raisin up to your nose. Does it have a **SMELL**?

Now it is time to pop it into your mouth, **BUT DO NOT BITE IT**. Without biting it, can you **TASTE** it?

Continue paying attention to all the five senses while it is in your mouth. Can you feel the ridges of the raisin with your tongue, can you smell or hear anything?

Now bite it.

Can you taste the juicy sweetness? Can you hear it go pop in your mouth? What does it taste like?

How can focussing your attention like this help you **RESPOND** rather than **REACT**?



1.4 Challenging Negative Thoughts

So much about your life depends on how you frame it to yourself. Do you look at a glass as half empty or half full?

The same situation can be looked at through a negative lens or a positive lens.

When we are negative, it carries through into other aspects of our lives and it becomes hard to look at anything positively. This can lead to a distorted view of things which may not actually be true.

Do you view situations as problems or challenges? Challenges are opportunities to grow because you can improve by pushing yourself.

Look at the example provided and fill in the table below, replacing negative thoughts with more helpful ones. Also, refer to the questions on the following page when filling in the table.

How do I stop these harmful thoughts?

NOTE DOWN A CHALLENGE YOU ARE FACING?	QUESTION THE CHALLENGE. LOOK AT IT WITHOUT JUDGING IT, AND ASK YOURSELF WHETHER IT IS HELPFUL OR TRUE	REPLACE THE UNHELPFUL THOUGHT WITH A MORE HELPFUL ONE.
I am not good enough	I am good at board games, physical education... People like me. I am a good human being.	I am just as worthy as everyone else.

