

*TOWARDS STUDENTS'  
MENTAL WELL-BEING:  
ENGAGING WITH SCHOOL*



An Initiative of the Ministry of Education

# MANODARPAN

**Psychosocial Support for Mental Health & Well-being  
of Students during the COVID Outbreak and beyond**

An initiative by Ministry of Education, Government of  
India as part of Atma Nirbhar Bharat Abhiyan



**Creating Peer Support**



**Enhancing Student Well-being**



**Supporting Families**



**Toll-free Helpline (8448440632)**



**<https://manodarpan.education.gov.in/>**

## *Engaging Students for Nurturing Mental Well-Being*

A strong bonding with school, peers and teachers is crucial for students. It helps them to participate actively in various school activities, feel motivated to put greater efforts in learning and feel satisfied with their school life. Engagement of students with their school/classroom helps students fulfill their psychological needs of competence, autonomy and relatedness among others and plays a crucial role in their academic performance and educational outcomes. It further continues to contribute to their mental and emotional well-being which in turn facilitates their holistic development.

Engagement of students is understood in terms of indicators like belongingness, attachment, participation, bonding, identification, attitude and relationship with teachers and peers. Broadly it happens on three dimensions – behavioural, emotional and cognitive engagement. *Behavioral dimensions* include students' participation in school / classroom activities, complying with classroom and school's rules, positive conduct, adjustment with new and challenging situations etc. *Emotional dimensions* include students' feelings toward learning, teacher, peers and school. *Cognitive dimensions* comprise of the students' active involvement in learning tasks (seeking clarifications, asking questions, seeking assistance, time devoted to studies, interests, attitude, motivation to learn and perception of self-worth).

Activities promoting engagement of students with school helps them in involving with learning, working with others and functioning in a social institution, and is expressed in students' feelings that they belong to the school and in their participation in school activities including classroom activities, following the rules of the school etc. In the process, crucial skills for one's mental and emotional well-being are also nurtured, such as managing emotions, building resilience and fostering positive relationships with others. It promotes self-awareness, understanding other's perspective and a healthy approach towards handling challenges.

To engage students with their school and nurture their mental and emotional well-being, a range of activities have been designed. These will promote students' holistic development. These activities will also help students in knowing and managing themselves effectively including their academic life, build healthy and compassionate relation with their peers, understand and respect others perspective and develop a positive attitude towards all in their surroundings. However, teacher can choose to modify these as per the context of their schools and the needs of the students or may choose other similar activities.

Through these activities, the aim is to create a positive and supportive environment for all students, which will motivate them to engage (emotionally, behaviorally and cognitively) with their school and thus, facilitate their mental and emotional well-being.

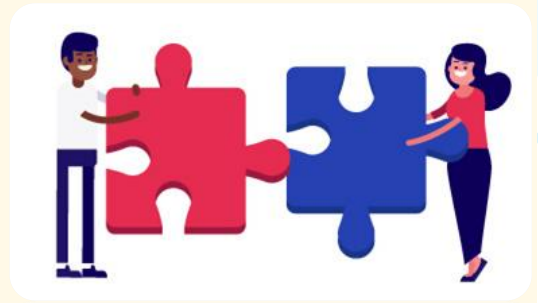
# Activities for Strengthening School Engagement

## 1. Name Bonds

**Materials Required:** A ball or any object that can be passed around the circle.

**Time:** 20 minutes approx.

- Have all students sit comfortably in a circle and explain that an object (ball/small box/etc.) will be passed around.
- Ask the students to introduce themselves when they receive the object by sharing their name and something they would like to tell the class about themselves (favorite food, pets, interests, etc., for example, "My name is Pratibha, and I love dancing.")
- Start by passing the ball to one student and encourage them to introduce themselves as mentioned.
- Once they have introduced themselves, they pass the object to another student in the circle.
- The next student greets and introduces themselves in the same manner. (e.g., "Hi Pratibha! I'm Rakesh and I want to learn computers.").
- Continue passing the ball around the circle, allowing each student to talk about themselves through this fun-based activity.



**Note:** Encourage the students to share different aspects of their lives, such as siblings, neighbors, home surroundings, interests, or anything they feel comfortable sharing.

## 2. Circle Connections

**Materials Required:** None

**Time:** 30-40 minutes approx.

- Explain to the students that you will provide different words as signals, and the students need to walk around and choose the classmate to form groups based on each given signal.
- Begin by stating the first signal, which could be a common interest or pet or food, etc. For example, "Find others who were born in the same month as you."
- Students move around the classroom, asking each other about the month they were born in, forming groups with those who have same month as themselves.
- Once the groups are formed, encourage students to interact within their groups.
- After a short time announce the next signal/word. For example, "Find others who have the same favorite color as you."
- Students disperse and form new groups based on the shared favorite color.
- Again, give some time and let students engage in conversation and interactions with their new group members.
- The process continues with the introduction of additional words for signals for forming group based on similar interests.

**Suggested Signal Word:** Favorite season, games, colour same initial letter of their first name, same month of being born, food, subject, etc.

### 3. Happiness Wall

#### Materials Required:

- Big chart paper
- Small pieces of paper for each student.
- Pens, markers, colours, etc.

**Time:** 15-20 minutes approx.

- Draw a big happy face on a chart paper.
- Provide each student with a small piece of paper and ask them to write/draw things that make them happy. (For example, a word, phrase, object, person, pet/animal, thought/quote, lines of a song, etc.)
- Ask the students to stick their paper on the chart paper. Let them share their happy thoughts with the class if they desire.
- Put this chart paper in the class for all to see.
- Use the Happiness Wall as a reminder of positivity throughout the year.



### 4. Enacting Emotions

**Materials Required:** None

**Time required:** 80 minutes approx.

- Divide the class into small groups of 5-6 students.
- Provide each group with a specific scenario related to a situation which may be difficult for them. Encourage the students to prepare short skits (5-10 minutes long) in such a way that they enact the challenging situations showing how they would feel and react in those situations.
- Give the groups some time (10-15 minutes) to prepare the skit.
- After each group's performance, hold a brief discussion. Ask open-ended questions to encourage reflection, such as how the characters' emotions affected their actions, what alternative approaches could have been taken to manage their emotions. (Positive approach to managing emotions such as sharing with a trusted person, journaling, going on walk etc.)
- Explain to the students that they can engage in certain activities that are helpful in managing emotions during difficult situations. These are called healthy coping strategies.
- Share with the students a list of healthy coping strategies such as talking to a friend, engaging in a hobby, taking breaks, deep breathing, positive self-talk, seeking help from a teacher or counsellor, or engaging in physical activities. Display these in the class as well.
- From time to time, provide students with opportunities to engage in these activities and reflect on their usefulness as techniques for coping.

**Suggested Scenarios:** Insufficient preparation for an exam, fight with a friend or classmate, experienced teasing/bullying, unsatisfactory exam result, homesickness, academic difficulties, teamwork issues, sharing responsibilities, etc.)

## 5. Silent Sitting

**Materials Required:** None

**Time required:** 20-30 minutes approx.

- i. Sitting silently and focusing on breathing helps in relaxing and clearing the excessive thoughts.
  - Guide students to find a comfortable position to sit or lie down on their backs.
  - Ask them to close their eyes and bring their attention to their breath.
  - Encourage them to breathe in and out slowly while focusing on breath.
  - Allow students to practice this for a few minutes.
  - Afterwards, facilitate a discussion about their experiences and how they felt before and after the practice.
  - Encourage students to practice the above steps whenever they feel stressed or overwhelmed.



## 6. Building Connections

**Materials Required:** None

**Time required:** 30 – 45 Minutes

- Encourage interaction of new students with the allotted Peer buddy (any student who has been in the school for more than an academic year along with a helping and caring attitude and preferably has similar interests as the new student such as playing a particular sport). Facilitate peer support and learning for adapting to the new environment through regular interactions.
- Similarly, facilitate regular peer group sessions where students can gather in a safe and supportive environment to discuss their experiences and thoughts.
- Encourage skills such as listening to others and waiting for their own turn to speak, empathy, and mutual support among group members.
- Facilitate the initial discussion among the group through questions such as:
  - a) "Share one interesting fact about yourself."
  - b) "What activities do you enjoy doing?"
  - c) "What are you most excited about in the new school?"
- Continue discussion through prompts related to adjusting to a new school, building friendships, or managing academic stress.
- Peers who have been in the school for more than one academic session may be encouraged to share about their experiences of the first year in the that school and what helped them adapt to the new environment.



## 7. Cultural Walk

**Materials Required:** Items, pictures, or drawings by students to represent their culture

**Time required:** 30-60 minutes

- Discuss about having a cultural walk where each student showcases any one aspect of their cultural heritage. Highlight that every child brings with them their unique and diverse culture and sharing it with others can be an enriching experience for them.
- Encourage students to bring items, pictures, or drawings that represent any one aspect of their culture, for example, language, food, dances, songs, arts, or other creative expressions and present them as they walk in front of their classmates. They can also prepare short descriptions or facts about their cultural displays.
- Discuss the importance of diversity, unity and respecting these aspects, with the students.

## 8. My Amazing Self

**Materials Required:**

- Sheets of paper for each student
- Pencils, markers, crayon, etc.

**Time required:** 30-45 minutes

- Provide each student with a sheet of paper and colors, pencils, etc.
- Explain to the students that they will be creating a simple artwork (drawing/painting/craft work) that represents activities/things they feel they are good at.
- Ask the students to draw about these aspects on their sheets of paper using colors.
- Once the students have completed their artwork, encourage them to share their creations with the class. Allow each student to talk about what they depicted in their artwork and why those aspects are important to them.
- Facilitate a group discussion by highlighting the fact that everyone has their own unique qualities.
- Emphasize the importance of respecting and appreciating each other's differences.

Such activities and discussions help in fostering an inclusive and accepting classroom environment.



## 9. Breaking Stereotypes

**Materials Required:** Cards with stereotypes written on them

**Time required:** 30-45 minutes

- Divide the class into small groups and provide each group with a set of cards with stereotypes written on them (e.g., "Boys do not do household work", "Girls are not good at Math," "Boys don't cry," "Girls like dolls", "Boys like trucks" ).
- In the groups, students should discuss and write down how the stereotype is not right. They can do this by providing real-life examples, sharing instances, etc.
- Ask each group to present their ideas to the class, encouraging a discussion on how stereotypes can be harmful and how it is important to tackle them.

## 10. Four -T's Activity

### Materials Required:

- Stationary, pencils, pencil box, books, school bags, etc.
- Slips with one prompt in each slip (suggestive- Name five rivers/ Name a state where one of the 7 wonders of the world is situated / any other educational or general knowledge question)

### Time Required: 40 minutes approx.

- Divide students into teams of 5 members each.
- Create 4 tasks, with each task requiring to be completed by the team to move to the next task.
- After completing a task, the team needs to inform the teacher and show them that they have completed it.
- As it is a time-bound challenge, the team which completes the challenge first gets a point. The team with the most points in the end will be declared as the winning team.
- Some suggestive tasks are shared below:

**Task 1:** A member of the team will be blindfolded, and another member will guide them to find a box/ any other object kept in the room and gives it to the teacher.  
(2 members from each team)

**Task 2:** Each group will pick up a slip with a prompt. They will discuss and write their answers and raise hands when completed. – (all team members will participate)

**Task 3:** Complete the task in sequence. (2 minutes for this level) – 1 member from each team

- a) Sharpen a pencil, put caps on the pens, and arrange the pencil box
- b) Organize books and notebooks according to the time table for that day.
- c) Put the pencil box, books, notebooks, lunch and water bottle neatly in the bag
- d) Write the name of your group members on the blackboard, etc.

Students can be asked to ensure the activities are attempted in the same sequence and cleanliness is maintained while completing the task.

**Task 4:** Solve a crossword/ riddle (all team members will participate)

Teams can briefly share their experiences and discuss the strategies they used during the activity. Encourage them to reflect on what worked well and how organizing things can help. Note: For each task which requires individual participation of members, ensure that the same member is not being repeated for more than one task from a team and all participants get equal opportunity.



## 11. Colour Connection

**Materials Required:** Bindi/stickers of different colors

**Time required:** 20-30 minutes

- Put bindis/colored stickers on students' foreheads without letting them know the colour.
- Inform them that their task is to find others with the same colour through signs and gestures, eye contact, and body language without using any words.
- Afterward, discuss the kind of challenges they faced and emphasize on the importance of teamwork and understanding non-verbal cues.



## 12. Balloon Balance Challenge

**Materials Required:** Balloons

**Time required:** 15-20 minutes

- Divide the students into pairs of two and have them stand side-by-side.
- Place a balloon between each student-pair's shoulders.
- Ask the student-pairs to walk in a line.
- Each student should make efforts towards finishing the race without dropping the balloon or bursting it.
- Once the activity ends, the group can discuss what helped them to finish it.

## 13. Sitting on the "Hot Seat"

**Materials Required:**

- Chairs for each team
- Board/Chart and marker/chalk/pen

**Time required:** 30-40 minutes

- Divide the class into two teams.
- Make both teams sit facing the blackboard.
- Arrange "hot seat" i.e. empty chairs at the front for each team.
- One student from each team sits in the 'hot seat' with their back to the board.
- Write a word on the board. (Few examples: hope, gratitude, confidence, respect, friendship, curiosity, kindness, etc.)
- Give each team a minute to provide clues to help their teammate in the hot seat to guess the word using similar words, opposite words, definitions, or gestures/action as clues.
- The student in the hot seat tries to guess the word as quickly as possible.
- The correct guess within one minute earns a point for their team.
- Give turn to all students and continue by writing new words for successive rounds.

## 14. Valuing the Environment

### Materials Required:

- Old newspapers, cardboards, cartons, dried leaves, flowers, sticks, etc.)
- Scissors, glue, tape etc.

### Time required: 60-120 minutes

- Divide students into teams of 4-5.
- Assign each team a specific theme (such as nature, wildlife, or recycling) and ask them to gather materials from their surroundings, like old newspapers, cardboards, cartons, dried leaves, flowers, sticks, etc., that they can use to create something (ask them to ensure that nothing is damaged purposefully).
- Teams must work together to create something.
- Such activities would help students connect to their immediate environment, value their context, and inculcate sustainable practices.

## 15. Study Skills Stations

### Materials Required:

- Materials for each study technique station (mnemonic examples, watch for 'Focusing Well' practice test questions, study guides or challenging problems for group study, visual aids, cards with concepts or tasks for self-explanation, reading passage or article for active reading)
- Notebooks and pens/pencils



### Time required: 60-90 minutes

Set up different tables/counters in the classroom. Provide materials in each station on a specific study technique to aid students to understand the technique on their own. Few examples are given below. Divide the students into small groups and have them move from one study station to another and explore each station based on the material.

- *Mnemonics Station*: Provide examples of mnemonics and explain their use in remembering complex information. For example, to remember the colours present in rainbow, create a mnemonic like "VIBGYOR: Violet, Indigo, Blue, Green, Yellow, Orange, Red" This mnemonic aids children in recalling the colours of the rainbow in the right sequence. Place a cue in the station which asks them to create their own mnemonics and share with the group.
- *'Focusing Well' Station*: In this station students can be taught a method that involves working in focused 20-25-minute intervals followed by a 5-minute break to promote sustained concentration and prevent mental fatigue.
- *Group Study Station*: Encourage students to form study groups. Provide study material or challenging problems for group discussion and solving. Emphasize effective communication and collaboration. Ask the group members to share their learnings.
- *Visual Aids Station*: Display visual aids such as charts containing diagrams, flowcharts, or data charts and graphs, models, posters, etc. Use colors, symbols, and connections to enhance understanding and recall. Ask students to create their own aids and explain the concepts displayed. The station can emphasize how visual aids held in learning and also clearly expressing the information for others.

## 16. Setting Goals

### Materials Required:

- Goal-setting worksheets (SMART goal format)
- Pens/pencils

### Time required: 45-60 minutes

- Begin by discussing the importance of setting SMART goals and how these can help student.
- Provide each student with a goal-setting worksheet. Orient them about making SMART goals in the following manner.

**S - Specific:** Your goal should be clear and specific. Instead of saying, "I want to get better at Maths," you can say, "I want to improve my multiplication skills."

**M - Measurable:** It is important to have a way to track your progress. You can measure your goal by saying, "I will practice multiplication for 15 minutes every day and track how many problems I can solve correctly."

**A - Achievable:** Your goal should be something that you can actually achieve. It's good to challenge yourself, but make sure it's realistic. For example, if you are just starting to learn multiplication, aiming to solve 100 problems perfectly in a day might be too difficult. Start with a smaller number of problems and gradually increase as you improve.

**R - Relevant:** Your goal should be important and relevant to you. Think about why you want to achieve it and how it will benefit you. If becoming better at multiplication will help you solve more challenging math problems or feel more confident in class, it is relevant to your learning.

**T - Time-bound:** Set a specific timeframe for achieving your goal. Instead of saying, "I want to get better at multiplication," you can say, "I want to improve my multiplication skills by the next month." Having a deadline will help students stay focused and motivated.

- Guide students to write down their goals, both short-term and long-term, along with specific action steps to achieve them.
- Allow students to share their goals and action steps with another partner or in small groups for feedback and support.
- Discuss the importance of tracking progress and adjusting goals.

## 17. Sports Day

### Materials Required:

- Sports equipment based on the chosen sports (e.g., football, basketball, hockey, volleyball, cricket)
- First aid kit for any minor injuries



### Time required: 5-6 hours

- Designate a day every four month in which students can participate in various sports activities with peers, such as football, basketball, hockey, volleyball, or cricket.
- 3-4 classes (eg. classes 6, 7 and 8) can participate together. Student can be dividing into teams based on their preference of the sports for playing.
- Emphasize teamwork, sportsmanship, and fair play throughout the Sports Day.

## 18. Creative Expression

- Organize display activity where students can showcase any art or craft item they have made, including paintings, drawings, or crafts.
- Create a gallery-like setup in the school/classroom / corridors to display the art work of students.
- Encourage students to talk about their creative products and what inspired them.



## 19. Talent Show

- Host a talent show where students can showcase their creative expressions through music, dance, drama, or any other form of talent that they might want to present.
- Create a supportive and encouraging environment for all participants to participate and express themselves. Do not focus on perfection or evaluating any performance.

## 20. Group Story /Comic Strip on “Personal Hygiene Heroes”

### Materials Required:

- Markers, colors, paper, pen pencil, eraser etc. for creating comic strips (a short scenario with 4-5 pictures in drawing form, for reference <https://manodarpan.education.gov.in/index.html>)

### Time required: 30-45 minutes

- Start a class discussion on personal hygiene (topics such as hand hygiene, dental care, skin care, and overall cleanliness of clothes and appearance, etc. based on the school and student context) with students and encourage them to talk about its importance (ask questions such as why is it important to bathing/brushing teeth/wear clean clothes etc., what happens if we don't follow these?). Keep the discussion brief (approx. 5-10 minutes.)
- After discussion, divide class into smaller groups of 4-5 students.
  - Start with a line of a story on any of the aspect of personal hygiene (such as hand hygiene/ dental care/ skin care/ overall cleanliness of clothes and appearance etc.), depicting a student who has come to school without following personal hygiene and what hygiene practice tips that student can follow.
  - Ask a group to take it forward, with each child adding a line to the previous line.



Or

- Ask each group to discuss and draw a short and funny cartoon strip, depicting a student who has come to school without following personal hygiene and what hygiene practice tips that student can follow. Each group can choose any one aspect of personal hygiene (such as hand hygiene/ dental care/ skin care/ overall cleanliness of clothes and appearance etc.).
- Give students 15-20 minutes to draw.
- Once all students have finished, the groups can share their comic strip with the larger class.

## 21. 'Healthy Habits' Pamphlets

### Materials Required:

- Slips with topics related to healthy habits such as balanced and regular diet, physical exercise, sleep, self-care, etc. (Teacher may add/change based on school and student context).
- Markers, pen pencil, eraser, colours, paper, etc. for Pamphlets.

### Time required: 20-30 minutes

- Divide the class in smaller groups (5-7 students).
- Ask each group to make a brochure on the habit in their slip. The brochure can include healthy routine for that habit, tips to follow, its importance etc.

## 22. Parent Collaboration

- Organise a parent-child bonding activity where parents and their children participate in interactive games, crafts, or outdoor activities together (eg- parent-child relay, craft activity session etc.)





# POSTERS

# Experiencing Positive Emotions

Positive emotions are those emotions that we typically find pleasurable to experience. There are various reactions an individual express under positive emotions, such as joy when one attains a goal, gratitude when someone helps you, hope when one expects a favourable outcome, or optimism when one is full of hope and emphasizes the good parts of a situation.

## Importance of Positive Emotions

Help broaden our awareness, letting us see more options for problem-solving.

Linked with better health, longer life, and greater well-being.

Help cope with stressful situations that benefit one's social development, personality development, self-regulating abilities, and physical well-being.

## Types of Positive Emotions

Joy

Gratitude

Contentment

**POSITIVE EMOTIONS**

Interest

Love

Optimism

## Ways to Enhance



Practicing Self-care



Practicing Yoga and Meditation



Going for a walk



Taking up hobbies that interest you



Maintaining a gratitude journal



Spending time with family and friends

<https://manodarpn.education.gov.in>  
Toll-free Helpline: 8448440632

# COPING SKILLS

Coping skills are the strategies that help in addressing challenges and managing stressful situations.

## IMPORTANCE OF COPING SKILLS

### Coping skills help in:

Enhancing psychological and physical well-being.

Regulating emotions.

Increasing resilience.

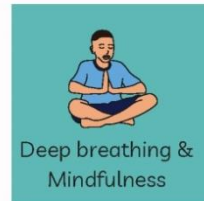
## TYPES OF COPING SKILLS

There are two main types of coping skills:

Problem-based Coping is used by an individual when they make active efforts to manage stressful situations and modify or eliminate the sources of stress.

Emotion-based Coping is used when the individual makes efforts towards taking care of their emotions and diminishing the emotional consequences of stressful events.

## COPING TECHNIQUES







## MANODARPAN SERVICES FOR EXTENDING PSYCHOLOGICAL SUPPORT TO STUDENTS

Manodarpan is an initiative of the Ministry of Education (MoE) as part of “Atmanirbhar Bharat Abhiyan” which aims to provide psychosocial support to students, teachers and families for mental health and emotional well-being during the times of COVID-19 and beyond.

### SEEKING SUPPORT FOR BECOMING A MORE HAPPY PERSON



#### FREE TELE-COUNSELLING SERVICES

Manodarpan’s free of cost tele-counselling helpline (8448440632) provides guidance and counselling support to students, parents and teachers through IVRS. Eighty counsellors from various regions across the country are available from 8 am to 8 pm on all days of the week to provide voluntary counselling services to callers on the helpline.



#### EMAIL FOR PSYCHO-SOCIAL SUPPORT

Apart from the tele-counselling helpline, students and other stakeholders can also share their queries and concerns on the Manodarpan email (manodarpan-mhrd@gov.in).



#### ONLINE DIRECTORY OF COUNSELLORS

A National level database and online directory of counsellors at School and University levels is also available on the Manodarpan webpage (<https://manodarpan.education.gov.in>) for those students who want to seek mental health support from professional counsellors.



#### LIVE INTERACTIVE SESSIONS

Live sessions are regularly held to address various mental health and emotional well-being concerns of students, parents and teachers. These sessions focus on various themes, covering related aspects for extending support to students.

1. ‘Sahyog’ live sessions are organized with practicing counsellors and are held from Monday to Friday (from 5:00 pm to 5:30 pm) across different regions for students (classes VI-XII).

2. ‘Paricharcha’ webinars are organized with experts in the field every Friday from 2:30 pm to 4:00 pm.

3. ‘Samvedna’ sessions are organized regularly with experts in the field.

‘Sahyog’ and ‘Paricharcha’ sessions are telecast on PM e-Vidya Channels and are also available on ‘NCERT Official’ YouTube Channel.



#### MENTAL HEALTH RESOURCES ON MANODARPAN WEBPAGE

Manodarpan’s Webpage (<https://manodarpan.education.gov.in>) provides various resources to support mental well-being and to reduce stress such as

- i. Advisory guidelines
- ii. Modular Handbook on Early Identification and Intervention for Mental Health Problems in School Going Children and Adolescents
- iii. Practical tips, FAQs, do’s and don’ts for psychosocial support
- iv. Online Directory of Counsellors

## DEVELOPMENT TEAM

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