



Ministry of Education



Guide & Toolkit

Happy Schools



HAPPY SCHOOLS GUIDE & TOOLKIT

Brief summary:

Schools are considered one of the first stages in shaping the reality and nature of this happiness, as they have a significant and clear impact in shaping the children's happiness and their attachment to his future. The schools that can achieve and develop the principle of happiness are called “**happy schools**”, the happy school is based on the concepts and the framework of **UNESCO's Happy schools Initiative**.

The Happy Schools Initiative was initially developed as a regional initiative by UNESCO Bangkok, built around three key pillars: People, Process, and Place, which provided the foundation for promoting happiness and well-being in schools. This regional framework informed the development of the present guide and its approach to creating learning environments where students and teachers can thrive. In March 2024, UNESCO published a revised Global Happy Schools Framework, expanding the initiative's vision and presenting a comprehensive approach to making schools happier, more inclusive, and more conducive to effective learning. This guide draws on the principles of UNESCO's Happy Schools Initiative and aligns with its global vision of placing learners' happiness and well-being at the heart of education.

Why the world needs happy schools: global report on happiness in and for learning

UNESCO has published a global framework of Happy Schools in 2024. This report presents the UNESCO global Happy Schools framework consisting of 4 pillars – people, process, place and principles – and 12 high-level criteria to guide the transformation of learning. It offers a holistic model for embedding happiness into education policies and cultivating it in schools through systemic changes which can be applied to Yemeni situation and environment.

“Happy Schools Guideline and Toolkit: A Resource for Happiness, Learners’ Well-being and Social and Emotional Learning in the Asia-Pacific Region has been used as a basis to develop this toolkit.”

They are the main key to shaping the future nature of individuals and the extent of the desired happiness. Education systems must evaluate the strengths and talents of students and learners, and strive to develop learner happiness.

The project (**Happy Schools Project**) seeks to help the learner or student achieve a deep love for study and his learning environment and love for his school to receive the desired education for his promising future along with the larger community including teachers, parents, etc.

There are, of course, several internal and external factors, which in turn determine the learner’s happiness, which inevitably affects the quality of life and the nature of the learner’s future appearance, as it serves as the first building block for shaping happiness in general at the various stages.

This guide is designed to support teachers and education leaders across all governorates, districts, and regions of the Republic of Yemen. Its aim is to help them enhance their capabilities in creating happy schools. It provides a range of practical strategies to cultivate a positive school environment that promotes happiness for both students and teachers. Through this, the picture was drawn from several aspects of the general and comprehensive framework of the Happy Schools Project, as the Happy Schools Guide targets school leaders and teachers with regard to the school’s administrative level and the development of teaching and pedagogy principles, as the Happy School Toolkit was conceived and designed. For teachers at grade level.

The Happy Schools Guide presents concepts related to achieving the principle of happiness and learner satisfaction, and includes various activities and workshops, through which school leaders and teachers will use the models for the purpose of learning how to establish happiness in their schools, and in improving and changing the school daily routine.

These models also measure and examine happiness among teachers and the school administration. They also provide information on how to evaluate school practices, develop an annual work plan, and monitor happiness in both the school and grade levels.

Introduction:

Literature, studies, and research confirm that education is the cornerstone and the focus of development and that the success of any development and cultural process depends primarily on the success of the educational system in any society. Education is the key to progress, the tool for renaissance, and the source of strength in societies, and the educational system – including schools, institutes, universities, and research centers. – It is the strategic, pivotal and basic engine in the sustainable development process.

The rapid social and economic transformations have made teachers and learners face challenges that have never been seen before, the latest of which is due to the interruption of teaching and learning due to the Corona pandemic (Covid-19), since March of the year 2020, and with the increase in the pace of the disease, more than 84 % of learners registered in 163 countries around the world have witnessed school closures and the cessation of education.

Because of this pandemic, countries around the world have adopted new teaching and learning methods through mobile applications, online education, via radio, and special television programs. Educational educators must engage with technology and teaching tools to ensure the provision of quality education to all students (learners). Despite these challenging circumstances inside and outside the school, the entire school community, including parents, has to follow educational methods to communicate their educational goals to the learners.

In the Yemeni context of education, the pandemic has posed a real dilemma represented by the weakness of the infrastructure that depends on investing in technology in education, the weakness of communication networks and the Internet, in addition to the problem of conflicts and political disputes that ravaged Yemeni society at the beginning of the year 2011 and the war that existed after that, which exacerbated the deterioration of the educational system. Its social and economic dimensions affected education and its quality.

Children learn and thrive best in environments that foster happiness. This doesn't just mean keeping them constantly entertained. Happy Schools focuses on creating a positive, inclusive, and engaging learning experience for all students. Research shows that happy students are more motivated and have better academic outcomes.

Schools play a crucial role in shaping a child's social and educational journey. While early experiences involve playtime and exploration, entering school introduces a more structured environment. Happy Schools acknowledges this shift and aims to create a positive and engaging learning atmosphere that complements a child's natural curiosity and desire to explore. This doesn't equate to unlimited freedom, but rather a balance between focused learning and opportunities for self-expression and exploration.

By fostering a positive and inclusive school environment that considers teachers, curriculum, parents, and physical space, Happy Schools promotes a holistic approach to education. It moves away from traditional, teacher-centered methods towards a more engaging and interactive style. The ultimate goal is to nurture a love of learning that empowers students to become happy, lifelong learners, replacing a focus on rote memorization with a passion for discovery.

Why does Yemen need Happy Schools?

Yemen faces a profound education crisis shaped by years of conflict, economic hardship, displacement, and disruption to public services. These challenges affect not only children's access to education but also their learning outcomes, emotional well-being, and sense of safety and belonging. According to UNICEF's 2025 policy brief, approximately **3.7 million children aged 5–17 were out of school in 2024**, while **94.7% of 10-year-old children were unable to read and understand a simple text**. Furthermore, 2,783 schools had been destroyed or damaged, highlighting the urgent need to improve both access to education and the quality of learning environments.

In this context, UNESCO's Happy Schools Framework offers a practical approach to making schools safer, more inclusive, and more supportive of learning and well-being. Through its four dimensions—**People, Process, Place, and Principles**—the initiative addresses key challenges by promoting positive relationships, engaging teaching methods, emotional well-being, inclusive participation, and safe, welcoming school environments.

Happy Schools is particularly relevant to Yemen because it can help students develop resilience, strengthen their motivation to learn, encourage positive behaviour, and foster a sense of belonging. It also supports teachers through collaboration, reflective practice, and more positive classroom relationships, while encouraging families and

communities to contribute to school improvement. Practical activities such as student clubs, creative learning, reading corners, school gardens, and psychosocial support can be adapted to local needs and available resources.

While Happy Schools cannot independently resolve structural challenges such as poverty, damaged infrastructure, or teacher shortages, it can complement broader education recovery efforts by placing students' happiness, dignity, and well-being at the heart of learning. Its impact should be assessed through measurable improvements in student well-being, participation, inclusion, attendance, and learning outcomes.

What are the most important goals of the Happy Schools Initiative?

1. Happy Schools to improve Quality Education in Yemen:

Happy Schools promotes quality education by fostering positive, engaging, and supportive learning environments where students and teachers can thrive. By strengthening learner motivation, academic progress, and social and emotional competencies, the initiative helps improve educational experiences and learning outcomes, even in Yemen's challenging educational context. Happiness is not a substitute for strong academic learning; rather, it is an essential foundation for effective teaching, meaningful participation, and the development of lifelong skills.

2. Fostering Well-being to increase engagement in education in Yemen:

- **Reducing Student Dropout and Promoting Educational Retention in Yemen**

By fostering safe, inclusive, and supportive school environments, Happy Schools aims to strengthen students' sense of belonging, motivation, and engagement in learning. These conditions can encourage regular attendance and continued participation in education, helping reduce the risk of school dropout. This goal supports progress toward SDG 4 by promoting inclusive and equitable quality education for all learners.

- **Supporting Teacher Well-being and Reducing Teacher Attrition in Yemen**

Happy Schools recognizes that teachers' well-being is essential to a positive and effective learning environment. By encouraging supportive relationships, collaboration, professional recognition, and a positive school culture, the initiative aims to strengthen teacher motivation, job satisfaction, and commitment to the profession. These efforts can help schools retain teachers and sustain the quality and continuity of education, while complementing broader measures to address teacher shortages and working conditions.

3. Happy Schools for a Stronger and more Resilient Education System in Yemen:

- The Happy Schools initiative can be a vehicle for transformation in Yemen's education system. It can support policymakers in simultaneously targeting systemic issues like early school leaving, teacher burnout, and lower learning outcomes and well-being.
- By applying a systems-based framework to foster positive and supportive learning environments, education policymakers and decision-makers can identify and address the systemic barriers to happiness and well-being in schools, informing evidence-based policies that strengthen teaching quality, improve learning outcomes, and build a more resilient and inclusive education system in Yemen.

The Happy Schools Project Methodology:	1	]
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The adaptation of the Happy Schools Framework to the Yemeni context was guided by a qualitative approach aimed at understanding the factors that shape happiness and well-being within schools. This approach recognizes that students, teachers, school leaders, and other stakeholders have valuable perspectives on the conditions that support positive learning experiences.

Qualitative methods, including interviews, focus group discussions, and school-based observations, can help identify local needs, challenges, and priorities related to teaching, learning, relationships, and the school environment. Insights gathered from

stakeholders inform the identification of contextually relevant dimensions and indicators of a happy school, providing a foundation for developing practical guidance and interventions suited to Yemeni schools.

This approach seeks to ensure that the application of the Happy Schools Framework reflects the realities of the local education system while remaining aligned with UNESCO's principles of promoting happiness, well-being, inclusion, and quality education.

The Happy Schools project will depend on several methodological aspects as follows:

1. Desk research:

This includes the main plans and objectives to clarify many definitions and clarifications of the frameworks of action planned in relation to the happy schools project, while identifying some specific topics within the school context, and among the outcomes of the desk study is defining standards for setting practices for those standards for happy schools, and identifying some social and emotional dimensions. Learning, teaching and concepts related to the context in the Republic of Yemen. The experiences of some countries that have begun implementing the Happy Schools project will also be reviewed and some cases that have been undertaken in countries that adopt the priority of happiness in education policies will be studied.

2. Workshops:

During which a meeting was held with the national team of experts that was approved by the Minister of Education, and the idea of the Happy Schools project was presented, and the objectives of the project were understood, then a set of framework and tools for Happy Schools was presented, and the extent of their compatibility with the Yemeni context, and this will be followed by a group of workshops directed to principals. Education offices, school principals and stakeholders, with the aim of spreading awareness of the importance of entering the School Happiness Program, and its role in improving the educational environment, in light of the available capabilities, and spreading the culture of learning in light of a happy atmosphere and environment for both school administration, teachers and students.

3. Happy Schools Survey:

Through which it is possible to determine the extent to which the conditions for learning in a happy atmosphere are available for the targeted schools through designing a scale for happy schools, as well as survey questions as follows:

- *What can make school a happy place?*
- *What could make school an unhappy place?*
- *What makes teaching and learning fun and sources of happiness?*
- *In your experience, what can be done to ensure that all students feel included in schools? Who is this guide for?*

1. Why the World Needs Happy Schools: Global Report on Happiness in and for Learning

This report presents UNESCO's Global Happy Schools Framework, comprising four pillars—People, Process, Place, and Principles—and 12 high-level criteria to guide the transformation of learning. It provides a holistic model for integrating happiness into education policies and fostering it within schools through systemic changes that can be adapted to Yemen's educational context.

Note: If this entry appears in a Further Reading or References list, use a hanging indent instead of a first-line indent, and apply the same formatting consistently to all entries.

Who can use this Guide

This guide is intended for a wide range of stakeholders in the education sector in Yemen, including:

- **Policymakers:** This guide can be used by policymakers to develop and implement policies that promote learner well-being and happiness in schools.
- **School leaders:** This guide can be used by school leaders to create a happy and supportive school environment for all learners.

- **Teachers:** This guide can be used by teachers to integrate social–emotional learning (SEL) and well–being into their teaching practice.
- **Parents:** This guide can be used by parents to support their children's well–being and happiness at home and school.
- **Other stakeholders:** This guide can be used by other stakeholders in the education sector, such as researchers, NGOs, and community organizations, to support the promotion of learner well–being and happiness in schools.

How to use this Guide

This guide is directed to a group of stakeholders, including school administrations, school principals, teachers, parents, students, and some technical support specialists in the offices of education departments. Here are a few suggestions:

Policymakers: Policymakers can use this guide to develop a comprehensive policy framework for promoting learner well–being and happiness in schools. The guide can also be used to inform the development of specific policies and programs, such as teacher training programs and school climate initiatives.

School leaders: School leaders can use this guide to assess their school's current climate and identify areas for improvement. The guide can also be used to develop a school–wide plan for promoting learner well–being and happiness.

Teachers: Teachers can use this guide to integrate SEL and well–being into their teaching practice. The guide provides a variety of strategies and resources that can be used to create a more engaging and supportive learning environment for all learners.

Parents: Parents can use this guide to learn more about the importance of learner well–being and happiness. The guide also provides tips for supporting their children's well–being at home.

Other stakeholders: Other stakeholders in the education sector can use this guide to learn more about the latest research on learner well–being and happiness. The guide can also be used to develop resources and programs to support schools in promoting learner well–being and happiness.

In addition to these specific suggestions, this guide can also be used in a more general way to raise awareness about the importance of learner well-being and happiness in education. The guide can be used to inform discussions, workshops, and other events. It can also be used to develop promotional materials, such as brochures and posters.

Contents of the Happy Schools Guide:

The guide contains a set of general frameworks for happy schools, which includes a number of standards for happy schools, which can be measured through several practices at the level of people within the educational process: school leaders, administrative staff, teachers, students and their families who constitute the school environment and school community, and operations. That accompanies the educational process: It includes the method of teaching and learning, the content of learning, educational methods and curricula, and experiences in teaching in general, and places: It means the presence of a warm, incubating environment for learning, through which the educational environment can be transformed into a place of happiness and its practices.

The guide also contains the Happy Schools Toolkit, which consists of 25 lessons on happiness, divided and divided into three topics:

Happy learners: Lessons that fall under this category reflect self-awareness and emotional nature. **Happy classrooms** reflect awareness of others and include gratitude, respect, and empathy. **Happy environments** reflect: routine, school system, and realistic. It is highly recommended that teachers, education and school leaders review the Happy Schools Guide and evaluate how happiness is integrated into the school's systems, structures and routines. Simultaneously, teachers are encouraged to use the toolkit, which is ready to be applied and used at the classroom level, by personalizing individual lessons. The toolkit and activities are considered to be useful for implementing lessons on achieving happiness and they can be used independently and parallel to each other.

What is happiness?

How do we know it? Where does this happiness come from? Where do we create it? What is the real link between happiness and the learning process?

These questions have occupied the minds of thinkers and philosophers around the world for thousands of years, and have also puzzled contemporary scientists in the last century, as they wondered and wondered whether happiness was a personal feeling. Or perhaps expressed through a smile, is it the feeling that you are content about yourself? Or maybe it's something we share with others? Does happiness happen temporarily or does it last for a longer period? Is it possible to achieve happiness without sadness? Or do happiness and sadness come together? Does happiness have anything to do with societal and cultural diversity? Or it has a broader and more comprehensive perspective to clarify the true concept of happiness, so that the child has the ability to find a way to achieve it through areas of strength and not weakness.

There is nothing better than finding happy students in their academic environments and within their classroom, which of course facilitates their learning process and gives them the free space to benefit from their lessons in their school. There is no doubt that they will achieve greater achievement and grades as long as they are characterized by an environment that stimulates happiness during the various stages of their education.

The process of realizing cultural diversity and the need to think broadly and more to identify different ways for developing your happy school.

The concept of happiness:

Human beings are different in terms of human happiness, and the concept of happiness represents a problem in researching and arriving at a specific definition for it. In general, happiness is a relative state that varies according to the individual's desires, capabilities, and motivations. Every person aims to achieve something from their point of view that he believes is the optimal happiness for them. A poor person may see that happiness consists in acquiring wealth, a sick person may see it in health and safety, and another may see his happiness as achieving and succeeding.

The individuals themselves may have a different outlook on life and the influences around him depending on his phases of time, circumstances, and conditions. At the time when the individual gets what suits him and what he seeks, he thus experiences a form of happiness by obtaining what he was seeking despite the various difficulties that he may face.

The concept of happiness in psychology:

Positive psychology focuses on what goes beyond the psychological health of a person in its traditional sense, and searches for improving his functional psychological performance, that is, it is concerned with the nature of happiness and its motivation, which is represented in how a person lives a satisfactory life in which he achieves his goals and ambitions and employs his abilities in a way that makes him satisfied with Himself, others, and those around him.

Another definition of happiness:

A set of behavioral indicators that indicate a state of general satisfaction among the individual and his continuous pursuit of achieving his personal goals within the framework of maintaining positive social relationships with others.

Operational definition of happiness:

Creating general satisfaction for the individual in line with his goals and aspirations in light of his available capabilities and resources.

The concept of happy schools:

Schools are not only the place where students learn academic skills, but they are also environments in which they learn many social and emotional skills necessary for their growth and happiness in life. Schools that develop such skills in students enable them to achieve a sense of control in their lives and satisfaction with its course, which makes them more flexible in the face of obstacles, more connected to the people around them, and more ambitious to achieve a better future.

Operational definition of happy schools:

Providing a positive educational atmosphere that leads to the expression of satisfaction and satisfaction on the part of both the teacher, the learner, and the school administration during the educational process, which makes the educational outcomes more accessible to the desired goals, in light of friendly social relations and interaction by all parties to the educational process, according to capabilities and resources available.

How do we make our schools happy?

The relationship between learning and happiness:

The school offers the learner many options and different ways of understanding the world, and based on that, the learner can choose whatever he wants, but what is important is not only that freedom of choice be available to the learner, but it is also important that he be armed with knowledge that will enable him to live a life during which he is integrated into activities.

In this sense, the school is supposed to make room for all learners who engage in these activities and integrate into these relationships to live a life full of achievements, which is supposed to be reflected in the nature of the curriculum, which must qualify everyone to live such a life.

Focusing solely on curriculum is a good starting point, but for a holistic approach to Happy Schools within the UNESCO framework, it's wise to consider elements from other pillars as well. While the curriculum provides the foundation for learning, the "Process" pillar emphasizes engaging teaching methods and fostering a love of learning. This could involve incorporating arts-based activities or project-based learning that spark curiosity and make the learning process itself enjoyable. Additionally, the "People" pillar highlights positive relationships within the school community. Here, literature can play a vital role in developing empathy, understanding diverse perspectives, and fostering strong bonds between students and teachers. So, while the curriculum is crucial, a truly Happy School integrates various aspects from different pillars to create a well-rounded and positive learning experience.

Happiness and education:

It is an obvious fact that children feel happy in schools when their needs are met, when they enjoy positive relationships with their classmates and teachers, when they enjoy the activities they engage in, feel a degree of challenge in them, and when they feel a return and meaning in the tasks they are assigned.

At first glance, achieving this may seem simple; but in reality, these are not simple challenges facing schools and teachers. Schools must play a dual role in promoting happiness among our children. On the one hand, schools should be places where children are happy to be; the basic needs of children must be met, and the curricula

(formal, informal, and hidden) must help students discover their physical, mental, and social strengths. The school must create conditions that allow for the achievement of excellence, and allow its students to discover a meaning to life that directs their energies, and remains accompanying them outside the school walls. This could be called “education as a source of happiness.” On the other hand, the school should provide direct guidance to students regarding how to achieve happiness in their lives in general, as happiness is not necessarily an automatic result of practicing routine activities. In school life – this role can be called “education and happiness.” This last role is the most controversial, and the one most covered by the media at the present time. Why the world needs happy schools: global report on happiness in and for learning report emphasizes that happiness is both a means to and a goal of quality learning.

How can our schools be a source of happiness?

If schools can help children learn and integrate into the learning process in the first place, it will make them happier. The educational practices currently followed produce students with a great deal of stress and anxiety, due to their exaggerated focus on the culture of testing. Obtaining academic qualifications. This contemporary education does not instill in children the joy of learning. It also misses the opportunity for the school to be an arena for practicing true cognitive apprenticeship, through which children learn how to become learners and seekers of knowledge.

Most of the time, children in schools spend their time talking about the learning process, rather than actually practicing learning. Schools have also become shackled with many concepts, such as accountability, and therefore they are afraid to give children the opportunity to take risks. Testing or experimenting with real life, or dealing with challenges that have meaning for them.

Hence, what prevails in these educational systems is complete control by the teacher over the course of the educational process, which is clearly evident when he imposes on them to obtain certain grades or academic averages.

We need to reform curricula and establish what are called SEED skills, which is an abbreviation for social and emotional competencies, emotional flexibility, innovation, creativity, and discipline. These skills are essential to prepare young people for a

dynamic and ever-changing world, and a labor market in which the quality of stability is absent.

Therefore, there are many experimental educational approaches that aim to provide young people with these skills, which seek to achieve human prosperity for students, so that their ability to be creative, persevere, and build strong and effective relationships with others is evident. The happiness that students derive from education does not have to be This should not only come from the qualifications the school gives them for future purposes, but children should derive a sense of satisfaction and achievement from being at school.

What would happen if we implemented the idea of happy schools?

If the approach to education for happiness becomes an educational trend that combines academic learning, personality development, and achieving well-being, as it provides students with life skills and values such as: optimism, flexibility, growth mindset, respect for diversity, perseverance, thought development, full mental thinking, and interaction, by adopting the approach to education for happiness, it can be Schools are transformed into institutions to support students' abilities, hone their intellectual talents, and develop a wide range of personal strengths, advantages and competencies, which support their happiness and positivity. Education for happiness therefore aims not only to empower young people with flexible and positive thinking skills, giving them the practical wisdom they need but also just, peaceful, inclusive, and equitable learning. To make good choices, overcome adversity and contribute positively to society.

There are a set of steps that researchers and practitioners should take into consideration to implement the concepts of happiness and prosperous life in schools:

- **Leadership and vision:** There must be a unified vision that prevails across different systems and sectors in education, challenging viewpoints that limit education to teaching academic skills only.
- **Strategy and management:** The decision-making process must be based on scientific evidence, and take into account financing, auditing, risk management, policies, systems, structures, and necessary strategic frameworks. Happiness

measures must also be developed that take into account the perspectives of both students and education workers on ways to achieve happiness and its components.

- **Partnerships:** Schools and educational systems should focus on developing integrated partnerships with essential mental health service providers, universities, and business to achieve a unified vision of happiness for all.

- **Availability of standards:** There is a need to build codified and reliable standards that help us judge the extent of success in applying the concepts of happiness in education, and continuous improvement in this field.

- **Mutual learning:** There should be a mechanism to share the good practices for mutual learning. For instance, it is necessary to develop a strategy to introduce change in the field of teaching and learning happiness, and an agenda to measure the extent of progress achieved, including a description of the roles and responsibilities of all parties responsible. Successful cases can be shared with others that are interested in conducting similar activities.

- **Determine the effectiveness of the proposed programs:** There is a need for deeper collaboration between schools and each other, as well as between school staff, to clarify the impact of the programs that have been included, and their outcomes based on clear evidence; Programs that are successfully integrated into school policies and practices can support positive learning growth across educational systems overall.

- **Communication:** There must be communication between those interested in the field, to clarify the benefits of positive psychology, positive education, and greater happiness in education.

First: The general framework and structure of happy schools:

Happy School standards and practices include:

- People
- Processes
- Place

It can be explained as follows:

1. People:

They are school leaders, administrative staff, teachers, students and their families who make up the school environment and the school community. The larger the community, the greater its influence on society. The structure and framework of happy schools recognizes that the quality of the relationship between these people will represent the main pillar of achieving a happy school, focusing on the extent of positive relationships between teacher and student, friendships between students at different levels, and understanding between teachers and parents.

The people criterion is represented by: relationships, teachers' behavior, cultural diversity, values and practices, working conditions, and teachers' skills.

2. Operations:

These are the processes that make the school capable of promoting happiness in its surroundings, and include the method of education and teaching, the content of learning, educational methods and curricula, and the overall teaching experience of the distinguished teaching staff, creating important values between the teacher and the student, and raising the level of understanding between the two parties to achieve the specific educational goals aimed at bringing together The two parties to each other, spreading the spirit of cooperation and respect between the parties, especially among the students themselves at the grade level and at the school level.

The process standard includes: workload, staff, learning approach, learners, recognition and perception, extracurricular activities, group learning, and learning content.

3. Setting:

It means the presence of a warm, incubating environment for learning, and this in turn is important for increasing happiness in schools, the environment of the classroom. It also plays a role in accepting the environment in terms of design, comfort, and making decorations that allow a great diversity of intellectual and practical creativity within the classroom, and adding green colors for learning and natural lights. Preventing bullying in all its forms and cases of harassment.

Examples of place standards include: classroom environment, safety, play areas, school vision, order and discipline, health and food, and school administration.

The standards of the Happy Schools Framework group were discussed with the national team during the first workshop, and a set of practices were added to each standard according to the Yemeni context and were as follows:

First: people	
Standard	
Practices 1. Friendships and relationships in the school setting	
The administration's participation with the teacher to comfort him and mourn him and document the human aspect – A. Management to teacher Organizing a list of social solidarity – Organizing group trips – Taking into account the suggestions and opinions of teachers –	
Mutual respect between teachers – b. Teacher to teacher Cooperation in exercising tasks – Providing advice and advice – Friendly meetings in the official framework and outside it –	
Parental practice with students – c. Teacher to student Providing the opportunity for self-expression and creativity – Avoid bullying –	
Students helping each other – Student to student Don't bully – Instilling the spirit of cooperation and teamwork among students b –	
Respect the school's rules, regulations and regulations – e. Student to management Taking into account the unforeseen family circumstances that the student is going through –	
Activating the role of parents' councils – and. Management to parents Activating community participation – Support and encourage school activities –	

Instilling a spirit of respect and appreciation for teachers – Z. Parents to teacher	
Continuous communication and follow-up of children –	
Standards practices	
Possessing an entrepreneurial spirit – 2. Characteristics and advantages of a positive teacher Communication and communication skills for – creativity and innovation	
Acceptance of opinions and other opinions – 3. Respect for diversity and difference Impartiality – Appreciation and respect –	
Spreading friendliness, respect and appreciation – 4. Positive cooperative practices and values Positive empathy – Participation in decision making – Activating community participation – Paternal and brotherly dealings –	
Taking into account when assigning and not intensifying the work – 5. The teacher's working conditions and comfort Continuous motivation and encouragement – Providing an attractive educational environment –	
Developing teacher skills through qualification and continuous training – 6. Efficiency and skills of teachers Employing capabilities, skills and expertise – Enrichment programs in life skills –	

Second: Operations		
Practices Standards	Practices Standards	Practices Standards
Self-learning – 1. Learner's freedom) to show creativity	Self-learning – 1. Learner's freedom) to show creativity	Self-learning – 1. Learner's freedom) to show creativity

Active learning strategies –	Active learning strategies –	Active learning strategies –
Open Questions –	Open Questions –	Open Questions –
Acquiring new skills – 2. Sense of accomplishment and completion of duties	Acquiring new skills – 2. Sense of accomplishment and completion of duties	Acquiring new skills – 2. Sense of accomplishment and completion of duties
Positive motivation –	Positive motivation –	Positive motivation –
Choose the type of activity – 3. Extracurricular activities and school events	Choose the type of activity – 3. Extracurricular activities and school events	Choose the type of activity – 3. Extracurricular activities and school events
Formation of student councils –	Formation of student councils –	Formation of student councils –
Forming student groups for activities –	Forming student groups for activities –	Forming student groups for activities –
Art visits, school scientific trips, and historical landmarks – 4. Team learning between teachers and students	Art visits, school scientific trips, and historical landmarks – 4. Team learning between	Art visits, school scientific trips, and historical landmarks – 4. Team learning between teachers and students

Providing laboratories and computer laboratories – Focus on practical and applied aspects –	teachers and students Providing laboratories and computer laboratories – Focus on practical and applied aspects –	Providing laboratories and computer laboratories – Focus on practical and applied aspects –
Content of an enrichment book that meets the learner's needs – 5. Content of scientific value and interest	Content of an enrichment book that meets the learner's needs – 5. Content of scientific value and interest	Content of an enrichment book that meets the learner's needs – 5. Content of scientific value and interest
Digital security and safety –	Digital security and safety –	Digital security and safety –
Positive relationship with the surroundings – Creating positive attitudes among learners –	Positive relationship with the surroundings – Creating positive attitudes among learners –	Positive relationship with the surroundings – Creating positive attitudes among learners –

Second: Happy Schools Toolkit:

The happy school toolkit consists of 25 lessons on happiness, divided and distributed into three topics as follows:

- Happy learners
- Happy classrooms
- Happy environments

Lessons that fall under the category of “happy learners” reflect self-awareness and emotional regulation, while those that fall under the category of “happy classrooms” reflect awareness of others and include gratitude, respect, and empathy, and those that fall under the category of “happy environments” reflect school routines, physical and digital spaces and order. And realistic spaces.

These lessons have been designed based on a broad survey, conducted by UNESCO’s Asia-Pacific Regional Bureau for Education, of effective Happy Schools practices and frameworks, taught by practitioners and experts in schools in the Pacific and Asia Pacific countries.

These lessons designed to:

1. Providing teachers with practical ideas for teaching the concept of happiness and promoting the well-being and happiness of students.
2. Supplying lessons related to different aspects of the Happy Schools framework.
3. Guiding and counseling for teachers to integrate, give these lessons and benefit from them to establish the meaning and concept of happiness to create a school community capable of facing rapid changes as well as deepening the concept of a happy environment for receiving education with complete ease and satisfaction.

These lessons can be integrated with academic curricula and materials with the use of cognitive and non-cognitive techniques so that they are consistent with the concept of happiness for all. They represent a foundational edifice for the process of consolidating the concept of absolute happiness in the educational process and facilitating the extent of reaching the desired goal for students and for recipients of

knowledge in general. These lessons must be understood. And its meaning is completely in order to achieve the goal that the experts seek to create an environment with a tangible reality that spreads the spirit of happiness and the spirit of united teamwork to achieve the visions.

First: Happy learners, which includes the following:

- Self-awareness.
- Self-management, integrating mental techniques with personal emotion mapping.

Second: Happy classes include the following:

- Awareness and relationship skills that provide awareness-building lessons regarding relationships in the school community.
- Strengthening empathic awareness of others.

Third: It includes the following:

- Responsible decision making through techniques such as: connection mapping and happiness principles.
- Review the Happy Schools toolkit and its lessons in terms of what the lesson is about, a summary of the activity, its steps, objectives, learning outcomes, and the materials with which the lesson can be applied.

First: happy learners

1. Interconnection map:

- Summary:

Students will learn about the relationships and connections between different aspects of their daily lives

- Objectives:

Students will learn about the concept of connectedness: to things, to people, and to events in the world, and then focus on their connectedness and relationship with others.

- Learning outcomes:

- Students will learn how to improve relationships in their school environment.
- Learners have a greater awareness of relationships at the classroom level, and at a broader level in society beyond their school setting.
- Learners gain awareness of how to nurture and strengthen their relationships with others

- Subjects that can be applied:

- History and social studies: focusing on the social, political and economic factors behind the historical event or social phenomenon.
- Science and Mathematics: Learn how to link physical phenomena, especially biology.

- Materials and preparation process:

- Some paper.
- A special sheet for the connection map.
- The materials that students will encounter every day in his school, such as the desk, pencil and paper.

2. Stand with me and support me:

- Summary:

The students, led by the teacher, share moments when they are insulted. They participate and role-play, and the teacher sees how the students cope with the situation and how his colleagues stand up for him.

- Objectives:

Students learn how to develop empathy and compassion for others and are shown how to respond effectively to abuse and reprimands, as well as discrimination and bullying.

- Learning outcomes and outcomes:

- Students learn how to respond when they see or hear each other being treated inappropriately.

- Learn how to create relationships and connections and contribute to securing the environment.

- Subjects that can be applied:

- Social studies and Islamic education

- Literature and arts.

- Lesson steps:

- The teacher asks the students to remember a time when someone was ridiculed, was exposed to some embarrassing situation, or was insulted and called by inappropriate bad names.

- Students take a moment to reflect on their feelings and the extent of the influence in the case of silence.

- The teacher may share his personal experiences in this field as appropriate to the topic.

- Students share their experience about an issue they were dealt with badly one day. By telling a story or by writing down ideas in a journal, the teacher asks students to volunteer to share their stories. Or through a short theatrical scene.

(The teacher presents his purposeful ideas to help the students in this discussion)

3. Relationships, roles, and identity:

- Summary:

The teacher guides the students individually on paper and they read a short story about relationships and roles and then discuss as a group.

- Objectives:

Helping students examine their relationships with others and seriously evaluate their roles within the boundaries of the relationship.

- Results and outputs:

- Students begin to understand the meaning of happiness and well-being as emotions that are personal and related to others.

- Students have become able to map their relationships and connections in a visual and clear way, and they have also become more aware of the meaning and concept of positive relationships and positive cooperation.

- The students strengthen their awareness of their social reality, sharing with others.

- Requirements/Materials and Setup:

- Blackboard or flip chart and writing markers

(The teacher participates with his students in generating ideas and guides them in this activity)

4. Civility and Courtesy Campaign:

- Summary:

Students work individually and then share their ideas and discuss ways to improve and grow the kindness and civility campaign according to a plan developed for the class or school.

- Objectives:

Helping students reflect in their interactions with each other how to develop, develop, and improve the overall civility campaign.

- Results:

– Students become aware of ways they can improve their interactions in a tactful manner, with mutual courtesy and manners from the classroom culture, and maintaining positive relationships.

– Students learn how to maintain social relationships within the classroom and at the school level in general.

- First step:

– The teacher distributes papers and invites students to express this activity.

- Second step:

The teacher guides students in understanding relationships, roles, and identity through the following:

- o Describe yourself using three keywords and images.

- o Name three groups to which you are strongly connected.

- o Clarify your role in these groups (for example: family, sports teams)

- o Explain which of these emotions and feelings are associated with these groups (such as: love, pleasure, and trust)

- Third step:

Teachers lead discussion groups and create an important articulation map of relationships and roles

- Step four:

Teachers choose a story, topic or article and highlight relationships and roles, with the possibility of using classics.

- Step five:

Teachers lead the class in discussions on the following points:

– How relationships, roles and identities are related.

- How to improve relationships, improve roles, and accomplish them correctly and optimally.

5. Gifts and gifts from the heart:

- Summary:

The teacher selects students and has them come to the front of the class, and their classmates take turns complimenting the student on their contributions.

- Objectives:

Develop students' abilities to recognize the positive aspects of each member of their class and develop the vocabulary to express compliments and gratitude.

- Learning outcomes:

- Students learn how to form positive group interactions, especially those that focus on individuals.

- Students develop social awareness, especially in middle school when they seem to harass each other.

- Materials that can be applied:

- Language and literature

- Social studies and moral education

- Material:

- Heart-shaped sticker paper in bright colors

- Design a wall space where students' names are displayed.

- Steps:

The teacher distributes papers and guides students to express themselves individually and participate as part of a class discussion.

The teacher leads the class in a discussion by highlighting how language plays a role in creating relationships, based on the following points and signs:

- How do you communicate with others through language?
- What type of languages exist? (formal, informal, glorified...)
- Any of the phrases and words used to convey positive relationships.
- What type of language is displayed around the classroom or school?
- Teachers lead the activity to design the gifts and gifts activity, students are asked to work together
- Think of ways to improve the following:
 - o Morning greetings
 - o Conveying respect in relationships or showing gratitude Politely and tactfully show agreement or disagreement at school or class
 - o Messages about the class
- Teachers select different behaviors that are considered typical (negative and positive) through role plays or online videos, asking students how they feel with each other and showing an example.
- Teachers select various parts of the presentations, provide an overall idea of the kindness campaign, and ask students about how and when to implement it.

6. Mystery friend:

- Summary:

Played as a day-long game, students attempt random acts of kindness and kindness, without being found by that person or by their classmates.

- Objectives:

Students develop thoughts and reactions to acts of kindness, and should learn how to relate well-being and happiness by showing kindness and kindness to others.

- Results:

- Students learn how to show awareness of relationships and also how to practice their behavior to improve relationships.

- Students show great sensitivity and reaction to the unauthorized needs of other class members

- Students build great social awareness on a daily basis.

- Materials that can be applied:

- History and social sciences

- National and moral education.

- Materials and setup:

- Hat or bag

- piece of paper.

7. Problems and Concerns Container:

- Summary:

Students, led by professors, share worries, fears and concerns.

- Objectives:

Helping students identify things that are bothering them as well as encouraging them and giving them tools to feel better by building confidence.

- Results:

Students learn how to trigger positive emotions and focus on building lasting happiness.

Students find a safe social space to share and process negative emotions such as: their fears and concerns.

- Materials that can be applied:

all the subjects

Materials and setup:

- Pens and pencils.
- A small box and a bag.

8. Empathy:

- Summary:

Students will learn what empathy means, how to practice empathy, and then listen to conversations and search for empathy.

- Objectives:

Students will learn the concept of empathy, as a different aspect of kindness, and will learn to understand how to appear empathetic in conversations.

- Results:

- Students learn the difference between the concept of empathy and kindness, which require more listening and flexibility in thinking.
- Learners' hone social skills related to empathy and compassion.

- Materials that can be applied:

- Arabic language, literature and texts
- English language
- Islamic education

- Materials and setup:

- Video clips
- Bingo Empathy Exercises

- Steps:

- Writing the word empathy on the board (or the word that expresses it in the local language) and then asking the students whether they know the difference between empathy and kindness, and the teacher asks them to give examples.

Optionally: Play a short video (video clip) which in turn shows displays of empathy.

- Teachers initiate a discussion about the importance of sharing concerns with others.

Teachers distribute a sheet of paper to each student and then guide the students in drawing the problem on one side of the paper and putting the solution on the other side.

- Then they discuss concerns and problems in groups.

- Discussing the problems and solutions developed and the effectiveness of these solutions.

Teachers undertake the process of closing the discussion and emphasizing that it is normal for there to be negative thoughts, feelings, and emotions, but what is important is to think about them and develop solutions for them in order to create a better feeling.

9. Aspects of feeling:

- Summary:

Students work with feelings, emotions and the emotion wheel, creating stories about themselves or creating stories together.

- Objectives:

Students develop emotional vocabulary, increase awareness of and recognize different types of emotions through effective storytelling.

- Results:

- Students identify different emotions, which is a key first step in creating happiness.

- Students identify models and meanings that revolve around the axis of happiness based on culture.

- Students develop awareness of emotion.

- Materials that can be applied:

- Islamic education

- Literature and texts

- Materials and preparation process:

- Faces of emotions and their profile.

- Wheel of emotions.

- Multiple aspects of feelings through emojis. Second: Happy classrooms

1. Emotions Survey:

- Summary:

Students will fill out the form or sheet for the feelings survey, compare the results with other students, and then discuss as a group.

- Objectives:

Developing and developing students' emotional vocabulary, increasing awareness of different types of emotions, helping students to interact with other students by opening a class discussion (within the classroom) about happiness.

- Results:

- Students learn how to base their emotional experience on what happens at school and on school relationships.

Students, especially at younger levels, learn to recognize feelings and emotions and how to distinguish between them.

- Teachers have a better understanding of students' emotions and feelings through the results of this survey.

- Materials that can be applied:

- Science and mathematics

- Arts and literature

- Materials and preparation process:

The paper for scanning emotions and feelings. (Appendices)

- Steps:

- The teacher gives an idea and a brief summary of the training in the classroom, sheds light on (the moment of happiness), and then distributes the survey papers for the purpose of completing and filling them out.

- Teachers collect the completed papers and give each student a new paper, and instruct them to use it for the purpose of conducting an interview with a colleague in his class.

- The teacher collects the answers on the board or on a large sheet of paper and asks the students questions based on the following:

- o Any of the words or phrases that the student says to his classmates who appear (happy), (sad), (angry), etc..

- o To discuss the types of ways in which different emotions will be dealt with and link the discussion to useful mental solutions.

The teacher leads the class discussion based on the following:

- o Does everyone understand the terms the same way? o Why do different students feel differently? o Why is it important to know how the other feels?

- o Is it better to control feelings or share them in groups??

2. Daily mood chart:

- Summary:

Students fill out the daily mood chart, either for a specific day or once each day during the week.

- Objectives:

To help students in the process of linking emotions and feelings to different times of the day, as well as linking feelings and emotions inside and outside school.

- Results:

With this activity, students become more aware of the fluctuations and fluctuations in their daily mood.

Teachers become more empowered in how to understand students' feelings and emotions and their changes by using this daily mood chart.

Materials that can be applied:

Health and Physical Education

- Materials and setup: Daily mixer schedule

- Steps:

A. Teachers distribute worksheets and instruct students to complete them the next day or week.

B. Teachers explain to students how moods change during different times of the day and facilitate both small groups and whole class discussions.

Small group discussions:

- What are the different and similar aspects within the group?
- Why did the students give the answer that way? Is the response related to a specific event?
- What was the happiest time? What was the least happy event? Discussions for each class:

Is there anyone in your class who is always happy? Is there anyone who is always unhappy?

- What are the different and similar aspects between the groups?
- Were there common models?
- What were the specific reasons for each mixture?
- When were the strongest feelings felt?

C. As an option, teachers may want to link the exercise to writing in a journal, allowing students to focus on describing specific times of the day (e.g. morning, late evening) and feelings:

For example: excitement or feeling anxious.

D. Teachers lead the process of ending and closing the activity or discussion according to the following and creating a summary report:

- What is the relationship between states of happiness and other states of mood?
- What can be done to transform more time/materials into happy states?

3. Anger map:

- Summary:

Students fill out the anger map and share it with their classmates. Teachers draw attention to making connections between emotion and the body.

- Objectives:

Developing students' awareness of how to reflect and express emotions through facial expressions, body sensations, through words and thoughts, and how to regulate their emotions to find ways to respond better than reacting to an angry face.

- Results:

- Students learned how to identify anger through: verbal and non-verbal methods

- Students learned how to regulate their feelings and emotions through personal awareness to identify disruptive and dangerous emotions such as anger.

- Learn how to respond when there is an angry face.

- Materials that can be applied:

Health and Physical Education

- Materials and preparation:

- Anger map

- Colored pens

- Steps:

- Guiding students to think or share some time, preferably at the end of the week, when they are very angry, leading discussions in the classroom to generate various ideas and then doing this as self-learning to benefit from these ideas.

- Asking students to complete the worksheets in pairs, focusing on the descriptive parts such as: faces, behavior, words, and body senses.

- Lead the class into discussions, focusing on the most difficult questions:

- o What achievement can anger help you with? o What have you learned about your anger and its nature? o How do you feel when you are angry?

Teachers may share their experience with students or give strategies that correspond to the activity and event, focusing on the classroom and school-class interaction.

- If the teacher plans to implement lessons in this activity, then the teacher may give the students an idea or an overview of the techniques and technology that could be used.

Meta-Moment

(It is about how to deal with stressful and exhausting circumstances and situations)

- Summary:

Teachers explain the concept of meta-moment and give an idea about it, then ask students to imagine or discuss how to use this strategy (meta-moment).

- Objectives:

Develop students' ability to recognize, observe, understand and express emotions, especially strong emotions.

- Results:

- Students learn how to notice strong emotions
- Students learn to cope with emotions by imagining a different response.

- Materials that can be applied:

Science and Mathematics ▪ Materials and Preparation:

Pictures of meta-moment are distributed or displayed in the classroom.

5. The happiest person I know:

- Summary:

Students interview the happiest person they know, then share their results with the class, comparing answers.

- Objectives:

Students explore the meaning and concept of happiness, understanding what happiness means to different people and people, how it comes from different sources and identifying an ideal model or role model for happiness.

- Results:

– Students develop a concept of happiness through personal awareness as well as from the people around them who are happy people.

Students learn that happiness means different things to different people and comes from different sources at the individual and collective levels.

- Materials that can be applied:

History and social studies

- Materials and preparation process:

- An interview worksheet on happiness

- Four large pieces of paper.

- Steps:

The teacher prepares the class a few days in advance. He tells the students to think about the happiest person they know, someone from home, school, or the community. The students then interview that person using the Happiest Person They Know Interview Worksheet.

The questions in the interview are:

- o What contributes most to your happiness?

- o What lessons have you learned about happiness during difficult times in your life?
- o What advice would you give to my generation regarding living a happy life?

- After the interviews are over, teachers prepare four large sheets of paper, each with one of the above questions written on it, and the four sheets are for any additions or additional questions.

Students are asked to come to the introduction so that their answers can be filled in briefly, or this can be facilitated by teachers by creating a discussion for the whole class.

- When the tables are complete, the teacher leads a class discussion:

- o What are the differences and similarities?

- o Do you agree with this happiness advice given?
- o What are the main lessons from this?

o Is this advice different from what was presented in the media?

o The teacher closes the discussion and gives final reflections on this aspect.

6. From the failure stage to the growth stage:

- Summary:

Several methods are used, including:

Journalism, clarifications and explanations led by the teacher, discussion of some quotes from famous people who were able to overcome obstacles and achieve achievements, growth and development.

- Objectives:

Students learn how to overcome negative thoughts about their ability or mistakes by developing their own growth and development approach.

- Results:

- Students focus on what they will learn from their mistakes.

Students embrace the continuous learning process through continuous learning and growth techniques, which in turn transforms them from failure and fear to a stage of deep belief in their efforts and energies.

- Students learn a new approach to personal self-regulation by focusing on shifting from negative feelings to motivation and positive energy.

- Materials that can be applied:

Science and mathematics

- Materials and preparation process:

The image of specific learning

:Meta-moment

- Steps:

- Asking students to write or discuss the following:

- o Remember a time or period in which you failed. What was your response? How did you feel?
 - o What was your response to failure and disappointment?

- o Why do people feel embarrassed, frustrated or give up when they fail?

- The teacher asks the students to link what they wrote with motivational quotes that are displayed around the classroom or on the blackboard.

- The teacher explains and explains the method and approach to growth and motivation using the specific images presented.

Third: Happy environments:

1. Meeting and morning meeting:

- Summary:

Teachers devote 10–15 minutes at the beginning of the day or week, to focus attention on topics that relate to their happiness.

- Objectives:

Students start their day by thinking about their happiness, well-being and emotions, through short activities and help communicate the school's vision and plan for Happy Schools.

- Results:

Students learn how to start their day by focusing on their happiness and important topics related to that, and focusing on the awareness that guides them to that.

- Students develop personal characteristics and characteristics during the day.

- Materials that can be applied:

National subject and moral education

- Materials and preparation process:

- Inspiring quotes e

- Clips (Videos)

- Emoji panel.

- Steps:

At the beginning of the day, students are asked to sit in a circle and teachers and students greet each other and focus on establishing and modeling the behavior and behavior of a happy school.

Teachers introduce the activity, video clips and discussions, so that students focus on happiness and well-being. These meetings are arranged according to subtopics, for example:

- o Empathy and compassion.

- o Relationships, roles and responsibilities.

- o Happiness, empathy and self-awareness.

- Teachers use materials from previous lessons such as: faces of emotions, daily mixing charts, etc.

Teachers display a quote or short story to draw attention (such as a morning message) focusing on the topic of happiness.

- Teachers encourage students to maintain the same perspective throughout their entire day, giving ideas so that they can return to the topic for that day.

2. Mindful breathing and attention:

- Summary:

Students sit and focus on building awareness of their breathing and the sound of the bell.

- Objectives:

To increase focus, pay attention to what is happening here and now, relax and help relieve stress.

- Results:

- Students use positive influences regarding practices in education for their mental and physical health.

- Students pay attention to their personal self-awareness and self-regulation.

- Materials that can be applied:

- Science and mathematics

- Health and physical education

- Materials and setup:

- Teachers with experience in breathing meditation.

- Chairs, cushions and carpets

- The wake-up call.

- Steps:

- Teachers ask students to sit in a comfortable and relaxed position. They may want to turn off the lights or select sounds such as (fans and clocks).

Teachers ask the students to close their eyes and guide them through the exercises with the following:

- o Students are told to monitor how they feel.

- o When the mind wanders, it is brought to the breath.

- o After a few minutes, students are asked to focus on the physical sensations.

- o Monitor the full length of inhalation and exhalation.

- o Place the hand on the abdomen and watch the rise and fall.

- Teachers call the wake-up call

o Students are asked to listen as long as possible, and after no longer hearing the sound, the student takes three breaths.

o Students are asked to gently open their eyes (if they are closed). (The teachers provide guidance through the following questions:

o What happened? Has anything changed?

3. Mindful walking:

- Summary:

Students walk carefully and alertly.

- Objectives:

Cultivating awareness and linking emotions and movement, increasing attention, learning how to slow down and being aware of the wider environment.

- Results:

- Students learn the process of adapting to mindful breathing and active movement

- Students learn to focus on personal awareness

- Students learn to use mindful walking within the school environment, such as: moving between classrooms, going to and from the bathroom

- Materials that can be applied:

- The arts

- Health and physical education

- Materials setup:

- Teachers with experiences of walking meditation

- The wake-up call

4. Mindful eating:

- Summary:

Students carefully and in a focused manner eat a piece of fruit and reflect on their experience and how it is different from how they normally eat.

- Objectives:

Help students be careful about what and how they eat, and express gratitude for where food comes from.

- Results:

- Students develop a mindful behavior towards eating
- Students develop personal awareness of eating habits
- Enhancing students' concept of eating during their meals and during snacks.

- Materials that can be applied:

- Health and physical education

- Materials and setup:

- Attention and alertness bell
- One tangerine or local fruit for each student
- Paper tissues and sanitizer to clean hands before and after

- Steps:

Teachers prepare the food and may want to turn off the lights and make sounds such as fans and clocks.

- Teachers begin by asking the students to get into a circle and tell them that they will eat together after everyone is silent

- Students begin to remember the lesson (mindful breathing) and start with one sound, focusing on breathing

Teachers distribute tangerines or local fruits according to the following instructions:

- o Focus on the students' feeling of having the fruit in their hands.

- o Read the first two lines of the food guide (teacher's guide).
- o Ask students to reverse their effect.

- Teachers guide students to examine the fruit:

- o Have you seen anything like it before or not? (color, shape, etc.)...

- o Being aware of smell? (How was her experience in the mouth or in the nose?)

- o Touch it, peel it, and listen to the peeling sound.

Students are asked to put part of the fruit in their mouth and eat it:

- o Ask the students not to chew or swallow, just observe the mouth's response or not.

- o Roll the fruit in the mouth, observing the nature of the fruit and the flavour.

- Eat the rest of the fruit and then sit quietly.

- If time permits, discussion takes place between students and teachers in the classroom.

5. Mindful relaxation:

- Summary:

Students relax, stretch or sit, and become aware of their breathing and body for approximately 10–15 minutes.

- Objectives:

Students increase calm and relax their bodies and minds.

- Results:

- Students learn how to reduce stress and anxiety, increase calm and be aware of how their minds and bodies are connected

- Students learn how to regulate their emotions.

- Materials that can be applied:

- Health and physical education

- Materials and preparation process:

- Clean floor, clean carpets

- Do not disturb sign placed on the door

- Teachers with experience in breathing meditation

- The wake-up call

- . Happy dancing:

- Summary:

Students listen to songs and work together, creating a dance that expresses different emotions.

- Objectives:

Students recognize and understand the relationship between body sensations and external stimuli in creating emotions and happiness.

- Results:

- Students develop personal self-awareness regarding body sensations.

- Students develop the ability to express themselves through movements and are able to overcome shyness by moving in front of their fellow students.

- Materials that can be applied:

- Arts

- Health and physical education
- Materials and preparation process:
 - Tables and chairs for students to move around.
 - Different songs to express happiness
 - Various colored quilts for students to use.
- Steps:
 - The teachers play the song for the students, and the teachers explain to them that they will dance in the second round of listening to the song.
 - Then the teachers play the song in the second round and the students are asked to dance to the song.
 - The students are asked to form small groups and do a happy dance, which they will perform together using the colorful quilt that was given to them.
 - Lead the class in a discussion on the relationship between music and happiness or different aspects of emotions, asking students to use music to change their emotions.

7. The happiest places and moments at school:

- Summary:

Students name the happiest places and moments for them inside the school, take pictures and make drawings and then display them to the class to share and explain why this brought them happiness!
- Objectives:
 - Learners become able to identify the places and moments where they feel their happiness is the highest it has ever been.
 - Learners develop both personal and social affection for place and time.
- Materials that can be applied:

- Arts
- Moral and patriotic education
- Materials and preparation process:
 - A file showing the happiest place in the school
 - Devices for taking pictures and materials for drawing and display.
- Steps:

The classroom is prepared a few days or a week in advance, and the students are asked to identify the happiest places in the school for them, which in turn they feel is the happiest place in the school for them.

- Guiding students and learners in general on how to create a painting that expresses happiness through pictures and drawings.
- Students take turns displaying happiness paintings to the class
- There will be a discussion among the students about paintings related to happiness, and there will be a mutual discussion between them.

8. One day at my school:

- Summary:

Students make or create a picture or storyboard and then share it with the class. Students create a list of activities to promote happiness based on their findings.

- Objectives:

Students become more aware regarding different parts of school which produce different emotions and feelings and discuss how to improve them.

- Results:
 - Students learn how to develop personal awareness

– Students identify a range of emotions that relate to different parts of the school and how to improve their experiences.

- Materials that can be applied:

- Arts and literature

- Health and physical education

- Materials and preparation process:

- School map (including a large map)

- Devices for taking pictures and materials for drawing.

- Steps:

- The teacher explains the features of the project to the students, so that the students focus on specific places in the school that they feel about, such as: the sports room, the entrance, the dining room, the bathroom, etc.

- Instructing and directing students on how to make or create a picture or storyboard (length of the story, number of pictures), focusing on specific places with different emotions and feelings.

- Students are asked to walk attentively around the school, seeing the different surroundings of the school and how they feel about it?

- Then the students take turns displaying the pictures, while the teacher draws the associated roads, feelings, and emotions on a large map.

- An optional (written) activity, the teacher asks the students to imagine that their school will receive a visitor and they must write a letter introducing the school, and they must think about the places that will make them feel happiest to introduce it to the visitor.

9. Learn happiness:

- Summary:

Students collect clippings from magazines or social media posts and then analyze whether they develop the concept of happiness or not.

- Objectives:

Students understand that media messages can be helpful or harmful to the happiness and well-being of society and the individual.

- Results:

- Students are able to learn about happiness through media (including social media)

- Students learned how to apply what they learned from the lessons through cognitive and emotional activities.

Empathy Exit Tickets:

- Summary:

Students write an emotion exit ticket at the end of the lesson and, if time permits, discuss it with the rest of the class.

- Objectives:

- Students spend the last few minutes of the lesson reflecting on the emotions they learned and focusing on developing the emotion properly.

- Results:

- Students focus attention on happiness after the academic session and in particular the social aspect of getting to know others.

- Students gain positive feedback regarding their grade level and how the grade is performing academically

- Materials that can be applied:

- all of them
- This lesson can be applied at the end of any academic subject
- Materials and setup:
 - Scraps of paper or emotional exit tickets.

Appendices

Note:

The appendices will be arranged according to activities and lessons

Drafting a happy school business plan Summary:

Coordinators lead participants in formulating goals and setting a timeline for implementation.

Objectives:

Participants create an action plan to ensure focus on the Happy School Project. Outputs and results:

That the school community focuses on the goals established in the action plan

Participants have a clear idea regarding the goals and components of school improvement. Materials and setting:

Smart Goals schedule divided time and work with no data to monitor

Drawing plans according to which the action plan is developed Smart goals with basic characteristics:

For the goals to succeed, happy schools must have a specific, clear and realistic plan of action that includes:

- 1) The work plan must be specific

2) Measurable

3) Agreed

4) Realistic

5) Time-bound

Make a timetable to divide the work and duties, so that it is divided into time periods and write down the details

Model appendices

Paper or form for the emotions and feelings survey:

Please complete the following phrases and sentences, thinking about your school life:

1) I am very happy at school when...

.....

2) Other students hurt my feelings by

.....

2) At school, I do my best when:

.....

4) I get angry at school when:

.....

5) At school, I feel most excited when:

.....

6) I feel close to others in class when:

.....

7) I feel shy at school when:

.....

8) I depend on others in the classroom when:

.....

9) I feel sad at school when:

.....

10) I feel calmer at school when or during:

.....

Anger map

What kind of face do you have when you look angry? What do you say when you are angry? What happens to your body when you are angry? Other ways to deal with my anger Have you learned anything about your anger? How do you act when you are angry? What does your anger help you accomplish?

Happiness worksheet:

1) The name of the person

2) Personal information (age, etc.)

questions:

1) What contributes most to your happiness?

2) What lessons have you learned about happiness during difficult times in your life?

3) What advice would you give to my generation regarding living a happy life?

Summary of answers

What can I do based on the advice given to me, to make my life happy and live happily?

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The happiest place in school

Pictures that express why you feel happy in that place. Describe a specific feeling you feel in that place

I use stronger phrases and vocabulary than the words happy and happy.

Who else is there with you? How do these people contribute to reducing or increasing your happiness? Is it possible to go to this place many times? Why? And why not?