

## **Ceiling on Desires: A Whole-Class or Whole-School Programme**

### **Quotations by Sathya Sai Baba (from Krystal, 2009)**

We constantly strive in various ways to elevate our status and condition. As we succeed in one effort we seek success in another, and so it goes on. But what is the hall-mark of a true human being? Human life is bound up with gains and losses, ups and downs. We have to face them. Incidentally, we have to suffer blows of one sort or another. The only true human beings are those who overcome these challenges with fortitude. What is the reason for vicissitudes in our lives? The cause is to be found in our desires. Doubtless, desires are inescapable. One person, for instance, seeks to achieve some ideals. Another may seek to do well in study and get a good job. Yet another may desire to get a good name and bring up a good family. There is nothing wrong in such desires. But what we are witnessing these days is the limitless growth of desires. As a consequence, we fall into bad ways. There should be limits to every desire. There should be a limit even to the pursuit of power and position. It has been well said, "There can be nothing great without restraints". Without restraints we are bound to go astray.

Do not waste precious time and life on impermanent pleasures. Have some control, a ceiling on your desires.

Today we appear to relish only pleasures derived from the senses. Every person is filled with various desires. As we grow we become headstrong. We fail to realize the true purpose of education. We develop ambitions to become great scholars, singers, actors or businesspeople. We are caught up in a bewildering maze of desires. As a result we become slaves to our impure desires and forget our true human worth. While birds and animals are content to live on what they can get, humans alone have insatiable desires and are filled with greed. There should be a limit to one's acquisitiveness and desires. It is not necessary to give up everything but excess of anything is harmful and should be avoided.

When children are born they are innocent of all desires. As they grow older, desires multiply. These desires have to be kept within limits. Life is a long journey and the less luggage you carry, the greater the comfort. Reducing desires is the true mark of civilization. Education should lead to restraint on desires.

People today embark on actions in the expectation of what they can get from society and not what they can offer it. This is not the right attitude. Each one should ask, "What is it that society can receive from me? What good can it get from me?" Actions should be undertaken with this high-minded attitude. Desire makes one incapable of having such a large-hearted view.

The desire for worldly objects can plunge one in endless misery. Desires are like a green pumpkin which will sink in water. A desireless person will be like a dried pumpkin which will float on water.

### Other quotes

Desires are the cause of all Sorrow. (The Buddha)

There is enough in the world for everyone's needs, but not enough for every one's greed. (Mahatma Gandhi)

### Things for the teacher to say (several times a day to remind students constantly)

- Talk to the students about the quotations above and deliver their messages as often as you can.
- There is a shocking amount of waste and we must learn how to discipline ourselves to impose limits on waste, particularly in the areas of money, food, time and energy. (Krystal, 2009, p.1)
- The Ceiling on Desires Programme has been designed to help each individual, and therefore each family, to live a happier life. Instead of wasting life and its gifts on unhealthy pursuits, it will guide people to exercise care in the expenditure of money, and the use of time, energy and food. (Krystal, 2009, p.2)
- Sathya Sai Baba is asking each of us if any or all of these four areas are being wasted in nonessential or unhealthy ways, or if they are being used wisely for the benefit of each individual or family. In addition, are we allowing sufficient money, time, energy and food to be used in selfless service to help others in less fortunate circumstances? These are the questions each of us needs to ask, if we wish to call ourselves human beings. (Krystal, 2009, p.2)
- It is not sufficient to just assuage our consciences by giving money to charitable and humanitarian organizations, without undertaking the personal discipline of reducing waste in our lives. (Krystal, 2009, pp.2-3)
- **Money**, if used appropriately, can enhance our lives but it can be harmful if we are attached to it and believe money to be the source of our security and happiness (Krystal, 2009, p.5). If we become so attached to what money can buy that we equate our worth with how much money and material things we possess, we can develop the negative quality of **pride** (Krystal, 2009, p.5). If we have excessive desire for more than we need, we can develop **greed** (Krystal, 2009, p.6). **Jealousy** and **envy** can arise if somebody has something that we think we want (Krystal, 2009, p.6).
- **Food**: Even when there is an abundance of food available, people these days are suffering from malnutrition because they eat unsuitable food, junk food, etc. Another aspect of junk food is that it leaves those who eat it still hungry (Krystal, 2009, pp.13-14).

**DISCUSSION QUESTIONS**  
**Ceiling on Desires: Money**

**A. What are some ways you can help to save money? Discuss the following topics:**

**1. Clothes**

Do you have enough clothes?

How many clothes are in your wardrobe that you have only worn once or twice?

**2. Fashion**

Why do you prefer certain makes or labels?

If you have a fashionable make, does it make you happy?

If it does, for how long does it?

**3. Television**

Do you let the television advertisements control your thoughts, or are you in control of your own thoughts?

Do you often want things you see advertised?

**4. Games, toys, etc.**

Do you use/play with them all, or did you just want them because other people had them?

What can you do with the ones you no longer use/play with any more?

**5. Household products**

What are some ways of using the following household products carefully?

i) Electricity, heat, water -in your home/at school.

ii) Household goods (like paper towels, toothpaste, paper, Sellotape, etc.)

iii) Food

What are some ways they can be wasted?

**6. The Car**

How can you save petrol? How is petrol wasted?

**B. Wants or Needs?**

What things do I have that are real needs?

What things, that are not needs, do I have because I want them?

Should I always have everything I want?

Why?

What can I do without?

*(Link: 'Our World, Our Rights' by Amnesty International pp 23-26 Activity 1: Needs and Wants)*

*SSEHV: Lesson Plans for Ages 8 - 9 Years - Lesson 2.13*

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## **Things for the teacher to model (constantly!)**

- Show the students how you budget and keep track of the money you spend so you can see where it is being wasted. Share with them the strategies you use for saving money and, at the same time, conserving energy, eg turning of lights or water when not in use, only buying the amount of food you need or you don't have to throw any away, reducing an unhealthy habit such as eating too much chocolate or smoking cigarettes; not buying things unless you really need them (Krystal, 2009, pp.8-9).
- The majority of people are prone to waste time in idle and meaningless activities, yet frequently say they do not have time for helping others, spending time with family, etc. (Krystal, 2009, p.19). Let the children see you giving up some time-wasting activity and using the time you have saved to help others or do something good to help yourself.
- Have your own Ceiling on Desires programme to stop a wasteful behaviour of your own. Give your students regular reports on your progress.

## **Things to say for discipline (frequently)**

- Emotions such as anger, resistance, irritation, frustration drain our energy from us and cause it to be wasted. So do behaviours like gossiping, backbiting and criticizing others. Put a ceiling on these and reflect on how much happier you feel.
- Do not waste precious time and life on impermanent pleasures. Have some control, a ceiling on your desires.

## **Things for children to say and do to each other**

- Share the strategies they think of in silent thinking to save waste – especially if they are surprising ideas that they wouldn't have expected to come into their minds (Krystal, 2009, p.11).
- Time: Think about a time-wasting habit, such as watching too much TV or playing computer games, then stop it for one week and use the time to do something to help a family member, your teacher or a classmate. Reflect on how this makes you feel.

## **Things for teachers to do for each other**

- Time: If you have a time-wasting habit, such as sitting and gossiping during your breaks, stop it for one day/one week and use the time to do something to help a colleague.
- Make a pact to put a ceiling on an unhealthy habit that you share with a group of colleagues (e.g. eating too much junk food, smoking, drinking alcohol). Support each other and reward yourselves in a positive way if you are successful.

# 1. Things for children to do at home with their families

- Try to put into practice strategies for saving money and, at the same time, conserving energy, e.g. turning of lights or water when not in use, only buying the amount of food you need so you don't have to throw any away, reducing an unhealthy habit such as eating too much chocolate or smoking cigarettes; not buying things unless you really need them (Krystal, 2009, pp.8-9).
- Donate your left-over food to somebody who is needy. Reduce your junk food intake and use the money you save for a useful purpose.
- Ask your family members to help you to make a list of some areas where you may be wasting time (e.g. watching too much television, indulging in gossip or idle talk, worrying, complaining) (Krystal, 2009, p.20).
- Take half an hour of your TV watching time and do something to help somebody in your family instead. Ask them to tell you how this made them feel. How did it make you feel?
- Ask your family members to help you to complete the workshop "Saving Planet Earth" (see below).
- Fill out the following questionnaire with your family

## QUESTIONNAIRE - HOW I USE MY TIME

A1. When I am woken up in the morning, I . . .

- a) get up immediately
- b) decide to have another 5 or 10 minutes in bed
- c) go back to sleep

A2. When I have school homework, I . . .

- a) do it when I get home
- b) do it after watching television
- c) do it after I've been out to play d) think up an excuse why I can't do it at all.

A3. If I am watching television and someone asks me to turn it off, I . . .

A4. If I am asked to do something when my favourite television programme is on, I . . .

A5. If I have a lot of homework and there is not much time to feed my pet, I . . .

- a) ask someone else to feed my pet
- b) make sure I feed my pet first, then get on with my homework
- c) decide it will be all right to feed my pet in the morning.

A6. I have had a lot of homework and my school books are all over the table, I am very tired so I . . .

- a) go straight to bed and tidy up the next day
- b) go straight to bed as someone else will tidy up anyway
- c) tidy up then go to bed.

A7. I clean and tidy my own room

- a) several times a week
- b) once a week
- c) every fortnight

- d) once a month
- e) in the school holidays
- f) never.

B1. Now that you are aware of your own pattern of behavior, is there anything you would like to change?

B2. Is there anything that might be difficult about making this change?

B3. What will you do to deal with this difficulty?

## **Things to do in class/during breaks**

- With older pupils, have them do some research about eg:
  - *How much it costs their parents to look after them for a year*
  - *The cost of the food that is thrown away in one day/week*
  - *Water and electricity usage and wastage in the home*
- Ask students to report on their findings in the assembly
- Environment/saving water activity (see below)
- Come up with a list of NEEDS vs WANTS. Talk about the needs first - and in the discussion, analyze whether the needs are really needs or can some of these also become wants. Do the same with wants (you will find that all the wants are eventually eliminated - not being important enough - we can do without). From the final shortlisted 'needs', we examine these further to see whether this is a 100% need, 75%, 50%, 25% or not at all. We look at the list from 50% to less than 50% and once again discuss the reasons why we don't need to have it. Collectively the discussion focuses on waste and how if the whole world made an effort of 'Not Wasting', everyone would end up with more.

## **Things to do in silent thinking (before lunch each day)**

- Sit silently for a few minutes and allow your mind to think of ways in which you can curtail waste in your daily life. [Share the insights with the rest of the class. Ask students to put these ideas into practice and take turns to report the effects.] (Krystal, 2009)
- Sometimes the teacher can guide the class to focus can be on one of money, time, energy or food; at other times the students can allow any aspect to come into their minds.
- An extension of this activity can be to think of ways that you can use your savings for service (Krystal, 2009, p.12).
- If you feel that you are faced with so many things to do that you find it hard to decide on the order in which to do them, take a minute or two to do silent thinking to relax and allow your mind to help you to make the correct decision. (Krystal, 2009)
- Close your eyes and imagine that you are in a spaceship, moving far, far away from the Earth. As you move away, you look back at the Earth from the

window of your spaceship. You can see that more than 1/3 of the Earth is made up of water but of the 1/3 only a very small amount is suitable for drinking, washing or growing plants. As you watch, you can see clearly what people are doing. Watch them. You can see many people wasting water. Look at the many ways they waste water, without even realizing it.

Next, look down and see how many people in different countries are wasting food. See how much food is wasted in one day. Watch as it is all piled up in one place.

Now observe the many ways that people are wasting energy. It might be that they leave a light or a heater on in a room when nobody is there. It might be that they are wasting petrol or oil, which are becoming scarce commodities.

Finally, look at the many ways in which you can see people wasting their time. Perhaps you can see students in a game parlour spending their time playing computer games. You might see people mindlessly watching television. Or they might be wasting their time and money shopping for things they don't need.

As you watch, you can see what all of this bad treatment is doing to our Mother Earth.

Suddenly you feel a surge of great strength go through your body. You have become a super hero and you are the one who can save the Earth from so much wasting of water, energy, food and time. Quickly you turn your spaceship and race back to Earth. Now, for a few moments just sit quietly and visualize what it is that you can do to make a difference to our Earth.

- (for older students – from [http://www.saiyousa.net/index.php?Itemid=33&id=30&layout=blog&option=com\\_content&view=category](http://www.saiyousa.net/index.php?Itemid=33&id=30&layout=blog&option=com_content&view=category))

Sit up straight, close your eyes. Allow your mind to settle on your breath, as an anchor for you to focus on. Watch your breath as you slowly and rhythmically inhale and exhale. (1-2 mins pause). Without forcing your breath, begin to steady each inhalation and exhalation, so that each is even and full. Inhale for 2 counts and exhale for 2 counts. (Pause) Slowly increase the length of each breath to 3 counts (Pause), 4 counts (Pause), and so on until your breaths are slow and measured. (PAUSE)

Today we will take a trip, in our mind's eye, to Consumer Heaven. Imagine yourself walking into any store of your choosing. (Pause) Where are you? (Pause) What surrounds you? (Pause) Observe how you feel as your senses take in the sights, sounds, and even smells that greet you? (PAUSE)

Observe how your body is reacting to these sensations. What is happening

to your breath? What other reactions are triggered?

Walk a little further into the store. What do you see around you? (Pause)  
What items jump out at you? Pause in front of one item that you want.  
How do you feel as you look at it? What would be the benefits of buying  
this item? (Pause) Notice your breath. What is happening to your slow  
and even breathing? Notice any other physical sensations you feel.  
(Pause)

Imagine that you are taking the item that you want to the cash register to  
buy it. How do you feel? What thoughts, emotions, or physical sensations  
do you notice? (Pause) How do you feel when you think of going home  
with this item and using it or showing it to your friends and family?  
(Pause)

When you get to the register, for some reason, you are not able to purchase  
the item. You have to leave it at the counter. How do you feel? What  
thoughts, emotions, or physical sensations do you notice? (Pause) How do  
you feel when you think of going home without this item, and not being  
able to show it to your friends and family? (Pause)

Imagine that you are now walking out of the store. As you are leaving,  
you see a homeless person standing outside on the corner. How does this  
make you feel? How does this sight influence your perspective on the  
experience you just had inside the store? Observe your body's reactions to  
these thoughts.

Bring your focus back to your breath. Is it still controlled and even?  
Without forcing it, steady your inhalations and exhalations until your  
breath is slow and measured.

Take a few moments to silently free write on this visualization  
experience. What did you learn about yourself? What did you notice  
about your own desires? Was the item you focused on a "want" or a  
need? How do you rationalize this? How does awareness of desires help  
us "ceil" them? (Allow 2-3 minutes.) Students may share their thoughts  
with the group (1-2 minutes).

Throughout this workshop and over this month, let us attempt to heighten  
our awareness of our desires and the way we use money to fulfil our  
desires. Let's grow more mindful of what we are using our money for,  
how much we think of money, or where it may be going to waste.

## **2. Songs**

Attached song about spending money



### 3. Stories

- Historical stories about recycling
- Monetary Reminder (see appendix – do not waste time)
- Aesop's Fables:
  - *How the Dog Lost his Dinner*
  - *The Golden Goose*
  - *King Midas and his Golden Touch*

#### **Story: How the Dog Lost His Dinner (an Aesop Fable)**

A dog was carrying a large piece of meat that he had been given. He came to a stream and discovered that there was a plank that he could walk on to cross to the other side. As he crossed the stream on the plank, he looked down and thought, owing to the reflection in the stream, that he saw another dog with another piece of meat. He was determined to get that piece of meat too. But when he snapped at the other dog, he dropped the meat he was carrying and lost it in the stream.

#### **Story: Monetary Reminder**

Imagine there is a bank, which credits your account each morning with £86,400, carries over no balance from day to day, allows you to keep no cash balance, and every evening cancels whatever part of the amount you had failed to use during the day. What would you do? Draw out every pence, of course!

Well, everyone has such a bank. Its name is Time.

Every morning, it credits you with 86,400 seconds. Every night it writes off, as lost, whatever of this you have failed to invest to good purpose. It carries over no balance. It allows no overdraft. Each day it opens a new account for you. Each night it burns the records of the day. If you fail to use the day's deposits, the loss is yours.

There is no going back. There is no drawing against the "tomorrow."

Therefore, there is never "not enough time" or "too much time". Time management is decided by us alone and nobody else. It is never the case of us not having enough time to do things, but the case of whether we want to do it.

## STORY TELLING

### THE OLD WOMAN WHO LIVED IN A SHOE

*by Carole Alderman (adapted from a traditional story)*

There was an old woman who lived in a shoe.  
She didn't have very much housework to do.  
She enjoyed making jam,  
With fresh fruit from the trees,  
She had milk from the cow and honey from bees.

She was happy for a time until her cousin from the town visited her and showed her photographs of what seemed to the old woman, a fine, large residence. When her cousin went home, the old woman began thinking and comparing her shoe to her cousin's home.

"Of course," I wouldn't want a big place like that," she thought. "But I wouldn't mind something a little bit bigger than this."



The more she thought about it, the more she started becoming restless, until one day she began to look out for a bigger place to live. She wished she could have a box to live in, instead of the shoe. In time someone told her of some boxes nearby, one of which was empty, so she left her shoe and moved into the box.

The box was much bigger than the shoe, so there was more housework, and it was further to walk to the cow for her milk, but she still had plenty of time and reasoned that the exercise would do her good, so for a while she was happy with her new box. Until, one day, hearing she had more room, her cousin from the town came to visit bringing a friend along. The old woman enjoyed their company. She found

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them great fun with their bright clothes and laughter. She liked her cousin's friend, although she *was* a little condescending. She was quite well off and had a big detached house.

After a week or so, her cousin and friend went home. Again the old woman became restless and was dissatisfied with the box.

"This is not much of a box for me to be living in," she thought. "I felt quite ashamed of it, when my cousin's friend showed me a picture of her lovely house. I don't want much, but I wish I could just have a nice cupboard to live in. Then I would be happy."

And so she worried and wished and wished and worried until eventually she got a cupboard.

At first, she was happy with the cupboard. She cleaned and painted it and made new curtains. It really was rather nice, although it was a lot of work. She had no time to make jam now. But she was quite proud of the cupboard.

She lived in the cupboard happily for a year or two and then she had a letter from her cousin saying she was moving into a big house near her friend. Suddenly her cupboard did not seem so big.

"This cupboard really is not big enough," she thought to herself angrily. "I do not really like it in here. I would prefer something outside in the garden. A small shed perhaps. Yes! That would make me happy."

Again she moved. This time into a lovely shed in a small garden with a pond, a beautiful lawn, flower beds, a herb garden and big, shady trees.

"Oh, this is heaven!" she thought. "This is what I've always wanted. I'll train the red roses round the door. It's so pretty, I'll be happy for the rest of my life."

And for a while she was. She trained the roses round the shed door and had to admit she was pleased with herself. It *was* a lot of work keeping the shed clean and with the extra gardening, she no longer had time to get honey. But she didn't mind, as she was very pleased with the beautiful shed. She admired the garden with its pond, lovely lawn, flower beds, fragrant herbs and trees.

Then, one day, when she was taking tea on the lawn, her eyes began to look to the far end of the garden at the fine stone house and she became discontented with her shed

"I want a house. I'm tired of this gloomy shed. Why shouldn't I have a house like some others have?"

She again became restless and brooding. Time went by and she got a house. She was delighted with it and busied herself making it beautiful. She soon found that the leisurely life to which she had been used, was over, as she now had to go

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out to work to earn extra money for the upkeep and maintenance of her new home. Now she came home tired in the evenings. There was a lot of housework and with the extra expense of a bigger house, she could not afford to pay anyone to help her. But at least she had a house like her cousin.

Then one weekend, while she was out taking a walk, she saw in the distance a beautiful mansion. "I'd love to live in a mansion. Then my life would be complete. I'd want nothing more."

Eventually she *did* live in a beautiful mansion.

"This is the life," she cried with joy. "I'm so happy. I'll never want more again."

But the day-to-day business of running a mansion, with so many callers coming and going, so many people staying there, meant she never had a moment's peace.

"Out of all the places I've lived in, I'm most unhappy here. It's a beautiful place -*to visit*. But I don't feel at home. I can't afford the rent and I'm in debt. If only I'd been contented and stayed in the shoe, or even the box or cupboard. How foolish I have been. I've wasted my life worrying about what I hadn't got, instead of enjoying what I had. How I wish I was back in the shoe. I used to love picking fruit and making jam. I had free milk and honey. I shall work to pay off my debts and I shall go back to the shoe."

There was an old woman who lived in a shoe.  
She didn't have very much housework to do.  
She enjoyed making jam,  
With fresh fruit from the trees,  
She had milk from the cow and honey from bees.

Like us, the old woman who lived in a shoe  
When plagued by desires, what could she do  
But give them full rein, but the pleasure was short  
And she never found the peace that she sought.

But then the old woman who lived in a shoe  
Took up silent sitting and knew what to do!  
Controlling her senses, and with inner view,  
She found peace and contentment,  
Perhaps *you* can, too!

#### QUESTIONS:

1. Why did the old woman want to move from the shoe?
2. What made her decide to move from the box into a cupboard?
3. What made her discontented with the cupboard?
4. Why didn't she stay in the shed?
5. At last she found a house to live in.  
Mention the reason why she left it for a mansion.

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6. Did moving house make her happy in the end? Why?
7. What did you feel when you heard this story?
8. Does it remind you of anything in your own life?
9. Is it important to be contented with what we have?
  
10. Should we live our life according to what other people do or have?
11. How do we know what we really need?
12. What does 'ceiling on desires' mean?
13. What does this story mean to you?

## Lesson for Saving the Environment

<b>Topic</b>	<b>Actions – Environment</b>
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Introduce the concept of <b>CEILING ON DESIRES</b> as a solution for environmental problems.</li> <li>• For children to appreciate, that even though the problems are huge, they can be solved and <b><u>each one of them can make a difference.</u></b></li> </ul>
<b>Sub values</b>	<ul style="list-style-type: none"> <li>• <i>Non-violence, awareness, ceiling on desires</i></li> </ul>
<b>Quote</b>	<ul style="list-style-type: none"> <li>• <i>Save our planet!</i></li> </ul>
<b>Group Activity</b>	<p><b>A sip of water</b>          Prepare paper cups with water for all the children. Play soft music and in silence hand out a paper cup to each child. Then ask the children to drink the water and just leave one sip. The sip can be however big or small they want it to be. When that is done, ask the children in silence to come one by one and pour their sip of water into a large (see through) cup. When all children have poured their water, turn off the music. Discuss with children their experience during this activity. How did they feel? What do they think is the meaning of this activity?</p> <p><b>Save our Planet Worksheet</b>          Children to be given a worksheet with a table split into earth, water &amp; air. For each element they need to write down how we are misusing it at present, and what we as 'kids' can do to help. Children should get into pairs to discuss and brainstorm ideas. After some time, bring them back in a circle and share ideas as a group.</p>
<b>Story</b>	<p><b>Starfish</b>          One day an old man was walking along the beach in the early morning and noticed the tide had washed thousands of starfish up on the shore. Up ahead in the distance he spotted a boy who appeared to be gathering up the starfish and one by one tossing them back into the ocean.</p> <p>He approached the boy and asked him why he spent so much energy doing what seemed to be a waste of time. The boy replied, "If these starfish are left out here like this they will bake in the sun, and by this afternoon they will all be dead."</p> <p>The old man gazed out as far as he could see and responded, "But, there must be hundreds of miles of beach and thousands of starfish. You can't possibly rescue all of them. What difference is throwing a few back going to make anyway?"</p> <p>The boy then held up the starfish he had in his hand and replied, "It's sure going to make a lot of</p>




	<p>difference to this one!"</p> <p>The old man continued to watch the boy, and after a while, he too started picking up starfish and throwing them into the sea.</p>
<b>Lesson Order</b>	<ul style="list-style-type: none"> <li>• Silent Sitting</li> <li>• Sip of Water <b>Activity</b> – discuss significance in terms of saving water. Some people save a lot some save little. If every one of us saves a little, look how much we can save? Do you think one person can make a difference? Imagine how much water would be saved if every child in BV saved 1 sip? What about if every child in HK? If ever person in HK? If every person in the world? So, every sip counts!</li> <li>• Tell <b>Story</b> – Starfish</li> <li>• <b>Discuss</b> – what does this story mean to you? What do you think made the boy throw the starfish into the sea? What about the old man, what did he think of the boy, before he spoke to him? After he spoke? Why do you think the old man joined him? Emphasize that we can all make a difference individually. So don't think its only a few sheets of paper, I can waste them, or its only 1 glass of clean water I can waste it. The world's resources are scarce and every one of us can make a difference.</li> <li>• <b>Activity</b> – Worksheet on pollution in Air, Earth and Water. Aim is for children to bring out what they have already been taught in school. Then through the discussions afterwards we bring out the values angle behind this information.</li> </ul>
<b>Homework</b>	<p>Finish off worksheet at home. Look at the suggestions you have made about how you can help to save the environment. Try to practice one or two at home with your parents.</p>

### **SAVE PLANET EARTH!**

Nature has given us all this beautiful planet earth to live in. It has given us everything we need to live, including trees, food, water and air. And everything in nature is free!

But we humans have not done a good job taking care of nature. We have been polluting the environment and wasting resources. The earth is in danger!

But don't worry. . .if we all work together and change our habits we can save earth!

	WHAT ARE THE PROBLEMS?	WHAT CAN I DO TO HELP?
<p><b><u>LAND / EARTH</u></b></p> 		
<p><b><u>WATER</u></b></p> 		
<p><b><u>AIR</u></b></p> 		

## Reference

Krystal, P. (2009). *Suggestions for Study Groups and Individual Use of the Ceiling on Desires Program*. Prasanthi Nilayam: Sri Sathya Sai Sadhana Trust. (Suggestions marked with a page number have been taken directly from this book.)



