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The Institute of Sathya Sai Education is a non-religious charitable organisation concerned with supporting teachers and parents

- ❖ *To bring out human excellence at all levels in character, academics, and "being"*
- ❖ *To bring out the all-round development of the child (the heart as well as the head and the hands)*
- ❖ *To help children to know who they are*
- ❖ *To help children to realise their full potential*
- ❖ *To develop attitudes of selfless service*

Through

EduCare

Creating a caring education environment, in which we as teachers elicit the good qualities inherent within our students.

12 QUICK TIPS FOR BRINGING EDUCARE INTO YOUR TEACHING



The Teacher's Toolbox

Vol.5

TIP 1: VALUES LITERACY – “LEARNING TALK, TEACHER TALK”

The Values Dictionary

Listed below are some suggested phrases, quotes and vocabulary that we can include as part of our teacher - learning talk to motivate students.

Responding to Students:

- ” *Thank you for your effort/patience/understanding /involvement/caring/sharing.*
- ” *That makes sense.*
- ” *Your work is readable, sensible and believable.*
- ” *Please take responsibility for your own action/happiness.*

- ” *We must try to make simple of what seems complicated.*
- ” *I recognize your strengths / contribution.*

We look forward to your contribution to developing our values dictionary

“Good things generally happen when someone makes them happen ”

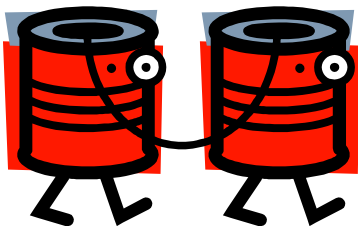
TIP 2: EDUCARE AND GROUP ACTIVITIES

Group projects provide students with an opportunity to find out about something that they as a group or individuals are interested in. Furthermore it gives students a platform to share with the rest of the class things they know about, or to find out about something completely new.

A primary school teacher in Hong Kong shared the following group activity in the format of a group project:

The project involved students making posters for their classroom and the school notice board. The Educare integration in this project is that each group had to use only values related words in the poster and give an encouraging message. Initially students came up with messages like: “Don’t waste water” “Don’t waste food”. The teacher asked that particular group to say it in a more positive way which resulted in students coming up with “Save Water, it is precious”, “Rice is life”. This example demonstrates how Value Added Vocabulary can be incorporated in group work.

TIP 3: EDUCARE PERSPECTIVE OF DISCIPLINE



In EduCare Discipline the emphasis is on mutual respect and humanness in every aspect of schooling—students, teachers, people, places, policies, and programs. We need to take into consideration the following:

- Create a class room environment that will continually foster a healthy self-worth in students
- Every part of the program, activities, resources, policies, and the approach to teacher instruction must be designed to promote a sustaining belief in the value and unique potential of each person.
- Put posters/charts of validating messages to students on the walls to reinforce the message of respect and valuing for each other.
- Find ways for students to create ‘Nurturing’ relationships with teachers and classmates
- Develop willingness to try new things, to explore new possibilities, and to

learn and grow from making mistakes.

Educare in Discipline is "as much an attitude as a methodology." Teachers need to believe in the Educare view that students are embodiments of trust, respect, good intentions and optimism.

TIP 4: MOTIVATE AND INSPIRE STUDENTS

Motivational phrases:

- ” A kind hello and friendly smile works wonders
- ” Happiness has nothing to do with what we have and everything to do with how we think.
- ” Create your own positive phrase and repeat it often. For example ‘I love life’. Tell yourself often enough and it will come true
- ” Respect the beliefs of others and you will learn from their wisdom
- ” Look for the beauty in everyone you meet.

Have faith in yourself and you will achieve your true potential.

TIP 5: RAISING YOUR STUDENTS’ SELF-CONFIDENCE/SELF-ESTEEM

Create a Culture of “I Can” (Taplin & Devi, 2002):

- Place positive emphasis on raising children's awareness of what they **can** do rather than on what they **cannot**
- At the end of the lesson/day, encourage pupils to reflect on what has happened in the class:
 - What did you notice about your thinking, your concentration or your learning today?
 - What will you do next time to make your learning better? [self-reflection]

- *How did your understanding change from the beginning of the lesson to the end of the lesson?*
- Remind pupils that if they believe in themselves they can achieve: 'When you have faith in yourself...'
- Help them to internalise "I Can" vocabulary and concepts
- Have students make a list of all their "I can't..." statements and have a "burial" for all of these statements. (*Rest In Peace: The I Can't Funeral*, in *Chicken Soup for the Soul* by Jack Canfield and Mark Victor Hansen)

TIP 6: TEACH ABOUT CHARACTER THROUGH LESSON CONTENT

In a mathematics lesson on the topic of division by zero:

When we divide any number by zero the answer is infinite.

Below is a "mathematical equation" from the founder of Educare, Sathya Sai Baba

Happiness = $\frac{\text{Number of desires fulfilled}}{\text{Number of desires entertained}}$

Ask students to discuss what happens when the number of desires entertained (the denominator in this equation) is zero – (Answer: the answer becomes infinite, i.e. our happiness becomes infinite. In other words, when we reduce our desires to 0 we will achieve infinite happiness.) (*PEACE/contentment, self-discipline*)

TIP 7: AN INSPIRATIONAL STORY

One of the best stories I've ever heard...

On the very first day of school, she told the 5th graders an untruth. She said that she loved them all the same.

Slumped in his seat in the front row was a little boy named Teddy Stoddard.

Mrs. Thompson had watched Teddy the year before and noticed that he did not play well with the other children, that his clothes



were messy and that he constantly needed a bath. In addition, Teddy could be unpleasant. It got to the point where Mrs. Thompson would actually take delight in marking his papers with a broad red pen, making bold X's and then putting a big "F" at the top of his papers.

Mrs. Thompson was required to review each child's past records and she put Teddy's off until last. However, when she reviewed his file, she was in for a surprise.

Teddy's first grade teacher wrote, *"Teddy is a bright child with a ready laugh. He does his work neatly and has good manners... he is a joy to be around."*

His second grade teacher wrote, *"Teddy is an excellent student, well liked by his classmates, but he is troubled because his mother has a terminal illness and life at home must be a struggle."*

His third grade teacher wrote, *"His mother's death has been hard on him. He tries to do his best, but his father doesn't show much interest, and his home life will soon affect him if some steps aren't taken."*



Teddy's fourth grade teacher wrote, *"Teddy is withdrawn and doesn't show much interest in school. He doesn't have many friends and he sometimes sleeps in class."*

By now, Mrs. Thompson realized the problem and she was ashamed of herself. She felt even worse when her students brought her Christmas presents, wrapped in beautiful ribbons and bright paper, except for Teddy's. His present was clumsily wrapped in the heavy, brown paper that he got from a grocery bag. Mrs. Thompson took pains to open it in the middle of the other presents. Some of the children started to laugh when she found a rhinestone bracelet with some of the stones missing, and a bottle that was one-quarter full of perfume. But she stifled the children's laughter when she exclaimed

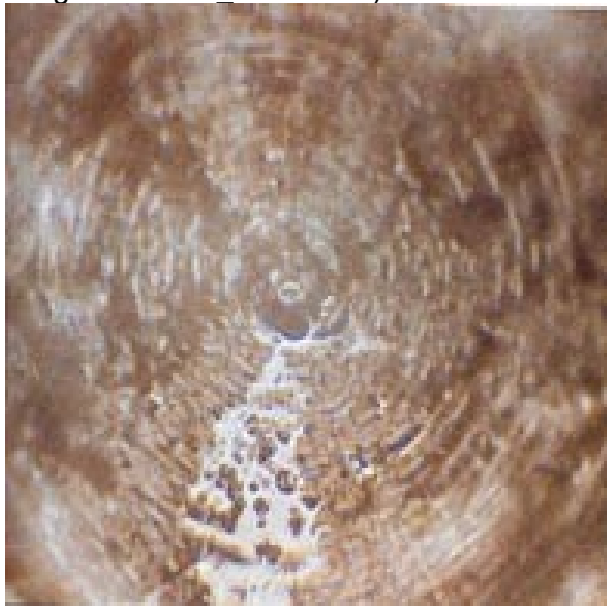
how pretty the bracelet was, putting it on, and dabbing some of the perfume on her wrist. Teddy Stoddard stayed after school that day just long enough to say, "Mrs. Thompson, today you smelled just like my Mom used to."

After the children left, she cried for at least an hour. On that very day, she quit teaching reading, writing and arithmetic. Instead, she began to teach children. Mrs. Thompson paid particular attention to Teddy.

.....to be cont'd in the next issue....

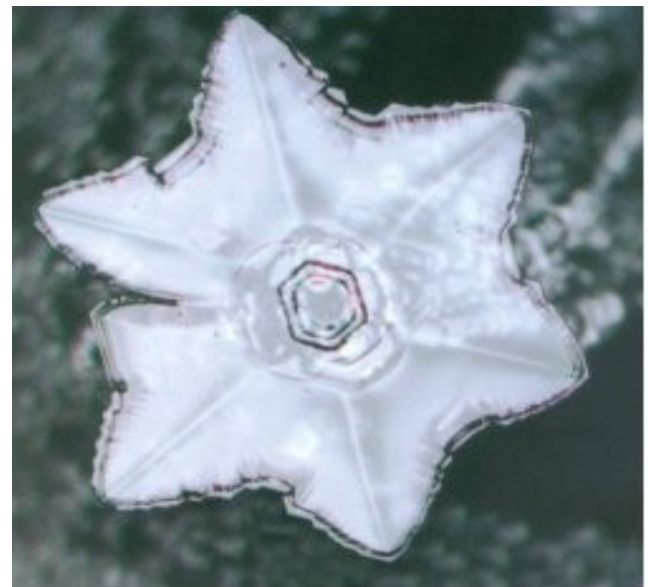
TIP 8: MUSIC AND SONGS IN THE CLASSROOM

In his book *Miraculous Messages from Water*, Japanese photographer Masaru Emoto used magnified photographs of water droplets to show how the molecular structure of water is affected by different kinds of music. For example, the following shows the structure of water that had been exposed to heavy metal music, (downloaded in September 2007 http://www.life-enthusiast.com/twilight/research_emoto.htm)



while the one below shows the structure after exposure to Japanese folk dance music:

- Show your students these photos and ask them to imagine what the effects must be on human beings of different types of music, if the structure of water is affected so dramatically.
- Ask them to conduct their own experiments on the kinds of music that have the most positive/inspiring/empowering effects on them.



Japanese Folk Dance Music

TIP 9: HOW TO BE A GOOD EDUCARE TEACHER

- ❖ If you're feeling low devote time to something you're good at. It will help you face your next challenge with confidence.
- ❖ Support your friends and colleagues and accept their support and love.
- ❖ Discover friendship and love by sharing.
- ❖ When someone invites you to take part in a positive activity that you don't normally do, say "yes" and give it a go.
- ❖ Nurture your goals and be open to all opportunities.
- ❖ Be sensitive to other people's feelings - it brings out the best in them.

**TIP 10: INVEST IN YOURSELF –
COPING WITH THE STRESSES OF
TEACHING**

- Set up a support network of colleagues – work together rather than in competition with each other. Set up rosters so that each colleague has a turn to take a break.
- Speak up to your colleagues – even to your seniors – about your need to have a break.
- Reflect on your values about teaching – research has shown that this can be very invigorating.
- Nurture yourself – allow yourself some time alone to take care of yourself in a way that helps you to recharge yourself, especially at the end of the school day.
- Remember “you cannot keep giving water from the tank if the tank has run dry”.
- Develop the skill of communicating “heart-to-heart” with your pupils and colleagues, which uses up a lot less of your energy than “head-to-head” communication.
- Form a network with colleagues to share your problems.
- Use silent sitting to find solutions to your problems
- Forgive yourself for not being perfect, and accept being a little bit less than perfect.
- Remember that even though you may never hear from your students again after they leave school, you have still had an influence on shaping the lives of at least some of them.



**TIP 11: SILENT REFLECTION TO RECALL
THE LESSON**

An interesting way of integrating silent sitting into the learning programme is to get the students gradually, over time, familiar with quiet ‘thinking time’. I have nicknamed it the ‘the moment of learning’ in my classes. Five minutes before the lesson ends, I ask student’s to sit up, relax, close their eyes and quietly reflect on what part of the lesson stands out in their mind and ask them to share it. I also ask them to think of just one focus word that was used in the lesson. Some students respond positively while others said they were still working it out, while others admit, “I don’t know”. Be prepared and open minded for all kinds of responses. It also acts as an assessment tool to gauge the level of understanding almost instantly, which is a great tool for us teachers to have up our sleeves

**TIP 12: HERE’S ANOTHER HINT
ON EDUCARE**

HUMILITY: It would be wrong to call it education if it merely teaches the meanings of words. The basic aim of education is to make people of character and virtue. Many people think that knowledge is power. It is not so. In fact, character is power. Education should confer humility. Education without humility, action without discrimination, scholarship without wisdom, words without truth, friendship without gratitude, music without melody, politics without morality and integrity can never shine in society. One’s personality blossoms only when one has humility along with knowledge.

DOES EDUCARE WORK?

Effects on academic results: Recently we have analysed the academic results of 44 classes in Mainland China where Educare had been a part of the programme for one year. The results were compared to parallel classes (ie the same grade level following the same curriculum and sitting the same academic tests). There are small but statistically non-significant differences as follows:



- Educare classes did better in the second half of the year than the first half.
- Educare classes did better than control classes in both the first and second halves of the year.

While this analysis does not prove conclusively that the Educare had a positive effect on the students' academic results, we can say with a reasonable level of confidence that it hasn't had any detrimental effect and may have contributed to the slight improvements.

FURTHER RESOURCES AVAILABLE FROM THE ISSE (HONG KONG)

Taplin, M. (1998). *Education in Human Values through Mathematics: Mathematics through Education in Human Values*. Hong Kong: Institute of Sathya Sai Education of Hong Kong. ISBN 962-8430-01-3

Taplin, M. &, A. Devi (2004). *To Teach, Not to Punish: A Practical Human Values Approach to Discipline*. Hong Kong: Institute of Sathya Sai Education.

Educare posters and support materials

*We welcome comments, suggestions, and contributions.
Email to info@ssehv.org*